

Purpose

- To retell events in time order.
- To give an account of an event or experience
- To write in chronological order

Prior Knowledge

- Paragraphs contain mixture of action, description and feelings
- Major events are paragraphed
- Text contains an introduction, series of events and conclusion
- Time conjunctions and fronted adverbials used to show the passing of time.

Types of Recounts

Letter -Biography -Write up of a trip -Newspaper report -
Diary/Journal -Magazine

Organisation for your writing

Feature

Your introduction and conclusion are detailed and include elaborated personal responses.

Your writing is engaging organised into paragraphs around key ideas.

Your paragraphs begin with a topic sentence.

Your paragraphs focus on experiences and fully share the writer's perspective.

You have fulfilled the purpose of the writing.

Year 5/6 Recount Knowledge Organiser



Language Features

Coordinating coordinate	for, and, nor, but, or, yet, so
Subordinating conjunctions	although, because, now that, until, while, as a result, subsequently, unlike, meanwhile, overall
Correlative conjunctions	both... and, not only... but also, either... or
Casual conjunctions	therefore, consequently, as a result, since, this results in, this causes
Reported Speech	It was said that the owner had said come on Fido!
Modal verbs	can, could, may, might, must, ought, shall, should, may, will, would
Expanded noun phrase	...around the corner, the long-bearded old man...
Prepositional phrases	...down by the stream... ...under the bridge...
Relative clause	The boy, who was in the team , missed training.

Punctuation

Year 5 and 6 Parenthes1s	Sam, the oldest child in the Smith family, was caught fighting with his classmates -Ralph and George-at the local skate-park (behind Highcliff School). The boys (Samuel and Paul) went to the park.
Inverted Commas	"Come on Fido!" his owner called. She was quoted in the newspaper: "I love socks!"
Year 6 semi-colon	May was warm; it was pleasant. It was freezing; he was grateful for his coat.

Features of Adventure Stories

- courageous hero who saves others
- evil villains
- dangerous settings
- a build-up of excitement
- the story is well constructed and raised intrigue

Features of Flashback Stories

The main character takes the story back to a significant time or place in the past, which relates to what is going on in the story now.

The flashback should contain:

- **Trigger**
- **Action**
- **Feeling**
- **Ending**

Features Historical Stories

- a clear established time period
- a fictional character in a historical time
- events are based in a specific period of time
- historical detail is accurate and dropped into the story
- language used reflects the period at the time

Year 6 Narrative Knowledge Organiser



Organisation for your writing

Feature

Your story is well-constructed and raises intrigue.

Your dialogue is used to move the action on or to heighten empathy for a character.

You have used deliberate ambiguity to set up in the mind of the reader to be answered later on in the text.

You have included flashback or other devices to add interest.

Your paragraphs are varied in length and structure.

Your paragraphs are organised correctly for cohesion

Story Language

Active and Passive

They removed the ring from the drawer.

The ring was removed from the drawer.

Modifiers for intensity

insignificant amount, exceptionally, recently, evidently

Repetition

The boys ran and ran until they could run no more.

Personification

The bees played hide and seek with the flower.

The first rays of morning tiptoed through the field.

Language Features

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Correlative conjunctions	both... and, not only... but also, either... or
Casual conjunctions	therefore, consequently, as a result, since
Reported speech	It was said that the owner had said come on Fido!
Modal verbs	can, could, may, might, must, ought, shall, should, may, will, would
Expanded noun phrase	...around the corner, the long-bearded old man...
Prepositional phrase	...down by the stream.....under the bridge...
Relative clause	The boy, who was in the team , missed training.

Punctuation

Year 5 and 6 Parenthesis	Sam, the oldest child in the Smith family, was caught fighting with his classmates –Ralph and George–at the local skate-park (behind Highcliff School). The boys (Samuel and Paul) went to the park.
Inverted commas	“Come on Fido!” his owner called. She was quoted in the newspaper: “I love socks!”
Y6 semi-colon	May was warm; it was pleasant. It was freezing; he was grateful for his coat.

Purpose

- To make a case for a particular point of view
- To motivate, move or convince someone towards a certain opinion

Prior Knowledge

- Introductory paragraph -point + elaboration-conclusion
- Language features -rhetorical question, emotive language, use hypothesis, exaggeration, repetition, turning opinion into facts
- Present perfect tense
- Causal conjunctions

Types of Persuasive Text

Advertisements -Travel Brochure -
Political Pamphlet -Complaint Letter
-Magazine Article

Organisation for your writing

Feature
Your introduction and conclusion provide detail and cohesion.
You have detailed paragraphs, and these are ordered in priority order.
Your arguments are well constructed.
You have used formal language throughout the writing.
Your viewpoint is clear throughout the piece.

Year 5/6 Persuasive Knowledge Organiser



Language Features

Coordinating coordinate	for, and, nor, but, or, yet, so
Subordinating conjunctions	although, because, now that, until, while, despite the fact, even though, nevertheless
Correlative conjunctions	both... and, not only... but also, either... or
Casual conjunctions	therefore, consequently, as a result, since, this results in, this causes
Reported Speech	It was said that the owner had said come on Fido!
Modal verbs	can, could, may, might, must, ought, shall, should, may, will, would
Expanded noun phrase	...around the corner, the long-bearded old man...
Prepositional phrases	...down by the stream... ...under the bridge...
Relative clause	The boy, who was in the team , missed training.
Concession	Dad I know it is late, but I will be with all of my friends.
Condescension	Everybody knows that it is safe.

Punctuation

Year 5 and 6 Parenthesis	Ben, the oldest child in the family, was caught fighting with his brother -James and Paul -in the garden (behind the shed). The boys (James and Paul) went to the park.
Inverted Commas	"Come on Fido!" his owner called. She was quoted in the newspaper: "I can't believe they would do this!"
Year 6 semi-colon	Sam is happy; she was ecstatic. It was freezing; he was grateful for a coat.

Purpose

- To give information to the reader about a certain topic
- To describe a topic in a non-chronological order

Prior Knowledge

- Reports are set out clearly with a title and subheadings
- Paragraphs are used to set out information
- Specialist and technical vocabulary is used relating to the topic
- Not written in time order
- Opening, main and closing paragraphs

Types of Non-chronological Reports:

Information about an author
Fact files about animals or a topic
History fact files, e.g about ancient Egypt

Organisation for your writing:

Features:

a title
a brief introduction
sub-headings
present tense
a glossary
formal writing
use of the third person
extra details to support the main point
information organised into paragraphs

Year 5/6

Non-chronological Report
Knowledge Organiser



St. John Bosco
Catholic Primary School

Language Features

Fronted adverbials	In addition, In summary, As a result, Unfortunately, Furthermore, Generally, Consequently, Finally
Third Person	He, she, him, his, her, they, themselves, their, it, its
Formal writing	The research was ... Specialists recommend ... It is crucial ... It is important to note
Sentence starters	Many people think... Did you know that...? Despite the fact that ... To clarify...

Punctuation

Year 5 and 6 Parenthesis	Ben, the oldest child in the family, was caught fighting with his brother -James and Paul -in the garden (behind the shed). The boys (James and Paul) went to the park.
Coordinating conjunctions	and, but and so can help join two sentences together
Subordinating conjunctions	which, because, when, although, whilst, help add extra detail to a sentence
Year 6 semi-colon	Sam is happy; she was ecstatic. It was freezing; he was grateful for a coat.

Purpose

- To tell how to do or make something
- To give information on how to complete a task
- To describe a process in chronological order

Prior Knowledge

- Use implied second person rather than second person
- Use brackets to give additional information to the reader
- Use fronted adverbials accurately followed by a comma
- Use clear verb and adverb choices for clarity

Types of Explanation

DIY Manual -Sewing or Knitting Pattern -Recipe -Science Experiment -
Instructions and Packaging

Organisation for your writing

Feature

Your ingredients or equipment are clearly set out

You need detailed steps in chronological order

You should add precaution advice or friendly tips or suggestions

Your writing should contain examples of **all of the language features.**

Your diagrams add extra detail

Year 5/6 Instructions Text Knowledge Organiser



Language Features

Coordinating coordinate	for, and, nor, but, or, yet, so The bread is warm yet it is soft.
Subordinating conjunctions	although, because, now that, until, while Whilst you are baking, time carefully.
Correlative conjunctions	both... and, not only... but also, either... or
Casual conjunctions	therefore, consequently, as a result, since, this results in, this causes
Modal verbs	can, could, may, might, must, ought, shall, should, may, will, would
Expanded noun phrase	...under the bottom corner, the glittery beads ...
Prepositional phrases	...down under the doughbeneath the writing ...
Relative clause	The mixture, which has fruit in it , is now ready to bake.
Active sentence	The heart pumps blood to the body.
Passive sentence	The blood is pumped around the body by the heart.

Punctuation

Year 5 and 6 Parenthesis	Levers, which are mechanisms, can be used to link various structures -rigid and flexible -when working on your project (Year 5 and 6 only). The ingredients (cabbage and onions) needed to be boiled slowly.
Inverted Commas	Eating warm; it is pleasant. It will be freezing; remember your oven gloves.
Year 6 semi-colon	To explain - The heart is an organ; it is vital to the body.

Purpose

- To present arguments and information from different viewpoints
- To show for and against

Prior Knowledge

- Debates showing two points of view
- Persuasive texts showing one side of an argument

Year 5/6 Discussion Text Knowledge Organiser



Organisation for your writing

Feature

Your introduction and conclusion provide detail and cohesion.

You have detailed paragraphs, and these are ordered in priority order.

Your arguments on both sides have equal weighting

You have used formal language throughout the writing.

Types of Discussion Text

Write up of a debate -Newspaper Article -Leaflet giving balance argument -Essay

Language Features

Coordinating coordinate	for, and, nor, but, or, yet, so
Subordinating conjunctions	although, because, now that, until, while, despite the fact, even though, nevertheless
Correlative conjunctions	both... and, not only... but also, either... or
Casual conjunctions	therefore, consequently, as a result, since
Modal verbs	can, could, may, might, must, ought, shall, should, may, will, would
Modifiers	simply, just, almost, hardly, at first
Expanded noun phrase	...within this piece, the argument
Prepositional phrasesbefore the judge ruled.....under the bridge...
Relative clause	The defendant, who was very upset, argued his case.
Abstract Nouns	Truth, justice, concern, hope, belief, despair
Present perfect verbs	I have walked to the shops. She has walked to the shops

Punctuation

Year 5 and 6 parentheses	Ben, the oldest child in the family, was caught fighting with his brother -James and Paul -in the garden (behind the shed). The boys (James and Paul) went to the park.
Inverted Commas	"Come on Fido!" his owner called. She was quoted in the newspaper: "I can't believe they would do this!"
Year 6 semi-colon	Sam is happy; she was ecstatic. It was freezing; he was grateful for his coat.

Purpose

- To explain why or how something happens
- To explain cause and effect
- To describe a scientific process sometimes in chronological order

Prior Knowledge

- Coordinating and subordinating conjunctions add extra information
- Brackets add extra detail about a noun
- Subordinating conjunctions can be used to start a sentence.
- Technical vocabulary makes an explanation more precise

Types of Explanation: Encyclopaedia entry- Technical manual - Science investigation -question and answer section

Organisation for your writing

Feature	Tick
You have a detailed introduction and conclusion which add cohesion to the piece.	
Your paragraphs are organised around a topic.	
You have used headings and subheadings	
You include detailed paragraphs around the process and how or why it happens, which are accurate.	
You have used technical vocabulary	

Year 5/6 Explanation Text
Knowledge Organiser



Language Features

Coordinating coordinate	for, and, nor, but, or, yet, so
Subordinating conjunctions	although, because, now that, until, while
Correlative conjunctions	both... and, not only... but also, either... or
Casual conjunctions	therefore, consequently, as a result, since
Modal verbs	can, could, may, might, must, ought, shall, should, may, will, would
Expanded noun phrase	...in the heart, the valve...
Prepositional phrases	...under the sternum within the body ...
Relative clause	The heart, which is an organ , beats fast.
Active sentence	The heart pumps blood to the body.
Passive sentence	The blood is pumped around the body by the heart.

Punctuation	Levers, which are mechanisms, can be used to link various structures -rigid and flexible - when working on your project.
Year 5 and 6 parentheses	The ingredients (cabbage and onions) needed to be boiled slowly.
Inverted Commas	Eating warm; it is pleasant. It will be freezing; remember your oven gloves.
Year 6 semi-colon	To explain - The heart is an organ: it is vital to the body.