ENGLISH

NON-FICTION TOOLKITS

The **STRUCTURE** should be taught within the specified non-fiction unit.

The **GRAMMATICAL FEATURES** should be incorporated into the model text and explicitly taught within the unit. Additional SPAG features may be incorporated, but there should be no more than 5 features in total.

PURPOSE		EXAMPLES	
To encourage, persuade or sell using a single point of view.		Advertisements, Publicity materials, Estate Agency Leaflets	

EYFS	MILESTONE 1	MILESTONE 2	MILESTONE 3

	STRUCTURE
	• Catchy title
	   o The Red Class Crispy Biscuit
	• Opening sentence inviting readers
	   o Try the Red Class Crispy biscuit.
	• A series of positive points to recommend the event or product
	   o You will really like our biscuits because they are really crispy and delicious.
	• Conclusion
	   o You are sure to enjoy these great biscuits, so come to our class and buy some today.
		STRUCTURE
		• Title to hook reader
		   o The Mary Rose – an unmissable experience
		• Introduction which invites the reader directly
		   o Have you ever wondered…?
		• Main section setting out the points in favour, written in paragraphs
		• Conclusion to round off
		   o At the end of your visit why not enjoy…
			STRUCTURE
			Milestone 2 plus:
			• Support views with reasons or evidence
			   o According to the Daily Mail, more than 10,000 homes could face demolition if a proposed third runway is built at Heathrow.
			• Offer some counter arguments
			   o Now some people might object that…,
			• Disguise opinions to sound like facts
			   o It has frequently been claimed that…

	GRAMMATICAL FEATURES
	• Conjunctions to persuade
	   o if, then
	• Adjectives
	   o delicious, crispy, fascinating, gripping
	• Simple or compound sentences with correct punctuation
	   o The biscuits are delicious. The biscuits are delicious because of the smooth, creamy filling.
	• Present tense
		GRAMMATICAL FEATURES
		• Informal language
		   o Join us for a great day out…
		• Boasting and exaggeration
		   o The UK's first…,
		• Short sentences
		   o Don't wait…
		• Complex sentences to combine information
		   o Although the Mary Rose was on the seabed for many years, she is still the most beautiful ship of her type.
			GRAMMATICAL FEATURES
			• Modal verbs
			   o may, might, should, could
			• Powerful adjectives and superlatives
			   o ghastly, appalling
			• Rhetorical questions
			   o Who would believe that…?
			• Alliteration
			   o silly and short-sighted, cheap and cheerful
			• Similes and metaphors
			   o Like a desert at night…, Parking bikes in narrow spaces is a piece of cake.

PURPOSE		EXAMPLES	
To inform.		Encyclopaedia entry, Leaflet	

EYFS	MILESTONE 1	MILESTONE 2	MILESTONE 3

STRUCTURE
Using real experience
• Title
• Sentence to say what the text is about
   o Tractors are very big.
• Fact about the topic
   o Farmers drive a tractor.
	STRUCTURE
	Using a familiar topic
	• Opening introduces reader to the topic
	   o Guinea pigs are small, friendly creatures that some people keep as pets.
	• Chunks of related information about the topic
	   o Appearance, Food, Caring for your pet
	• Conclusion with amazing fact
	   o Buttercups are poisonous to guinea pigs so be careful if you keep your pet in the garden.
		STRUCTURE
		Drawing on other subjects in the curriculum
		• Opening sentence to capture interest
		   o Dinosaurs roamed the earth millions of years ago.
		• Detailed, related information written in paragraphs
		   o Types, Appearance, Where found, Habitat, Diet
		• Conclusion with a memorable fact to leave the reader thinking
		   o The closest living relative to a dinosaur is a chicken.
			STRUCTURE
			Milestone 2 plus additional, extended information

GRAMMATICAL FEATURES
• Spell using sounds in the correct order
	GRAMMATICAL FEATURES
	• Factual simple and compound sentences.
	   o Guinea pigs are small. They mainly eat grass and sometimes grow so fat they can hardly walk.
	• Connecting words to link and add information
	   o and, also, as well as
	• Exclamation mark for amazing fact
	   o Guinea pigs fear the buzzing noise that bees make!
	• Present tense
		GRAMMATICAL FEATURES
		• Wider range of connectives
		   o Generalisers – all, many, the majority
		   o Add information – as well as, additionally
		   o Cause and effect – because, this means that
		• Commas for lists
		• Technical vocabulary
		• Complex sentences
			GRAMMATICAL FEATURES
			• Opinions as well as facts
			   o Some people used to believe that…
			• Vary sentence structure
			   o Complex sentences
			   o Sentences with lists of three eg. Dinosaurs are known for their roaring, ferocious nature and carnivorous appetite.
			   o Exclamations

PURPOSE	EXAMPLES
To instruct.	Recipe, game instructions, directions to go somewhere

EYFS	MILESTONE 1	MILESTONE 2	MILESTONE 3

STRUCTURE
Using real experience
• Title
   o How to get to the moon
• Time connectives
   o First, next, then, after that
• Short sentences
   o Turn the rocket blaster on.
	STRUCTURE
	Using a familiar topic
	• Title
	   o How to get to the moon
	• Sequential connectives to order ideas
	   o First, Second, Third etc
	• Short sentences to inform
	   o Turn the rocket blaster on.
	• Pictures to make instructions clear
		STRUCTURE
		• Title to grab attention
		   o How to make soup for a giant
		• Introduction to hook the reader
		   o Have you ever wondered how to…?
		• Connectives to order ideas
		   o Firstly, secondly, thirdly
		• Short sentences using imperative verbs
		   o Carefully chop the vegetables into bite sized pieces.
		• Conclusion to summarise
		   o Follow these instructions carefully and you will never need to…
		• Diagrams to make instructions clear
			STRUCTURE
			Milestone 2 plus:
			• Opening sentence to explain who the instructions are for
			   o These instructions are intended to be read by adults over the age of 18.
			• Flowcharts to aid understanding

GRAMMATICAL FEATURES
• Sounds in order to spell
	GRAMMATICAL FEATURES
	• Short, clear sentences.
	• Verbs
	   o Turn, shake, fold
	• Connectives
	   o and, but, so, that
	• Commas for lists
		GRAMMATICAL FEATURES
		• Wider range of connectives
		   o who, which
		• Variety of sentence openings
		• Imperative verbs
		• Bullet points
			GRAMMATICAL FEATURES
			• Modal verbs
			   o may, might, should, could, would

PURPOSE	EXAMPLES
To retell a past event.	Newspaper Report, Diary, Police Report, Sports Commentary

EYFS	MILESTONE 1	MILESTONE 2	MILESTONE 3

STRUCTURE
Using real experience
• Title
   o How to get to the moon
• Time connectives
   o First, next, then, after that
	STRUCTURE
	• Opening
	   o When? Who? What? Where?
	• Middle section to expand opening and describe the events in detail
	   o We went by coach after lunch. The fire officer, who was called Mr Bunday, showed us the fire engine.
	• Conclusion to round it off and show how it felt
	   o I liked the blue flashing light and the siren but...
		STRUCTURE
		Milestone 1 plus:
		• Paragraphs to steer readers through the sequence
			STRUCTURE
			See Milestone 1 and 2

GRAMMATICAL FEATURES
• Sounds in order to spell
• Complete sentences
	GRAMMATICAL FEATURES
	• Conjunctions
	   o but, because, then
	• Time connectives
	   o Firstly, secondly, later that day
	• Expanded noun phrases
	   o Flashing, blue light
	• Past tense
		GRAMMATICAL FEATURES
		• Connectives to add information
		   o Also, additionally, furthermore
		• Past tense
		   o Simple past – We climbed up the slope
		   o Continuous past – While we were climbing up the slope...
		• Complex sentences
		   o The beaver, with the rope between his teeth, began chewing hungrily.
			GRAMMATICAL FEATURES
			• Third person
			   o They weren't happy that they'd arrived far later than expected that day.
			• Technical vocabulary
			   o The tractors ran on diesel fuel and had specially designed caterpillar tracks.
			• Direct and reported speech
			   o "Don't put your fingers near the machinery," said our Guide.
			   o Our Guide told us to keep our fingers away from the machinery.

PURPOSE	EXAMPLES
To answer a 'how' or 'why' question.	How to... How does... Why does... Why was...

EYFS	MILESTONE 1	MILESTONE 2	MILESTONE 3

	STRUCTURE	STRUCTURE	STRUCTURE
	• Title	**Milestone 1 plus:**	**Milestone 2 plus:**
	o Why wouldn't Little Red Hen share her bread?	• Title that captures interest	• Opening linked to personal experience
	• Opening sentence to introduce the topic	o Beware, foxes can bite!	o No doubt you will have seen a suspension bridge…
	o Bees are important because they make honey.	• Opening sentence written as a question	• Opinion as well as fact
	• List of events or reasons	o Did you know that foxes have more teeth than a human?	o Some people still believe that…
	o First she asked all of the animals to help plant the seeds but they all said no. Then…		• Diagrams or charts
	• Conclusion links back to the title		
	o Because no one would help her, she kept the bread for herself.		
	GRAMMATICAL FEATURES	**GRAMMATICAL FEATURES**	**GRAMMATICAL FEATURES**
	• Connectives	• Generalisers	• Simile to illustrate
	o Then, before, when, because	o Cause and effect - this means that, as a result	o A tree's bark is like our skin…
	• Simple or compound sentences with correct punctuation	• Expanded noun phrases	• Vary sentence structure and length
	o The animals were angry. The Little Red Hen didn't care because she'd eaten all of the bread and didn't feel hungry anymore.	o The slinky, sable coat of a fox camouflages against the forest backdrop very well.	o
	• Present tense	• Technical language, explaining what it means where necessary	

PURPOSE	EXAMPLES
To present a balanced overview of an issue.	Film or Book Review, Pros and cons of a proposed course of action

EYFS	MILESTONE 1	MILESTONE 2	MILESTONE 3

	STRUCTURE
	• Title
	   o Should we keep animals in the classroom?
	• Opening sentence to introduce the issue
	   o We have been discussing whether we should...
	• List points in favour
	   o Some of us think we should keep animals in the classroom. Our reasons are...
	• Change viewpoint
	   o On the other hand...
	• Ending
	   o We think that...
		STRUCTURE
		• Title written as a question
		   o Should school uniform be worn in Primary Schools?
		• Opening paragraph to interest the reader in the topic
		   o Since the arrival of school uniform, there has been much discussion about...
		• Series of points in favour
		• Series of points against
		• Reasoned conclusion
		   o It seems that there are both pros and cons to wearing school uniform.
			STRUCTURE
			Milestone 2 plus:
			• Opening explains why you are discussing an issue
			   o Since last Summer, people have been arguing about whether or not to build a new supermarket next door to our school. We think everyone should be clear about the reasons before a decision is made.
			• Indirect, reported speech
			   o It has been said that...
			• Address reader directly
			   o You may be wondering why...

	GRAMMATICAL FEATURES
	• Conjunctions to join ideas
	   o but, if, then
	• Simple or compound sentences with correct punctuation
	   o The biscuits are delicious. The biscuits are delicious because of the smooth, creamy filling.
	• Present tense
		GRAMMATICAL FEATURES
		• Generalisers
		   o some, most, everyone
		• Connecting words and phrases to guide the reader
		   o Furthermore, moreover, however, on the other hand
		• Complex sentences to combine information and create emphasis
		   o Relative clauses – School uniform shops, who are eager to make a profit
		   o Subordinate clauses – While many people think it is a good thing, others think...
			GRAMMATICAL FEATURES
			• Vary sentence structure – complex to combine information, short sentences for effect, sentence openers
			• Passive voice
			   o It could be said that...
			• Hypothetical
			   o If it were to be approved...
			• Connecting words and phrases to show uncertainty
			   o It is possible that, perhaps, another possible reason