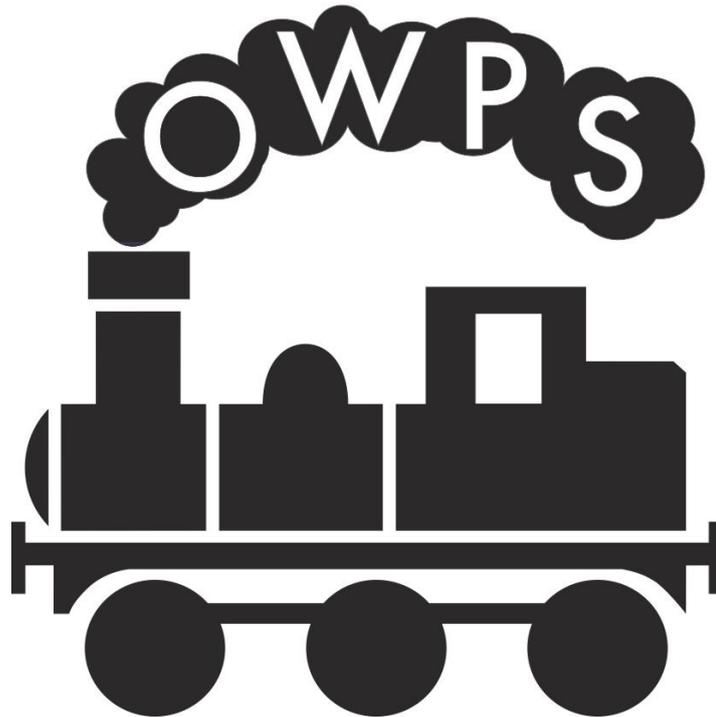


Orton Wistow Primary School



English and Drama Policy

Status	Other
GB Monitor	Performance and Standards
Staff Lead	R.Tansley
Senior Lead	DH
Version	Updated Final version
Publication Date	Sum/18
Next Review	Sum/19

Date Agreed:	
Headteacher:	
Chair of Governors:	

How will governors assure that the English and Drama Policy has been implemented?	Literacy Governor to check on visits to school with English Lead.
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Key – Highlighted areas indicate changes made to this new version of the policy

English

Philosophy

At Orton Wistow Primary School we believe that Literacy is a significant life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. We believe that it is important to provide children with learning opportunities that engages their interests and extends their knowledge within the different strands of literacy in a broad, cross-curricular and real-life sense at all stages throughout the school.

Aims and Objectives

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. We aim to provide a multi-sensory and differentiated Literacy education, which fulfils the requirements of the 2014 National Curriculum and Early Years and Foundation Stage Curriculum whilst meeting the literacy needs of every child.

At Orton Wistow Primary School we strive for children to be a 'Primary Literate Pupil' by the age of 11. We aim for a child to be able to:

- appreciate the value of focused listening in both teaching and social situations.
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- encourage all children to feel confident enough to explore and articulate their thoughts, feelings and emotions.
- have a suitable technical vocabulary to articulate their responses.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- develop powers of imagination, inventiveness and critical awareness.

Teaching and Learning Style

At OWPS we believe that children learn best in a creative, cross-curricular and integrated context. As staff we will therefore seek to make cross curricular links with the learning taking place in Literacy with that in other areas, both at the planning stage as well as in response to assessment conducted. We also aim to provide extra-curricular opportunities to enhance literacy skills, knowledge and understanding, such as drama workshops, visiting authors and special book week activities, to mention a few.

At OWPS we believe that pupils' knowledge and understanding in Literacy is best promoted by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and ongoing assessment of progress.

Whole class teaching: This is employed at some point in most lessons (usually at the start) in order to facilitate explicit teaching of learning objectives. This approach also allows for whole class discussion and interaction.

Grouping: Children will sometimes (although not always) be paired or grouped during a literacy activity for the purposes of differentiation of the task by ability, for more manageable assessment, for structured peer-interaction or for targeted adult intervention.

Differentiation: At OWPS the progress of children in Literacy is monitored on an ongoing basis and individual targets of attainment are set and reviewed throughout the academic year. These targets are developed through close consultation with Senior Leadership Team and the SENCo and G&T Teachers (as appropriate). The literacy activities planned and taught to the class reflect the differentiation required to meet these needs.

Adult intervention: We aim to provide for all children in a way that means they can achieve their potential in Literacy. Where appropriate, this may be facilitated by having individual children, or small groups of children, working with an adult. This adult may be the class teacher, a teaching assistant, or another specialist adult. Where it is not the class teacher, the adult will be briefed by the teacher and/or have access to the teaching plan, in order to maximize his/her direction of the child or group. Wherever possible, we believe that this adult intervention is most effective when it is implemented in an inclusive way, within the class setting.

Intervention programmes: In the event that we identify children who are falling behind their peers and we believe could catch up with some targeted support, we will endeavour to provide a wave 2 intervention such as a booster class or similar highly structured intervention programme. In this case, we will strive to facilitate the release of a trained adult to implement that programme on a regular basis for the prescribed duration. The programmes we regularly use to raise attainment include: ELS (Early Literacy Support), ALS (Additional Literacy Support), one to one literacy tuition, and one to one SpLD support on a one-to-one basis with appropriately trained Teaching Assistants. **Since becoming a PiXL school, we will also provide booster sessions for groups of children in preparation for SATs testing at KS2.**

Literacy and Inclusion

At OWPS we aim to provide for all children so that they achieve as highly as they can in Literacy, according to their individual abilities. By means of ongoing assessments we can highlight a difficulty or identify which individuals or groups are under-achieving and for what reasons, and will take steps to improve their attainment. We can also do standardised assessments where appropriate and with parental consent, for issues such as SpLD and dyslexia. Likewise, gifted children will also be identified and suitable learning challenges provided. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Resources

At OWPS we have an extensive and visually stunning school library where enjoyment and involvement in reading is continuously encouraged (see Library policy).

Every class in the school has a 'Book Corner'. This area is designed to be accessible, appealing and comfortable for the children to read in. It's main aim is to reinforce the school's 'Love of Reading' philosophy. The books in this area are changed each term and my link with the children's interests or the topic being covered by each year group.

Within the Foundation Stage and Year 1 Classrooms children have continuous role play provision which is regularly updated to tie in with the topics and literacy units covered.

Each class in KS2 benefits from our 'Reading Station' areas, where children take part in daily reading of a termly class text.

We believe that computers and other forms of ICT can play a key role in learning in Literacy. We encourage the use of the Chromebooks, Ipads and Laptops to enhance literacy learning, and this is planned for as appropriate. From a teaching perspective, teaching staff have opportunities for training to take advantage of ICT in the form of Iboards and visualisers.

Book Talk

To support reading, the teaching staff have received training to deliver Book Talk as their form of Guided Reading sessions, on a weekly basis, within classes. Pupil engagement is increased in these sessions as it is not delivered in a carousel format, but whole class teaching, and texts/extracts chosen can be differentiated accordingly. All resources, to enable this programme to take place have been purchased and are present within classes.

Literacy Planning

The Literacy curriculum at OWPS is planned and delivered using the Early Learning Goals and 2014 Primary National Curriculum in England, and pupil provision is related to attainment rather than age. Planning at OWPS is carried out in two phases: a Long Term Plan which provides a yearly overview of the implementation of the units which cover a variety of text types; and Units of work/Weekly plans, which give details of key objectives to be taught within each unit and the purposeful, cross-curricular links that will provide the context for that learning and teaching. Literacy plans reflect teaching required to meet the learning objectives and weekly planning is differentiated to meet the needs of children, as appropriate. At OWPS we believe that medium term and weekly plans are working documents that will be amended during the life of a given unit of work, in order to reflect progress and assessment of learning along the way. Weekly planning covers objectives, teaching, differentiation pupil activities, adult intervention and assessment opportunities involved.

Lessons are planned and evaluated by class teachers using a common planning format, this will identify learning objectives, activities and resources and the use of available Teaching Assistants. It will be available in their classroom at all times.

Alan Peat

Sentence Types

So that all pupils 'speak' the same language in Literacy, we are, following the guidance of a Literacy consultant, Alan Peat, calling different sentences different names (taken from Alan Peat's 'Exciting Sentences' book), so that they are easier for pupils to remember. As pupils progress up the school, correct grammatical terms will be introduced to be used alongside the sentence names.

In order to support the GPS curriculum, sentence types are taught alongside appropriate genres, following the guidance given by Alan Peat. Each year group covers specific sentence types and these are revisited and embedded in following years. **Every class/teaching staff member has their own copy of these to refer to.** See appendix.

Punctuation

'GPS Laundry' now hangs in each classroom, to display the areas of punctuation relevant to each year group. This then forms continuity throughout the school and children will become familiar with 'sentence socks' 'punctuation pants' and 'vocabulary vests'. (see appendices)

Non-Fiction Text Types

The Staff have worked hard to create agreed structures for Non-Fiction text types. These include the 'Parts', 'Tips' and 'Examples'. These are differentiated according to levels and can be found in the appendix.

The Power of Reading

The Power of Reading is one of the projects led by the Centre for Literacy in Primary Education. It's aim is to provide quality English planning for high quality texts, which can be delivered throughout the Primary phase. The units of planning have been designed to allow children greater opportunity to explore texts at a deeper level than they might otherwise be. The lessons include cross-curricular sessions, allowing children to express themselves through art, drama and music. The plans often visit a variety of text types in one unit, both fiction and non-fiction.

Each Year group will use one Power of Reading unit per half term, adapting the lessons to meet the needs of their children as required. The chosen texts may or may not link with the topic being covered in the year group.

The Foundation Stage

In the Foundation Stage, literacy is taught as an integral part of our school day and the planning provides children with the opportunity to:

- talk and communicate in an increasingly wide range of situations
- respond to adults and to each other
- listen carefully
- practise and extend their vocabulary and communication skills
- explore words and texts
- use Letters and Sounds daily, to teach and reinforce phonetics

Key Stage One

In Key Stage One daily English lessons are planned for using the 2014 Primary National Curriculum, as well as daily delivery of Letters and Sounds, this is progressively linked to handwriting. Guided reading is also planned for on a weekly basis.

Key Stage Two

In Key Stage Two daily English lessons are planned for using the 2014 Primary National Curriculum, as well as plans for guided reading, grammar, spelling and handwriting lessons.

Assessment and Recording

Assessment procedures for Literacy are consistent with the school's Assessment Policy. A variety of assessment strategies are used based on a range of evidence for such judgments, including oral contributions, reading fluency and comprehension, and written material.

In addition to ongoing observations and assessments made and noted against planning records on a regular basis, termly assessments are also made in phonics, reading and writing. The outcome of these assessments for each child is discussed with the Senior Leadership Team and is fed into ongoing tracking data on Target Tracker. As a result of this, individuals or groups may be identified for further targeted support. Parents are made aware of the ongoing progress their child is making via two parental consultations, a midyear report and a final written report each academic year.

PiXL Assessments are used as a consistent way of monitoring pupil progress through Reading and GPS, as the pupils move on through the school also.

Monitoring and Review

Members of the Senior Leadership Team and the English Leader, in line with the cycle of monitoring for this subject, will carry out monitoring in Literacy in the following ways:

- Tracking Pupil Progress using Target Tracker and PiXL Assessments.
- Quality of the learning environment and resources
- Provision of Literacy (including Intervention and Support programmes)
- The deployment and provision of support staff
- Auditing and supporting colleagues in their CPD
- Keeping up to date with recent Literacy developments and best practice

Drama

Aims:

Our aims in teaching Drama are that the children will

- enjoy the subject and study it with a sense of achievement
- develop an understanding and appreciation of a range of drama, developing and extending their own interests and abilities.
- develop the capacity and confidence to express ideas and communicate them through drama
- have opportunities for presenting performances individually and in groups
- evaluate their own, and others' contributions to drama and suggest improvements.

During the course of their time at Primary School the children will be introduced to a range of knowledge, skills and understanding.

Knowledge, Skills and Understanding

At Key stages 1 and 2:

- Voice
- Movement
- Appraising skills
- Performance skills

Voice

Voice technique plays a crucial role in the drama curriculum, as voice is the most immediate instrument. Children will be given regular opportunities to use their voices through reading, acting and public speaking. They will be taught to use their voices expressively with an emphasis on voice projection.

Movement

The ability to convey character, action and narrative through movement will be progressively introduced, discussed and worked on.

Appraising Skills

Children will be taught that an integral part of drama is the ability to appraise their own and other's work. They will be encouraged to give constructive feedback on the work of their peers, as well as evaluating and improving their own work.

Performance Skills

Children will practise individual and group improvisations, mime, readings, poetry etc.

And at Key stage 2:

- Dramatic technique (e.g. hot seating, flashback, conscience corridor, freeze frame)

Each Key Stage uses drama to perform publicly at Christmas, Easter or the end of the year. This provides an opportunity for children to rehearse and perform a range of drama activities in front of an audience, including parents.

Planning

Although drama is organised under the discrete subject of English, it can be used across many curriculum areas. All teachers will be responsible for the planning of drama into various areas of the curriculum.

Assessment

Formative assessment is carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. This can take the form of:

- Small group discussions in the context of a practical task
- Individual discussions with children to evaluate progress.

APPENDICES:
Handwriting Policy

a b c d e f g h i
j k l m n o p q r
s t u v w x y z
A B C D E F G H I J
K L M N O P Q R S
T U V W X Y Z

Sentence types & genres

Persuasive Text

- 1. Simile Sentences**
Castle Rock theme park is as exciting as that moment on Christmas morning when children see their presents.
- 2 Pairs Sentences**
Amazing and wonderful, relaxing and soothing, the Hilltop Spa has something for everyone.
- 3. Many Questions Sentences**
Fed up? Children driving you mad? Not had a holiday in years? Come and stay at our wonderful holiday park.
- 4. Ad same ad Sentences**
The beaches on Pandora are stunning, they are stunning due to the spotless white sand.
- 3 bad dash Sentences**
Pollution, traffic, noise – it's time to build the bypass now!
- 6. All the Ws Sentences**
Which amazing rides will you try at Castle Rock amusement park?
- 7. Some, others Sentences**
Some children need extra playtime, others can work without a break.
- 8. The more, the more Sentences**
The more we do to clean up the air, the more healthy our children will become.
- 9. Imagine 3 examples; Sentences**
Imagine a place with amazing rides, beautiful gardens, tasty food. Castle Rock is exactly place.

Biography

- 1. Simile Sentences**
Robert De Niro had an imposing personality, it made you feel like you were constantly under his spell.
- 2 Pairs Sentences**
Intelligent and articulate, generous and caring, David was one of the world's most respected authors.
- 3. If, if, if, then sentences**
If De Niro had never met Pacino, if neither of them had met Scorsese, if they hadn't worked well together then the world would have been denied many great films.
- 4. Double ly ending Sentences**
Rooney trained every day, relentlessly and skillfully.
- 5. List Sentences**
She was a dedicated, caring, intelligent woman.

Narrative (Flashback)

- 1. Noun, who/which/where Sentences**
John, who had for a long time defended the earth from all threats, finally decided to take a break.
- 2. _ing, _ed Sentences**
Remembering the events of last summer, I decided that returning to that town was a terrible idea.
- 3. Verb, person Sentences**
Remembering, he closed his eyes and took himself back to that special place, that special time.
- 4. If, if, if, then Sentences**
If only he could go back to that time, if only he could be that young again, if only his talents hadn't deserted him over the years then he would have found the answer.
- 5. Double ly Sentences**
Sadly and miserably, he took himself back to a time when his life had been full of excitement and joy.

Narrative (Myth/Legend)

- 2A Sentences**
Perseus turned away from the gruesome, terrifying sight of the evil, manipulative gorgon.
- Simile Sentences**
The monster's weight shook the ground like an earthquake, destroying everything in its path.
- Many Questions Sentences**
Where had the Cyclops gone? Was he likely to come back? What would we do if he did?
- The more, the more Sentences**
The more he looked into the eye of the Cyclops, the more he worried that it might be the last thing he would see.
- 2 Pairs Sentences**
Enthusiastic and terrified, unsure and weakened, Perseus continued his fight against the evil Gorgon.

Narrative (Adventure)

- 1. Verb, person Sentences**
Sweating, John finally reached the outside edge of the dense jungle.
- 2. Emotion word (comma) Sentences**
Distracted, she realized that it was unlikely they were going to survive this journey.
- 3. Double ly ending Sentences**
She crept into the cave nervously and carefully as she was unsure what she would find inside.
- 4. The more, the more Sentences**
The more the sun beat down on him as he trudged along, the more hope disappeared from his heart.

Explanation

- 1. BOYS (But, Or, Yet and So)**
Water resistance is affected by the shape of an object, so consider this carefully.
- 2. 2 Pairs Sentences**
Cold and frozen, barren and lifeless, few humans could survive such an environment.
- 3. Noun, who/which/where Sentences**
The Musée D'Orsay, which has many fine paintings, is a useful alternative to the Louvre.
- 4. List Sentences**
The machine can be started by pulling the green lever, pressing the red button, stepping on the footplate.
- 5. P.C. Sentences**
Neither the green button nor the red lever should be touched under any circumstances.

Reports

- 1. Noun, who/which/where Sentences**
Snails, which are extremely slow creatures, are still interesting to study.
- 2. 3 bad (dash) question? Sentences**
Carelessness, negligence, lack of fire-fighting resources – were they the causes of the Great Fire of London?
- 3. Double ly Ending Sentences**
Chieftains move rapidly and gracefully.
- 4. Irony Sentences**
The 'Giant Tazodora' is in fact one of the smaller plants that can be found on the planet of Pandora.
- 5. De : de Sentences**
Pandora is an uninhabitable place for humans – most of us wouldn't last more than a few moments.

Recount

- 1. De:De Sentences**
The start of the trip to the museum was a total disaster, the coach driver crashed into the school gates.
- 2. Emotion word (comma) Sentences**
Excited, we boarded the coach for our long-awaited trip to Alton Towers.
- 3. Many Questions Sentences**
Where would we go next? Which adventure would we prefer? What would we discover?
- 4. All the W's Sentences**
What would we discover on this amazing trip?
- 5. Personification of Weather Sentences**
The rain tapped out a rhythm as it drummed on the window of the coach we were travelling in.

Narrative (Sci-Fi)

- 1. O (I) (Outside, Inside) Sentences**
The people of Earth welcomed the arrival of the alien spaceship (inside, however, they were apprehensive about what it would mean).
- 2. If, if, if, then Sentences**
If our ship crashed, if the atmosphere was toxic, if the alien life was hostile then it was unlikely we would return home.
- 3. Many questions Sentences**
What would life be like on Pandora? Would it be safe? Would it be possible for us to build a new life there?
- 4. Personification of weather Sentences**
The strong wind that blew across the planet of Pandora breathed life into the stillness of the night.
- 5. Imagine 3 examples; Sentences**
Imagine a planet where the air isn't safe to breathe, where all living things are dangerous to men, where the water is toxic – that is where the government planned to send us!

Narrative (Mystery)

- 1. Many Questions Sentences**
Where would the path lead? Would it be dangerous? Was I brave enough to find out?
- 2. Noun, who/which/where Sentences**
The tree, which had the secret tunnel hollowed out of it, stretched up into the clouds.
- 3. Irony Sentences**
The 'mystery' turned out to be nothing more than a childish prank that hadn't fooled anyone.
- 4. Simile Sentences**
Finding the correct route back home was proving to be like locating a needle in a haystack.
- 5. P.C. Sentences**
Neither the dark cave nor the abandoned mine held much appeal for John.

Discussion (balanced argument)

- 1. If, if, if, then Sentences**
If you really believe that animals should not be kept in zoos, if you believe in the rights of all animals, if you care at all, then you will join the campaign.
- 2. The more, the more Sentences**
The more traffic that flows through the village, the more dangerous a place it will be for pedestrians.
- 3. De:De Sentences**
School uniform is an excellent way of obtaining consistency among pupils: there is no room for unnecessary, fashion-related fainting.
- 4. Noun, who/which/where Sentences**
Orcas, which have lived in large expanses of ocean for centuries, should not be kept confined.
- 5. Some, others Sentences**
Some school uniforms are horrendous, others are in fact very fashionable.

Letter Writing

- 1. Simile Sentences**
I felt like a marathoner who discovered they had moved the finish line.
- 2. 3 ed Sentences**
Annoyed, upset, frustrated, it was the worst meal I had ever tasted.
- 3. De:De Sentences**
The soup was extremely cold: there were tiny blocks of ice floating in it!
- 4. Verb, person Sentences**
Gauging, I almost choked on the piece of plastic in my pizza.
- 5. If, if, if, then Sentences**
If you don't put a cap on players' wages, if you don't stop billionaires buying teams as playthings, if you don't share TV money fairly then our beloved game is doomed.
- 6. Emotion word (comma) Sentences**
Disgusted, there was no way I could possibly finish the meal.
- 7. Ad, same ad Sentences**
To be honest, I am devastated, devastated by the fact that my son won't be able to play with his new toy.
- 8. List Sentences**
I've had a difficult, stressful, tiring day.
- 9. Personification of Weather Sentences**
The sun smiled at us – a full, wide smile that brightened up our day.
- 10. P.C. Sentences**
Both other diners and I have made the decision not to return to your restaurant.

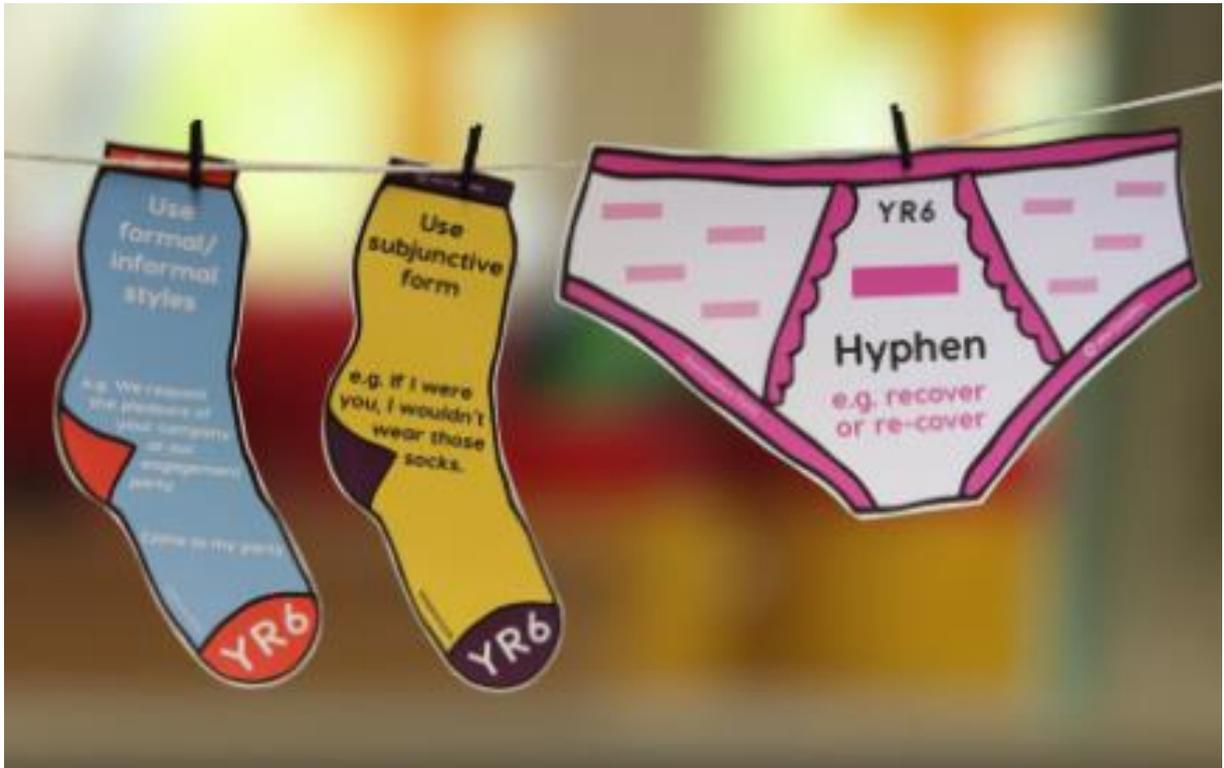
Narrative (Fable)

- 1. 3 ed Sentences**
Annoyed, disgusted, betrayed, the dolphin dipped the monkey into the water.
- 2. Noun, who/which/where Sentences**
The monkey, who had continuously lied to the dolphin, discovered that being untruthful had terrible consequences.
- 3. 2A Sentences**
The graceful, beautiful dolphin glided through the clear, calm ocean.
- 4. Ad, same ad Sentences**
The monkey was a clever liar although he wasn't as clever as he thought he was.
- 5. Emotion word, comma Sentences**
Scared, worried, trapped, the mouse struggled to decide what to do.

Narrative (Fantasy)

- 1. De:De Sentences**
Goblins are untrustworthy little creatures: they were loyal to no one but themselves.
- 2. Ad, same ad Sentences**
The gray wizard was dangerous, dangerous because his spells never seemed to quite go to plan.
- 3. Double ly ending Sentences**
The wizard cast his spell slowly and carefully.
- 4. Short Sentences**
It was the goblins.
- 5. Noun, who/which/where Sentences**
Harry Potter, who was surprised to discover he was a wizard, turned out to be rather accomplished at casting all manner of spells.

GPS Laundry



Discussion: Level 1/2

Parts	Tips	Examples
What I'm going to talk about	<ul style="list-style-type: none">• All the W's• Don't use 'I'	This discussion will look at whether dogs make better pets than cats.
Some people think 1 (Strongest argument)	<ul style="list-style-type: none">• BOYS• Words specific to topic	Some people think Dogs are better than cats because they are more loyal but others disagree.
Some people think 2 (different view)	<ul style="list-style-type: none">• Words specific to topic• Don't use I or we	Some people think cats are better because they don't need looking after as much.
Summary	<ul style="list-style-type: none">• Present tense• Because...	In conclusion people like cats because..... and people like dogs because.....

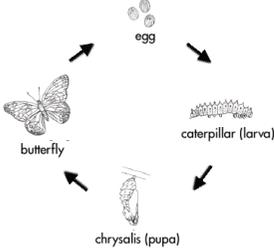
Discussion: Level 3

Parts	Tips	Examples
What I'm going to talk about	<ul style="list-style-type: none">• All the W's• Don't use 'I'• formal tone	This discussion will question whether/if dogs are better than cats.
Some people think 1 (Strongest argument)	<ul style="list-style-type: none">• BOYS• Words specific to topic	People think Dogs are better than cats because they are more loyal, however others disagree.
Some people think 2 (different view)	<ul style="list-style-type: none">• Third person• Words specific to topic	It is thought by some that cats make better pets as they do not require as much looking after. They are able to look after themselves and do not take up as much of your time as dogs.
Summary	<ul style="list-style-type: none">• Present tense• whereas	It can be concluded that some people believe cats are better pets for a number of different reasons whereas others would choose dogs.

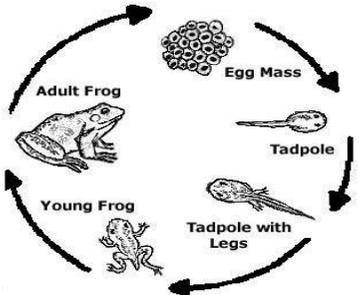
Discussion: Level 4

Parts	Tips	Examples
What I'm going to talk about	<ul style="list-style-type: none">• All the W's• Don't use 'I'• formal tone	The aim of this discussion is to present opposing opinions on whether dogs or cats make better pets.
Some people think 1 (Opinion1, 2...)	<ul style="list-style-type: none">• BOYS• Words specific to topic• Some; others• additive connectives (additionally, also, too)• HANDS	Dogs are often preferred to cats for many different reasons including loyalty, companionship and security. Dogs are called man's best friend: they are known to be incredibly faithful. Additionally, they can provide company for elderly or lonely people.
Some people think 2 (different opinion 1 , 2)	<ul style="list-style-type: none">• Third person• Words specific to topic• De:de• Additive connectives (additionally, moreover, also, too)• HANDS	On the other hand, it is also thought that cats make better pets as they do not require as much looking after: they don't require walking. Moreover, cats catch mice and keep vermin at bay.
Summary	<ul style="list-style-type: none">• Present tense• Balanced• Present key points again	It can be concluded that people prefer dogs because they provide loyalty, companionship and security; whereas cats are easier to look after and hunt vermin.

Explanation: Level 1/2

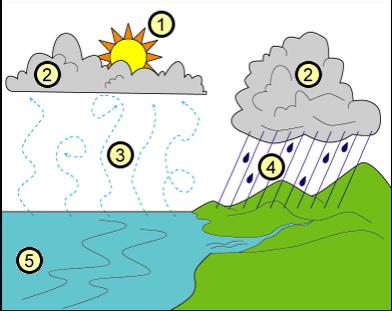
Parts	Tips	Examples
Title	<ul style="list-style-type: none"> Tell the reader what the explanation is about. 	The Life Cycle of a Butterfly
What are you explaining?	<ul style="list-style-type: none"> Tell the reader what you are explaining. 	This is how a butterfly changes.
Key Points	<ul style="list-style-type: none"> Tell the reader what happens Use time order words Use Sub headings, bullet points or numbers to organise your writing. Explain the meaning of any difficult words 	<p>A butterfly starts as a small white egg. After about 5 days the egg hatches into a small caterpillar. Next the caterpillar turns into a chrysalis. After a while the butterfly emerges. Finally the female butterfly lays eggs.</p>
Diagrams and Charts	<ul style="list-style-type: none"> Use labels, arrow, numbers 	 <p><small>Image reproduced with permission from <i>The Life Cycle of Butterflies</i> National Science Resources Centre © 1992 The National Academy of Sciences</small></p>
Summary	<ul style="list-style-type: none"> Tell the reader something special or important about the subject. 	<p>Some butterflies can lay as many as 500 eggs! Butterfly eggs are different shapes and sizes.</p>

Explanation: Level 3

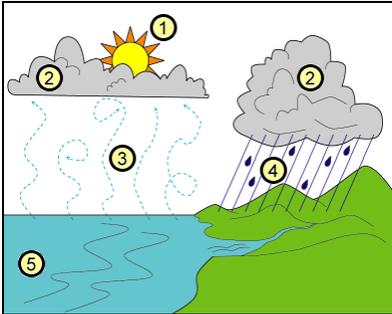
Parts	Tips	Examples
Title	<ul style="list-style-type: none"> • Short and Simple – How to... 	The life cycle of a frog
What are you explaining?	<ul style="list-style-type: none"> • Introduce the reader to the topic of the explanation. 	This explanation will describe how a frog develops from an egg in frogspawn, into an adult frog.
Key Points	<ul style="list-style-type: none"> • Tell the reader how it works or what happens. • Cover all important points. • Use present tense verbs. • Third person (he, she, it, they) • Use sub headings, bullet points or numbering to organise your key points. • Use time connectives 	<p><u>First Stage: The Egg</u> First of all... Female frogs lay... The reason they lay so many...</p> <p><u>Stage Two: The Tadpole</u> The next thing that happens is... When the egg has fully developed... Then ...</p> <ul style="list-style-type: none"> • Long tail for moving in water • Begins to develop legs... <p><u>Stage Three: The Adult Frog</u> Finally the frog is fully developed...</p> <ul style="list-style-type: none"> • Tail disappears • Front and back legs <p>Can live on land</p>
Diagrams and Charts	<ul style="list-style-type: none"> • Numbered • Use Arrows 	<p>(Diagram of Frog's Life Cycle)</p> 
Summary	<ul style="list-style-type: none"> • Tell the reader something special or important about the subject. 	After some time, this new frog will be old enough to start breeding and the cycle can continue.

Explanation: Level 4

Parts	Tips	Examples
Title	<ul style="list-style-type: none"> Tell the reader what the explanation is about. 	The Water Cycle
What are you explaining?	<ul style="list-style-type: none"> Introduce the reader to the subject/topic of the explanation. Tell the reader what it is a part of or what it belongs to. 	The water cycle is also known as the hydrological cycle. There is the same amount of water on the Earth now as there was when the Earth began. The water cycle is how the earth's water recycles itself.
Parts (This is linked to the general statement)	<ul style="list-style-type: none"> Tell the reader the different parts that make up the subject. 	The Water cycle includes precipitation, evaporation, condensation and transpiration.
Key Points	<ul style="list-style-type: none"> Tell the reader how it works or what happens. Cover all important points Present tense verbs Third Person Tense (he, she, it, they) Use sub headings, bullet points, numbering to organise your key points. Use technical vocabulary Use time connectives and causal connectives 	<p><u>Evaporation</u> The cycle begins... Water molecules from lakes, reservoirs and the sea get heated up by the sun as a result, they turn into vapour that rises into the air.</p> <p><u>Condensation</u> Following this...</p> <ul style="list-style-type: none"> water molecules form into clouds because... This causes/ This makes... <p><u>Precipitation</u> At this point...</p> <ul style="list-style-type: none"> Water falls to the earth <p><u>Transpiration</u> Once the water reaches the ground...</p> <ul style="list-style-type: none"> Water flows across the ground Forms streams and rivers Flows into sea <p>Finally, the cycle begins again.</p>

<p>Diagrams and Charts</p>	<ul style="list-style-type: none"> • Numbered • Use Arrows • Labels 	
<p>Summary Paragraph</p>	<ul style="list-style-type: none"> • Tell the reader something special or important about the subject. 	<p>Without water, living things would die...</p>

Explanation: Level 5

Parts	Tips	Examples
Title	<ul style="list-style-type: none"> • Tell the reader what the explanation is about. 	The Water Cycle
What are you explaining?	<ul style="list-style-type: none"> • Introduce the reader to the subject/topic of the explanation providing necessary background • Tell the reader what it is a part of or what it belongs to. • Use technical vocabulary and explain meaning. • Engage the reader's attention 	The water cycle is also known as the hydrological cycle. There is the same amount of water on the Earth now as there was when the Earth began. The water cycle is how the earth's water recycles itself.
Parts (This is linked to the general statement)	<ul style="list-style-type: none"> • Tell the reader the different parts that make up the subject. 	The Water cycle includes precipitation, evaporation, condensation and transpiration.
Diagrams and Charts	<ul style="list-style-type: none"> • Numbered • Use Arrows • Labels 	
Summary Paragraph	<ul style="list-style-type: none"> • Tell the reader something special or important about the subject. • in summation to conclude 	Without water, living things would die...

Instructions: Level 1/2

Parts	Tips	Examples
Title (How to...)	<ul style="list-style-type: none">• Short and simple	How to make a cheese toastie
What you need...	<ul style="list-style-type: none">• Subheading• Use bullet points e.g.<ul style="list-style-type: none">a)b)c)	<p>You will need the following items</p> <ol style="list-style-type: none">1. Block of Cheese2. 2 Slices of bread3. Cheese grater4. Butter knife5. Toastie maker
Steps (How to make...)	<ul style="list-style-type: none">• Bossy verbs (place, take...)• Time Order Words (first, next...)	<p>To begin with, grate the cheese using the cheese grate. Next, turn on the toastie maker. Then, sprinkle cheese onto one slice of bread and place the other side on top. Next, place the slices of bread and cheese into the toastie maker (be careful if it is hot!) Finally, put the lid down and leave it to cook for five minutes.</p>
How you know it has worked	<ul style="list-style-type: none">• How you will use this	Now you can enjoy your toastie with family and friends.

Instructions: Level 3

Parts	Tips	Examples
<ul style="list-style-type: none"> Title (How to...) 	<ul style="list-style-type: none"> Short and simple 	How to make a cheese toastie
Hook	<ul style="list-style-type: none"> Ask your reader a question – Remember to use a Question Mark (?) 	Ever wanted to make a quick snack?
What you need...	<ul style="list-style-type: none"> Subheading with colon (:) Use bullet points e.g. <ol style="list-style-type: none"> 	You will need the following items: <ol style="list-style-type: none"> Block of Cheese 2 Slices of bread Cheese grater Butter knife Toastie maker
Steps (How to make...)	<ul style="list-style-type: none"> Time connectives (first, next...) Precise verbs (Boil, roast, grill...) Adverbs (-ly) Technical language and measurements (pour 500ml of cream...) Write in the second person (Then YOU need to...) Necessary detail (what? When? How? How much?) 	To begin with, grate the cheese using the cheese grate. Next, turn on the toastie maker. After the toastie maker has been turned on, carefully sprinkle cheese onto one slice of bread and then place the other side on to complete the toastie. Next, place the slices of bread and cheese into the toastie maker (be careful if is hot!). After placing the lid of the toastie maker down, leave the sandwich to cook for around 5 minutes. After cooking, switch of the toastie maker and carefully remove the toastie from the machine
Diagrams	<ul style="list-style-type: none"> Simple to follow Labelled correctly 	(Diagram of cheese toastie)
How you know it has worked	<ul style="list-style-type: none"> What can you do now with what you have made? 	You will have a golden brown toastie which will be ready to eat.

Instructions: Level 4

Parts	Tips	Examples
Title (How to...)	<ul style="list-style-type: none"> • Short and simple 	How to make a cheese toastie
Hook	<ul style="list-style-type: none"> • Ask your reader a question – Remember to use a Question Mark (?) • Use persuasive language - adjectives 	Ever wanted to make a delicious cheese toastie?
What you need...	Subheading with colon (:) Use bullet points e.g. 1. a) 2. b) 3. c)	<p>You will need the following items:</p> 11. Block of Cheese 12. 2 Slices of bread 13. Cheese grater 14. Butter knife 15. Toastie maker
Steps (How to make...)	<ul style="list-style-type: none"> • Imperative verbs (place, take...) • Time connectives (first, next...) • Descriptive language used for clarity • Write in the second person (Then you need to...) • Technical language and measurements (pour 500ml of cream...) • Adjectives and adverbs that answer important questions – How much? How many? What sort? How long? • Necessary detail (what? When? How? How much?) 	To begin with, grate the cheese using the cheese grate. Next, turn on the toastie maker. After the toastie maker has been turned on, carefully sprinkle cheese onto one slice of bread and then place the other side on to complete the toastie. Next, place the slices of bread and cheese into the toastie maker (be careful if is hot!). After placing the lid of the toastie maker down, leave the sandwich to cook for around 5 minutes. After cooking, switch off the toastie maker and carefully remove the toastie from the machine.
Diagrams	<ul style="list-style-type: none"> • Simple to follow • Labelled correctly 	(Diagram of cheese toastie)
How you know it has worked?	<ul style="list-style-type: none"> • Summary of what end product should result in • Adjectives 	You will have a golden brown toastie which will be ready to eat. Enjoy!

Instructions: Level 5

Parts	Tips	Examples
Title (How to...)	<ul style="list-style-type: none"> • Short and simple 	How to make a cheese toastie
Hook	<ul style="list-style-type: none"> • Ask your reader a question – Remember to use a Question Mark (?) • Use persuasive language – adjectives • (If audience is familiar use informal language and make it personal. If you do not know your audience use formal language and impersonal) 	Ever wanted to make a delicious cheese toastie?
What you need...	Subheading with colon (:) Use bullet points e.g. 1. a) 2. b) 3. c)	<p>You will need the following items:</p> 16. Block of Cheese 17. 2 Slices of bread 18. Cheese grater 19. Butter knife 20. Toastie maker
Steps (How to make...)	<ul style="list-style-type: none"> • Imperative verbs (place, take...) • Time connectives (first, next...) • Adverbs • Effect use of adjectives • Descriptive language used for clarity • Write in the second person (Then you need to...) • Technical language and measurements (pour 500ml of cream...) • Necessary detail (what? When? How? How much?) • When more than one person is involved (e.g. a game) – use third person 	<p>To begin with, grate the cheese using the cheese grate. Next, turn on the toastie maker. After the toastie maker has been turned on, carefully sprinkle cheese onto one slice of bread and then place the other side on to complete the toastie. Next, place the slices of bread and cheese into the toastie maker (be careful if is hot!). After placing the lid of the toastie maker down, leave the sandwich to cook for around 5 minutes. After cooking, switch off the toastie maker and carefully remove the toastie from the machine.</p> <p>The batting side...</p>
Diagrams	<ul style="list-style-type: none"> • Simple to follow • Labelled correctly 	(Diagram of cheese toastie)
How you know it has worked?	<ul style="list-style-type: none"> • Summary of what end product should result in • Adjectives 	You will have a golden brown toastie which will be ready to eat. Enjoy!

Newspaper: Level 1/2

Parts	Tips	Examples
Headline	<ul style="list-style-type: none">• Title of the event / story• Alliteration	Pirate Pete finds the treasure!
Byline	<ul style="list-style-type: none">• Who it's by	By Bob Smith
Lead	<ul style="list-style-type: none">• All the W's and	On Monday 2 nd September there was surprise when a pirate sailed in to a local school to find buried treasure.
Body	<ul style="list-style-type: none">• How it happened• What happened• 2A sentences• BOYS sentences	The ship was called the Jolly Roger and it sailed in from Ferry Meadows. The large fierce pirate took the shiny gold treasure. Pirate Pete grabbed the treasure, but Mr Eardley stopped him.
Sources	<ul style="list-style-type: none">• Speech and• Speech marks	Mr Grainger said "I couldn't believe it!"
Illustration and Caption	<ul style="list-style-type: none">• Title for the picture	The Jolly Roger

Newspapers: Level 3

Parts	Tips	Examples
Headline	<ul style="list-style-type: none">• Main point in least number of words• Alliteration, Rhyme• Increase font size	Spaceship Sails into School
Byline	<ul style="list-style-type: none">• Who it's by, plus job title	By Bob Smith Editor
Lead	<ul style="list-style-type: none">• All the W's and 1 'H' in one paragraph	Yesterday morning, children and teachers at Orton Wistow Primary School were amazed to discover an Alien Spaceship which landed in the school playground.
Body	<ul style="list-style-type: none">• Add details• 2A sentences• Noun, which/who/where• De:de	...The spaceship was the length of the playground and a metallic, shiny colour. The spaceship, which sailed in through the window... The spaceship was huge: it had forty foot canons.
Sources	<ul style="list-style-type: none">• Speech• Speech marks	Teacher Mr Grainger stated: "I couldn't believe it! It was crazy!"

Newspaper: Level 4

Parts	Tips	Examples
Headline	<ul style="list-style-type: none">• Main point in least number of words• Alliteration, Pun, Rhyme• Increase font size	LESSONS OUT OF THIS WORLD
Byline	<ul style="list-style-type: none">• Who it's by, plus job title and geographical location	By Bob Smith Editor, Peterborough
Lead	<ul style="list-style-type: none">• All the W's and 1 'H' in one paragraph	Yesterday morning, children and teachers at Orton Wistow Primary School were amazed to discover an Alien Spaceship which landed in the school playground.
Body	<ul style="list-style-type: none">• Add details• 2A sentences• Noun, which/who/where• De:de	...The spaceship was the length of the playground and a metallic, shiny colour. The ship, which sailed in through the window... The ship was huge: it had forty fott canons.
Sources	<ul style="list-style-type: none">• Balance direct and reported speech• Speech marks	Teacher Mr Grainger stated: "I couldn't believe it! It was crazy!"

Newspaper: Level 5

Parts	Tips	Examples
Headline	<ul style="list-style-type: none">• Main point in least number of words (7)• Alliteration, Pun, Rhyme• Increase font size	LESSONS OUT OF THIS WORLD
Byline	<ul style="list-style-type: none">• Who it's by, plus job title and geographical location	By Bob Smith Editor, Peterborough
Lead	<ul style="list-style-type: none">• All the W's and 1 'H' in one paragraph	Yesterday morning, children and teachers at Orton Wistow Primary School were amazed to discover an Alien Spaceship which landed in the school playground.
Body	<ul style="list-style-type: none">• Add details• 2A sentences• Noun, which/who/where• De:de• HANDS• Irony	...The spaceship was the length of the playground and a metallic, shiny colour. The ship, which sailed in through the window... The ship was huge: it had forty foot canons. Nevertheless, Mr Eardley let the alien go free.
Sources	<ul style="list-style-type: none">• Balance direct and reported speech• Speech marks• Comma separating speech and non-speech	Teacher Mr Grainger stated: "I couldn't believe it! It was crazy!"

Persuasion: Level 2

Parts	Tips	Examples
What I think	<ul style="list-style-type: none">• 1st person (I...)• One/Two Sentences	I believe that every child should have a pet...
Why I Think It 1	<ul style="list-style-type: none">• First point, new paragraph• Your main reason for thinking it...• 'because' sentence	Children can learn to be more responsible by looking after a pet of their own because...
Why I Think It 2	<ul style="list-style-type: none">• Second point, new paragraph• Your second reason for thinking it...• 'because' sentence	Pets can be a wonderful friend for a child and show them love and affection because...
Why I Think It 3	<ul style="list-style-type: none">• Third point, new paragraph• include a fact	Professor Smith says "Children who keep a pet are much happier and do better at school."
What Other People Think	<ul style="list-style-type: none">• Other point, new paragraph• 'but' sentence	Some people agree with Professor Smith, but others...

Persuasion: Level 3

Parts	Tips	Examples
What I think	<ul style="list-style-type: none"> • 1st person (I...) • One/Two Sentences • 3 main reasons 	<p>I believe that bed times need to be later...</p> <p>I want to argue...</p> <p>I have three main reasons for thinking this...</p>
Why I Think It 1	<ul style="list-style-type: none"> • 1st point – new paragraph • 'because' sentence • use 'you' in a question (?) 	<p>Bedtimes should be later because children in other countries have later bed times.</p> <p>How would you feel if your bedtime was moved to 6:30pm?</p>
Why I Think It 2	<ul style="list-style-type: none"> • New point, new paragraph • include facts with numbers • 'because' sentence 	<p>When asked 98% of children agree that bed times should be later because they've been at school all day and need some free time.</p>
Why I Think It 3	<ul style="list-style-type: none"> • New point, new paragraph • include facts with numbers • 'because' sentence 	<p>In addition, Professor Smith says "Children who go to bed later, sleep more deeply and feel refreshed in the morning."</p>
What Other People Think	<ul style="list-style-type: none"> • New point, new paragraph • use an 'addition' connective (also, as well as, in addition, furthermore) 	<p>Some people agree with Professor Smith; others think bedtimes should be earlier. They think this because children's brains need more rest.</p>

Persuasion: Level 4

Parts	Tips	Examples
What I think	<ul style="list-style-type: none"> • 1st person (I...) • Other view/your view 	Although not everyone would agree, I want to argue that...
Why I Think It 1	<ul style="list-style-type: none"> • New paragraph • Strongest argument first • One/two sentences • Add details • Add questions 	I have several reasons for arguing this point of view. My first reason is... Without a doubt... The main reason for thinking this... How would you feel if... Would you like this to...
Why I Think It 2	<ul style="list-style-type: none"> • New point, new paragraph • Use connectives • Add details, include facts with numbers • 'Because' sentence 	A further reason is... Another reason why... Similarly... In addition... When asked 98% of children agree that bed times should be later because they've been at school all day and need some free time.
Why I Think It 3	<ul style="list-style-type: none"> • New point, new paragraph • Examples and details • New connectives • Include facts with numbers • 'Because' sentence • Use an expert 	Furthermore... Moreover... In addition, Professor Smith says "Children who go to bed later, sleep more deeply and feel refreshed in the morning."
What Other People Think	<ul style="list-style-type: none"> • New point, new paragraph • Opposite viewpoint 	Some people think that... Other people might argue that... However, other people believe... Nevertheless there are those who...

Recount: Level 1/ 2

Parts	Tips	Examples
Title	<ul style="list-style-type: none"> • What is it about? 	My/our trip to...
All the W's (Overview)	<ul style="list-style-type: none"> • Bottoms on a rugby post • Capital letters. • 2 or 3 sentences only 	Last Saturday, all the children from year 3 went to Stibbington to learn about what life was like in the Victorian times. We went because...
First, Next, Then	<ul style="list-style-type: none"> • In order • Feelings 	First we aid and got our map. Next we found the elephant house. Then we watched the elephants at feeding time.
Best thing	<ul style="list-style-type: none"> • What did you learn? • BOYS 1/2A 	The most interesting thing I learned was...

Recount: Level 3

Parts	Tips	Examples
Title	<ul style="list-style-type: none"> • What is it about? 	My/our trip to...
All the W's (Overview)	<ul style="list-style-type: none"> • Bottoms on a rugby post • Capital letters. • 2 or 3 sentences only 	Last Saturday, all the children from year 3 went to Stibbington to learn about what life was like in the Victorian times. We went because...
First, Next, Then	<ul style="list-style-type: none"> • In order • Feelings 	First we aid and got our map. Next we found the elephant house. Then we watched the elephants at feeding time.
Best thing	<ul style="list-style-type: none"> • What did you learn? • BOYS 1/2A 	The most interesting thing I learned was...

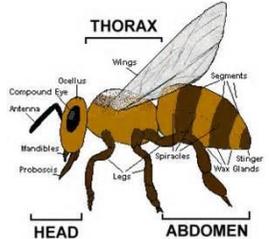
Recount: Level 4

Parts	Tips	Examples
Title	<ul style="list-style-type: none">• What is it about	My/our trip to...
All the W's (Overview)	<ul style="list-style-type: none">• Bottoms on a rugby post.• Past tense• Powerful verbs• Descriptive language	Last Tuesday our class went on a bus trip to the castle to learn about what life was like in the olden day. We were shown lots of interesting things and then we made a plan of the castle.
Event 1	<ul style="list-style-type: none">• Interesting things• Feelings• Use long and short sentences	When we arrived, we... First of all we...
Next events	<ul style="list-style-type: none">• Interesting things in the order they happened.• New paragraph for each event• A range of connectives	After that we... Then we... Next we... Furthermore we... In addition we...
Concluding paragraph	<ul style="list-style-type: none">• Summarise• Evaluate• BOYS 2A	Summary – at/by the end of the trip we learned/felt/thought... Evaluation – the most interesting thing was... The part we liked best was...

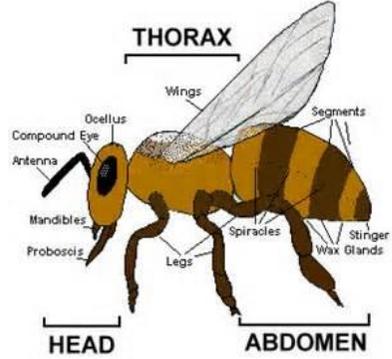
Recount: Level 5

Parts	Tips	Examples
Title	<ul style="list-style-type: none">• What happened	My/our trip to...
All the W's (Overview)	<ul style="list-style-type: none">• Bottoms on a rugby post• Past tense• Powerful verbs• Descriptive language• Two or more of the Ws in a sentence	Last Tuesday our class went on a bus trip to the castle to learn about what life was like in the olden day. We were shown lots of interesting things and then we made a plan of the castle.
Event 1	<ul style="list-style-type: none">• New paragraph.• Preparation or planning before visit• Interesting• Use quotations	Prior to our trip, we... Before we went ...
Event 2	<ul style="list-style-type: none">• Interesting first thing that happened• New paragraph• Feelings• A range of sentences• A range of connectives	When we arrived, we... First of all we...
Next events	<ul style="list-style-type: none">• New paragraph for each new event• Interesting things in order	After that we... Then we... Next we... Furthermore we... In addition we...

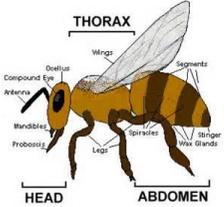
Report: Level 1/2

Parts	Tips	Examples
Title	<ul style="list-style-type: none"> Name of the subject Underlined 	<u>The Honey Bee</u>
What are you talking about?	<ul style="list-style-type: none"> Use proper English Third person (it, he, she, they...) Use the "here and now" 	The Honey Bee is an insect and It is found all around the world.
Point about subject	<ul style="list-style-type: none"> Use subheadings Description of key points/ Describing words where necessary 	<u>What does it look like?</u> It is bright yellow and orange and has six legs. The honey bee has wings and a sharp stinger.
Diagrams and charts	<ul style="list-style-type: none"> Numbered Use Arrows 	
Final point	<ul style="list-style-type: none"> Clear and simple – summarise what you have been talking about. 	The honey bee is a very important insect and the honey it produces is enjoyed by lots of people.

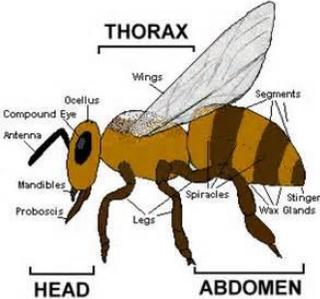
Report: Level 3

Parts	Tips	Examples
Title	<ul style="list-style-type: none"> Name of the subject Underlined 	<u>The Honey Bee</u>
What are you talking about?	<ul style="list-style-type: none"> Formal Third person Present tense 	The Honey Bee is an insect and It is found in many areas around the world.
Point about subject	<ul style="list-style-type: none"> Use subheadings Detailed descriptions Descriptive adjectives where necessary 	<u>What does it look like?</u> The Honey Bee has bright yellow and orange stripes and has six legs. The honey bee has 3 parts to its body; a Head, Thorax and Abdomen.
Diagrams and charts	<ul style="list-style-type: none"> Numbered Use Arrows Simple images 	
Final point	<ul style="list-style-type: none"> Clear and simple – summarise what you have been talking about. 	The honey bee is a very important insect and the honey it produces is enjoyed by many people across the world.

Report: Level 4

Parts	Tips	Examples
Title	<ul style="list-style-type: none"> Name of the subject Underlined 	<u>The Honey Bee</u>
What are you talking about?	<ul style="list-style-type: none"> Formal language Third person Present tense Key initial information about the subject Introduction of what we may be discussing within the rest of the report 	The Honey Bee is an insect found in many areas around the world, ranging from Europe and Africa, to South America. It plays a crucial role within the ecosystem and is a unique and wonderful creature.
Point about subject	<ul style="list-style-type: none"> Use subheadings Detailed descriptions Noun, who/ which/ where Brackets Descriptive adjectives where necessary Additional detail to support points 	<p><u>What does it look like?</u></p> <p>The Honey Bee is a yellow and orange striped insect which has six legs. The honey bee has 3 parts to its body; these are the Thorax, Head and Abdomen. A Bee's abdomen has a sharp stinger which it can use to defend itself if necessary.</p>
Diagrams and charts	<ul style="list-style-type: none"> Numbered Use Arrows Simple images 	
Final point	<ul style="list-style-type: none"> Clear and simple – summarise what you have been talking about. Use of time connectives (Finally, ultimately...) Summary connectives (As such, therefore, as a result...) 	To summarise, the honey bee is a very important insect for a variety of reasons. Not only is the honey it produces enjoyed by many people across the world, but it also plays a key role in pollination of plants.

Report: Level 5

Parts	Tips	Examples
Title	Name of the subject <u>Underlined</u>	<u>The Honey Bee</u>
What are you talking about?	Formal Third person Present tense Basic information about the subject Introduction of what we may be discussing within the rest of the report	The Honey Bee is an insect and It is found in many areas around the world, ranging from Europe and Africa, to South America.
Point about subject	Use subheadings Detailed descriptions Noun, who/ which/ where Brackets Descriptive adjectives where necessary Additional detail added to back up points being made Additional detail to support points Any key words used in the glossary appear bold	<u>What does it look like?</u> The Honey Bee has bright yellow and orange stripes which cover the portion of its body known as the Abdomen . This flying insect also has six legs. The honey bee has 3 parts to its body, these are the Thorax, Head and Abdomen. A Bee's abdomen has a sharp stinger which it can use to defend itself if necessary.
Diagrams and charts	Numbered Use Arrows Simple images	
Final point	Clear and simple – summarise what you have been talking about. Use of time connectives (Finally, ultimately...) Summary connectives (As such, therefore, as a result...) Key vocabulary appears bold Key vocabulary appears bold	To summarise, the honey bee is a very important insect for a variety of reasons. Not only is the honey it produces is enjoyed by many people across the world, but it also plays a key role in pollination of plants.