

Descriptive Writing							
Text Type: Descriptions, writing in role.							
Purpose: To create an image/effect in the reader's mind using descriptive devices and imagination							
	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Text Features		- Time sequenced - Differentiate between past and present as appropriate		- Detailed description - Paragraphs/sections into organise time sequence.		- Detailed description - Paragraphs/sections to organise time sequence	
Grammar and Punctuation Skills	Capital letters for own name. Capital letter full stops to mark sentences. Orally rehearse sentences. Write simple sentences using known sound-letter correspondence	Adverbials: <i>first, then, next, after, later, the next day etc...</i> Adverbs by adding 'ly' to adjectives e.g. slow – slowly, gentle – gently. Exclamation sentences where appropriate e.g. <i>What big eyes you have, Grandma!</i> Finger spaces between words Capital letters and full stops to mark sentences. Capital letters for proper nouns Adjectives for description in a simple noun phrase e.g. the dark forest	Conjunctions: But, so, or, when, if, because Noun phrases for detail E.g. very old grandmother, brave woodcutter Multiclaue sentences – using conjunctions to join two clauses together. Exclamation marks Apostrophes for Contractions E.g. can't, don't	Nouns and pronouns to avoid repetition and for clarity and precision. Expanded noun phrases to add detail and description e.g. <i>the dark gloomy cupboard under the stairs.</i> Subordinate clauses to add detail using the conjunction: <i>when, if, because, although</i> Use commas to mark clauses. Apostrophes for possession including plural nouns. Punctuation for direct speech e.g. <i>Mum asked, "Will you be home for tea?"</i> Modifier 'with' to add detail to expanded noun phrases	Fronted Adverbials: <i>soon, meanwhile, as, carefully, without a thought, after a moment</i> Commas after fronted adverbials. Subordinate clauses to add detail or context using conjunction: <i>when, if, because, although, while, as, until, once, after</i> Prepositions Determiner: or an Modifier 'with' 'which' 'that' to add detail to expanded noun phrases. Similes for effect	Adverbials: <i>silently, within moments, all night, nearby, under the treetops, -ing openers, -ed openers</i> Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i> Subordinate clauses to add detail in various order. Relative clauses (with a range of relative pronouns) Varying sentence structures to create interest. Punctuation to add detail. Brackets, dashes Similes for effect Metaphors Personification	Make precise and specific word choices. Punctuation. Colons Semi colons
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.							

Story Writing							
Text Type: Story writing/Narrative Purpose: To entertain using imaginative ideas							
	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Text Features	Sequence Ideas	Sequence events with the beginning and end signaled e.g. One day, happily ever after	Plan and write story 3-part story. Chronological order	Use plans to structure and sequence story. Understand the purpose and audience. Text organised into paragraphs. Cohesion is strengthened through relationships between characters	Link between opening and resolution. Cohesion between sentences Include detailed descriptions to engage the reader. Paragraphs organised correctly building up to the event/climax. <i>Similes for effect</i> <i>Show not tell for characters e.g. His hands tightly clenched and his face reddened...rather than 'he was angry'</i>	Sequence of plot may be disrupted for effect e.g. a flashback. Opening and resolution shape the story Use of repetition for effect Paragraphs varied in length and structure. Pronouns used to create suspense e.g. <i>It crept into the woods.</i> Plan and write a 5-part story. <i>Similes for effect</i> <i>Show not tell for characters e.g. His hands tightly clenched and his face reddened...rather than 'he was angry'</i>	The story is well structured and raises intrigue using flashbacks and time shifts. Dialogue is used to move the action on Deliberate ambiguity is set up in the mid of the reader.
Grammar and Punctuation Skills	Capital letter full stops to mark sentences. <i>Orally rehearse sentences.</i>	Punctuation: Finger spaces, full stops, capital letters and exclamation marks <i>Use of nouns</i>	Punctuation: Questions marks Apostrophes for contractions and possessions (singular e.g. <i>The girl's book</i>) Commas in a list	Nouns and pronouns used to avoid repetition. <i>Present perfect forms of verbs</i>	Correct and consistent use of tense Adverbs which express time and cause	Modal verbs Conjunctions: <i>when, if, because, although, while, as, until, once, after, whenever,</i>	Cohesive devices Link ideas across the text using. <i>Change tense if appropriate.</i> <i>Punctuation.</i>

	Write simple sentences using known sound-letter correspondence	Use of verbs include simple past tense (ed) Verbs used for specific actions e.g. pulled, hugged, Conjunction to join ideas e.g. and Adjectives Simple single clause sentences starting with pronoun e.g. She went to the cottage.	Sentence forms command statement question Progressive form of verbs Correct and consistent use of past and present tense Use of conjunctions: <i>and, but, so, or, when, if, because</i> Use of adverbs Use of nouns and expanded noun phrases Subject/verb agreement.	Appropriate adjectives Subordinating conjunctions: <i>when, if, because, although</i> Sentences with added description Tense consistent – past tense for narration, present for dialogue. Expanded noun phrases e.g. <i>two horrible hours.</i> Adverbials e.g. <i>When they reached home</i> Possessive apostrophe for plural nouns Inverted commas for direct speech Prepositions to show time, place and cause	Noun phrases expanded by modifying adjectives and prepositional phrases. Use of adverbial phrases – fronted adverbials followed by a comma. Variation in sentence structures Adverbs to show how often or to add subtlety. Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Full speech punctuation Modifier 'with' 'which' 'that' to add detail to expanded noun phrases.	<i>wherever, before, despite, even though, though, since</i> Adverbials of time, place, manner and number Parenthesis brackets, dashes and commas	Colons and semicolons Passive voice to create suspense.
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.							

Persuasive Writing							
Text Type: Persuasion- Letters/Posters/speech/leaflets/brochures							
Purpose: Makes a case for a particular point of view with the aim to convince the reader							
	EYFS	Yr 1	Yr 2	Yr 3 - Poster	Yr 4 - letter	Yr 5 – leaflets/letters	Yr 6 speech/letter
Text Features				Feature layout for Poster/Letter Use of colour and images for advertising (to stand out) Planned repetition – to reinforce point/idea. Positive language and powerful verbs for description to create persuasion. Present Tense - - - - - Facts and Statistics An opening statement - Often begin with a question e.g. Do you know how good vegetables are for you? Argue and give reasons e.g. <i>They contain vitamins. Vitamin C is vital for</i>		Feature layout for leaflets/letters/speech Personal Pronouns Use bold and capital letters to add emphasis. Catchy names and slogans Short sentence for emphasis e.g. <i>This has to stop! Vote for change!</i> <i>Emotive language throughout to engage the reader.</i> Hyperbole (used to exaggerate, intensify and emphasise different points in your writing - it is not meant to be taken literally!) <i>The décor is to die for! The NHS care was out of this world!</i> - - - - - One paragraph for each argument/point Conclusion to get people on side/agree	
Grammar and Punctuation Skills				Imperative verbs to convey urgency e.g. <i>Buy it. today! Listen very carefully...</i> Rhetorical questions to engage the reader e.g. Do you want to have an amazing day out? Noun phrases to add detail and description e.g.	Punctuation ?! for rhetorical questions and exclamatory sentences Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbials: <i>Firstly, Also, In addition to, On the other hand, therefore, in conclusion</i>	Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i> Relative clauses (correctly punctuated) to provide additional enticement e.g. Visit Jamacia,	Subjunctive form for formal structure e.g. <i>If I were you, I would ...</i> Punctuation. Colons and semi colons to list features, attractions or arguments Semi colons for structure repetition e.g., <i>Bring your friends; bring your friends; bring your friends</i>

				<i>Our fantastic resort has amazing facilities for everyone.</i> Subordinating conjunctions: <i>when, if, because, although</i> Adverbials: <i>Firstly, Also, Finally</i> Punctuation ?! for rhetorical questions and exclamatory sentences Rule of three E.g. Beanz, meanz, Heinz Snap, Crackle, Pop	Commas after fronted adverbials e.g. <i>After your visit, you will not want to leave!</i> Short sentences Create effect. Persuasive devices	<i>which has stunning views, golden beaches and luxurious hotels.</i> Adverbials: <i>Firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion</i> Punctuation Brackets or dashes for parenthesis for emphasis e.g. <i>This is our chance – our only chance – to make a difference.</i>	<i>children; bring the whole family.</i> Formal/informal language choices Cohesion across paragraphs using wide range of cohesive devices
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.							

Informative Writing							
Text Type: Recount, Diary entry, autobiography, biography							
Purpose: Retelling events from the past in time order							
	EYFS	Yr 1 Recount	Yr 2 Recount/diary	Yr 3 – diary/recount	Yr 4 – letter/diary/speech	Yr 5 – leaflets/letters	Yr 6 speech/letter
Text Features	Verbally recall events in order using	Layout features for genre Ideas grouped together in time sequence. First person (third for a biography) Past Tense Captions with pictures Focused on individual or group participants.	Layout features for genre Brief introduction and conclusion Main ideas grouped. Chronological order using adverbials of time.	Layout features for genre Clear introduction Organised into paragraphs about key events. A closing statement summarising the overall impact.	Layout features for genre Clear introduction and conclusion Elaboration is used to reveal the writer's emotions and responses	Layout features for genre Developed introduction and conclusion. Description of events are detailed and engaging. Chronologically organised with clear signals about time, place and personal response Headlines, subheadings Reveals the writer's perspective	Layout features for genre Well-structured and answers the reader's questions. Writer understands the impact and thinks about the response to what is written. Formal technical vocab (newspaper)
Grammar and Punctuation Skills		Simple sentences Ideas joined using 'and' 'because' Full stops/Capital letters Labelling captions Adjectives	Simple adverbs e.g. <i>quickly, slowly etc....</i> Simple noun phrases e.g. <i>large tiger</i> Adverbials such as: <i>First, Later, Next, After, Then, Finally</i> Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and</i> ,	Expanded sentences. Subordinating conjunctions: <i>when, if, because, although</i> Adverbials e.g. <i>When we arrived....</i> Pronouns Past tense Fronted adverbials E.g. <i>In the blink of an eye,</i>	Paragraphs to organise information. Pronouns/Nouns used to create cohesion and avoid repetition. Noun phrases expanded by the addition of modifying adjectives e.g. <i>the sly burglar with straggly hair.</i> Variation in sentence	Sentence length varied for effect. Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i> Relative clauses correctly punctuated Adverbials: <i>Firstly, furthermore, in</i>	Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally.</i> Active and passive voice e.g. <i>Giraffes left the enclosure.</i> Wide range of punctuation including colons and semi colons Complex noun phrases e.g. <i>The fragile eggs were slowly removed</i>

			<i>but, so, or, when, if, because</i> Punctuation. Capital letters	Possessive apostrophe for plural possession	structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbs to show how often: <i>additionally, frequently, rarely etc....</i> Sentences build from general to more specific Emotive language e.g. <i>fabulous, memorable, inspired me to</i>	<i>addition, however, nevertheless, therefore, consequently, in conclusion</i> Brackets, dashes or commas to indicate parenthesis. Adverbs and modal verbs to indicate degrees of possibility e.g. surely, perhaps, should, might. Direct/indirect speech	from the mother hen. Shift in formality Tone, voice, formal Hyphens to avoid ambiguity
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.							

Informative Writing							
Text Type: Non-chronological Report, Fact Files							
Purpose: To describe what things are like. A way of organising and writing facts so that they are easy to locate and understand							
	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
Text Features		Layout features for genre e.g. headings, subheadings, pictures, captions Title identifying what the text is about. Ideas grouped together by similarity. Third person Written in the appropriate tense (usually present) Technical Vocabulary relevant to the subject (age appropriate)	Layout features for genre Brief introduction stating a general description of the chosen subject/topic. Closing paragraph Did you know box? Main ideas organised in groups. Technical Vocabulary relevant to the subject (age appropriate)	Layout features for genre Clear introduction Organised into paragraphs shaped around a key topic. Use of subheadings Conclusion Technical Vocabulary relevant to the subject (age appropriate)	Layout features for genre Clear introduction and conclusion Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly into key ideas. Technical Vocabulary relevant to the subject (age appropriate)	Layout features for genre Developed introduction and conclusion. Description of the topic is technical and accurate. Formal language used throughout Technical Vocabulary relevant to the subject (age appropriate) In-text glossary as a footnote	Layout features for genre Well-constructed and answers all of the reader's questions Technical Vocabulary relevant to the subject (age appropriate) Organisational devices e.g. bullet points, subheadings. Fact box, glossary
Grammar and Punctuation Skills		Simple sentences Ideas joined using 'and' 'because' Full stops/Capital letters Labelling captions Adjectives	Simple adverbs e.g. <i>quickly, slowly etc...</i> Simple noun phrases e.g. <i>large tiger</i> Adverbials such as: <i>First, Later, Next, After, Then, Finally</i> Co-ordinating and subordinating conjunctions used in the middle of the sentence to join	Expanded sentences. Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbials e.g. <i>When the caterpillar makes a cocoon...</i> Factual/technical language Formal language	Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbs to show how often: <i>additionally, frequently, rarely etc...</i> Sentences build from general to more specific.	Sentence length varied for effect. Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i> Relative clauses (correctly punctuated e.g. <i>Dolphins, which are</i>	Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally.</i> Active and passive voice e.g. <i>Giraffes left the enclosure.</i> Wide range of punctuation including colons and semi colons Complex noun phrases e.g. <i>The fragile eggs were</i>

			two clauses: <i>and</i> , <i>but</i> , <i>so</i> , <i>or</i> , <i>when</i> , <i>if</i> , <i>because</i> Commas in a list Ambitious vocabulary	Present tense verbs	Technical vocabulary to show the writer's expertise.	<i>agile</i> , <i>glide</i> <i>underwater</i> Brackets or dashes	slowly removed from the mother hen. Elaborations and explanations provided in brackets. Formal tone but deliberate use of asides to create a friendly tone.
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.							

Informative Writing							
Text Type: Letters							
Purpose: To inform by passing on relevant information							
	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr6
Text Features	Reading and sharing letters Postcard/message	Dear...From.... Ideas grouped in time sequence.	Brief introduction and conclusion Main ideas organised in groups. Sequenced by time related words. Appropriate greeting and sign off.	Clear introduction Points about the issue/theme Organised into paragraphs denoted by time/place. Topic related sentences Sender's address in the top right-hand corner Date that the letter is written (under the sender's address)	Acknowledgement of formal or informal greeting (Name/Miss/Mrs./Mr./Sir/Madam etc....) Paragraphs organised correctly into key ideas. Distinguish the difference between 'Yours faithfully' and 'Yours sincerely.' Use the appropriate sign off. An awareness of informal/formal style	Recipient's address in the top left-hand corner A conclusion, including any expectations, closing remarks and final words?	The ability to use the appropriate features of both formal and informal letters.
Grammar and Punctuation Skills		Sentences using simple pronouns. Punctuation; full stop, capital letters Finger spaces	Simple adverbs e.g. yesterday, today Simple noun phrase e.g. big coat Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i> Consistent use of tense	Expanded sentences. Subordinating conjunctions: <i>when, if, because, although</i> Adverbials e.g. <i>it was scary in the cave, we played after lunch.</i> Exclamation marks, full stops	Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbs to show how often: <i>additionally, frequently, rarely etc. ...</i> Rhetorical questions	Sentence length varied for effect. Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, before, despite, even though, though, since</i> Modal verbs Relative clauses correctly punctuated Adverbials: <i>Firstly, furthermore, in addition, however,</i>	Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally.</i> Fronted adverbials used to clarify writer's position e.g. <i>as a consequence of your actions....</i> Active and passive voice e.g. Unfortunately, the chairs were broken. Wide range of punctuation including colons and semi colons

						<i>nevertheless, therefore, consequently, in conclusion</i> Brackets or dashes	
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.							

Informative Writing							
Text Type: Newspaper							
Purpose: To inform by passing on relevant information							
	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr6
Text Features	NOTE: Balanced arguments are taught for the first time in Year 5. Children will need to be exposed to all the Y3 and Y4 statements. Children working below may start with those statements as adaptations.			Newspaper features e.g. title, byline, subheadings. Chronological order Captions Clear introduction Organised into paragraphs denoted by time/place. Topical information included. Bold, eye-catching headline	Newspaper features Clear introduction (who, what, when, where, why, how) Paragraphs organised correctly into key ideas. Written in columns. Bold, eye-catching headline which includes alliteration. Might include a photo with a caption.	Newspaper devices Conclusion stating what will happen next. Quotes/statements from witnesses, bystanders. Developed introduction. Paragraphs developed. Subheadings used as an organisational device. Formal language used throughout Eyes witness quotations which are succinct and emotive. Conclusion – summing up and bring the story up to date e.g. <i>Police are still investigating thoroughly for more answers.</i> Include a byline - reporter's name and job title.	Newspaper devices Headlines include puns.

Grammar and Punctuation Skills				Paragraphs to order information Quotes with correct punctuation Past tense Third person Formal language Simple sentences with expanded description Subordinating conjunctions: <i>when, if, because, although</i> Adverbs to express time e.g. <i>then, next, soon</i>	5W's – who, where, when, what, why Reporting language e.g. witness statements. Fronted adverbials E.g. Yesterday evening, in the early hours of the morning, inside their home Direct speech Variation in sentence structures using a range of conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Adverbs to show how often: <i>additionally, frequently, rarely etc....</i>	Rhyme and alliteration within the headline. Third person Impersonal voice Direct and Indirect speech Formal conjunctions Sentence length varied for effect. Conjunctions: <i>when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</i> Brackets or dashes Multiclaue sentences that use well known economic expression e.g. Because of their courageous efforts, all the passengers were saved which was nothing short of a miracle.	Pun, rhyme and alliteration within the headline Third person Impersonal voice Direct and Indirect speech Formal conjunctions Hyphens to avoid ambiguity. Semi-colons, colons, dashes to separate clauses Modifiers used to intensify or qualify e.g. <i>insignificant amount, exceptionally</i> Fronted adverbials used to clarify writer's position e.g. <i>as a consequence of the accident....</i> Active and passive voice to heighten engagement. Wide range of punctuation including colons and semi colons
	NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.						

Instructional/procedural writing							
Text Type: Instructions, Recipes							
Purpose: Instructs the reader on how to make or do something							
	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr6
Text Features	Simple verbal and pictorial ordering of instructions	Simple title e.g. <i>Jam sandwich</i> , Numbered instruction and diagrams as appropriate Present tense Usually second person (impersonal) e.g. <i>you</i>	Title outlines the goal using 'How to...' e.g. <i>How to make a chocolate Cake, How to play Snakes and Ladders</i> . Equipment list, without a sub-heading, listed horizontally, using 'you will need' and commas in a list.	Brief introduction, summarising the product/game e.g. <i>Snakes and Ladders is a board game which has been around for centuries</i> . Equipment list, with a sub-heading, listed vertically, using colon to introduce list, and commas in a list. <i>Use modifiers to intensify, quantify and/or add precision e.g. an exceptionally strong bowl is needed in order to hold the heavy mass of the mixture.</i>	Genre features Equipment list, with a sub-heading, listed vertically using bullet points Opening title paragraph Closing statement	Introduction, summarising the product/game including some expansion which may include humour/show flair e.g. <i>Snakes and Ladders is a board game which has been around for centuries – even your parents will have heard of it</i>	Equipment list, with sub-heading, listed vertically using bullet points and a colon to introduce the list. Diagram or illustration to support instructions
Grammar and Punctuation Skills	<i>Imperative verbs</i> (actions to support understanding) Capital letters full stops.	<i>Simple command sentence beginning with an imperative verb e.g. Cut along the dotted line.</i> <i>Use of 'and' 'but' to link two ideas</i> <i>Time adverbials e.g. First, next, then, finally</i>	<i>Command sentence beginning with an imperative verb with adverbs to add detail. e.g. Cut along the dotted line carefully.</i> <i>Adverbials</i> such as: <i>First, Later, Next, After, Then, Finally</i>	<i>Instructions beginning with an imperative verb with fronted adverbials to add detail e.g. When the fold is in place cut along the dotted line.</i> <i>Subordinating conjunctions: when, if, because, although</i>	<i>Instructions beginning with an imperative verb with fronted adverbials to add detail using a comma after the adverbial e.g. When the fold is in place, cut along the dotted line.</i> <i>Precautionary advice and/or tips</i>	<i>Use adverbs/modal verbs to suggest alternative options within the instruction e.g. perhaps an alternative topping could be used.</i> <i>Conjunctions: when, if, because, although, while, as, until, once, after</i>	<i>Use modifiers to intensify, quantify and/or add precision e.g. an exceptionally strong bowl is needed in order to hold the heavy mass of the mixture.</i> <i>Authoritative tone</i>

		Commas in a list	Co-ordinating and subordinating conjunctions used in the middle of the sentence to join two clauses: <i>and, but, so, or, when, if, because</i>	Expanded noun phrases. Two step instructions E.g. Get a knife and cut the bread. Labelled instructions Colons	and suggestions are used to add detail <i>e.g. Be careful not to whisk too hard or the cream will turn into butter or best served with a dollop of whipped cream.</i> Subordinating conjunctions: <i>when, if, because, although, while, as, until, once, after</i> Prepositions eg Sprinkle the flour into the bowl. Put the counter on the board Consider formality by using second person to add fun	<i>whenever, wherever, before, despite, even though, though, since</i> Prepositional phrases Include the reader with direct reader address e.g. Have you ever...? Well, this will help you... Relative clauses Add humor, tips, alliteration.	Hybrid approach – instructional /persuasive approach Range of clauses for impact
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.							

Discussion Writing							
Text Type: Balanced arguments, debates, reviews							
Purpose: To present arguments and information from different viewpoints (for and against) with the view of helping the reader to choose a side							
	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr6
Text Features		NOTE: Balanced arguments are taught for the first time in Year 5. Children will need to be exposed to all the Y3 and Y4 statements. Children working below may start with those statements as adaptations.		Verbally discuss a simple statement of the main arguments Second Person for questions/First person for responses	Formal Tone Technical Vocabulary relevant to the subject (age appropriate) Introduction which summarises main arguments with supporting evidence Organised paragraphs for and against Simple summary	Introductory statement of the issue to be discussed Paragraphs to structure arguments one point at a time Maintain formal/ impersonal tone. Technical Vocabulary relevant to the subject (age appropriate) Summary may develop one particular viewpoint using reasoned judgement.	Appropriate use of cohesive devices (adverbials) Conclusion – a summary and maybe a recommendation Personal recommendations with reasons Heading and subheadings could be used to aid presentation.
Grammar and Punctuation Skills				Past tense Generalisers e.g. Some people, most dogs Nouns that categorise. E.g. vehicles, pollution and abstract nouns e.g. power Use of conjunctions to expand on ideas: when, if, because, although	Subordinating conjunctions: when, if, because, although, while, as, until, once, after Elaborate points by adding detail to paragraphs. Clear audience awareness	verbs to convey degrees of probability. e.g. It could be argued.... Some might say that... Relative clauses correctly punctuated to provide supporting detail. Adverbials to provide cohesion across the text.	Present tense Clearly organised and sequences paragraphs Select the degree of formality and informality that can be adapted to suit the audience e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that... The passive voice e.g. It could

					e.g. Firstly, finally, In conclusion, <i>Adverbials to compare:</i> On the other hand, Despite this,... Nevertheless, However, <i>Adverbials to expand a point:</i> furthermore, in addition, therefore, consequently, in Brackets or dashes for parenthesis, including for emphasis e.g. The performance- the first by such a young gymnast – was a masterpiece.	be claimed thatit is possible....some could claim... <i>Semi colons to mark related clauses</i> e.g. some argue...; others say.... Colons and semi colons to punctuate complex lists. Use of subjunctive form where needed. e.g. If I were in charge Subjunctive form e.g. If people were to stop hunting whales...
NB Remember each year group should be using the previous features and grammar skills then building on them with the new ones.						