National curriculum objectives for writing, handwriting, grammar, terminology
Narrative skills progression
Poetry progression
Non-fiction progression (Recount   Reports   Instructional/Procedural   Discussion   Explanation Persuasion

National curriculum objectives for writing, handwriting, grammar, terminology						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic and whole word spelling	• words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound	• segment spoken words into phonemes and represent these using graphemes, spelling many correctly • learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learn to spell common exception words • distinguish between homophones and near homophones	• spell further homophones • spell words that are often misspelt (Appendix 1)		• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	
Other words building spelling	• use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • use the prefix -un • use -ing, -ed, -er and -est where no change is needed	• learn the possessive apostrophe (singular) • learn to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary		• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	

	in the spelling of the root word • apply simple spelling rules and guidance from Appendix 1	• apply spelling rules and guidelines from Appendix 1		
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	• write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far	
Handwriting	• sit correctly at a table holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and practise these	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal trokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting	• choose which shape of a letter to use when given choices and decide whether or not to join specific letters • choose the writing implement that is best suited to a task
Contexts for writing		• write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry	• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar	• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, consider how authors have developed characters and

		• write for different purposes		settings in what pupils have read, listened to or seen performed
Planning writing	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	• discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and a range of sentence structures	• note and develop initial ideas, drawing on reading and research where necessary
Drafting writing	• sequencing sentences to form short narratives • re-reading what they have written to check it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings and sub-headings)	• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • precise longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader
Editing writing	• discuss what they have written with the teacher and other pupils	• evaluate their writing with the teacher and other pupils • re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	• assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register • proofread for spelling and punctuation errors

Performing writing	• read their writing aloud clearly enough to be heard by their peers and the teacher	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		• perform their own compositions, using appropriate intonation, volume and movement, so that meaning is clear	
Vocabulary	• leave spaces between words • join words and join clauses using 'and'	• use expanded noun phrases to describe and specify	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and case (and place)		• use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility	
Grammar	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change the meaning of adjectives/verbs • combine words to make sentences, including using 'and' • sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun I	• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that or because) and coordination (using or, and or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission and singular possession	• use the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)	• use fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• use the perfect form of verbs to mark relationships of time and clause • use relative clauses beginning with who, which, where, when, whose, that, or with and implied (or omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion including adverbials of time, place and number	• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms •use passive verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms and antonyms

						• further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Punctuation	• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'	• learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, questions marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	• use and punctuate direct speech (i.e. inverted commas)	• use commas after fronted adverbials • indicate possession by using the possessive apostrophe with singular and plural nouns •use and punctuate direct speech (including punctuation within and surrounding inverted commas)	• use commas to clarify meaning or avoid ambiguity in writing • use dashes, brackets, or commas to indicate parenthesis	• use hyphens to avoid ambiguity • use semicolons, colons, or dashes to mark boundaries between independent clauses • use a colon to introduce a list, punctuating bullet points consistently
Grammatical terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Narrative skills progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	• use simple sentences • use adjectives • use simple conjunctions and/or • use finger spaces	• write with a beginning, middle and end • develop stamina with writing • use adverbs • use paragraphs (basic) • use similes	• use expanded noun phrases • use figurative language • 5 sections to a story • use more detailed description • use preposition for time and place • use fronted adverbials for time and place	• refined paragraphing • write with a particular viewpoint • use pronouns for cohesion/repetition • use embedded clauses • write using a range of sentence lengths • use dialogue	• use a range of cohesion techniques • use adventurous vocabulary • use modal verbs • use relative clauses • show not tell	• use precise vocabulary chosen for effect • write using the passive voice • use complex punctuation

Poetry progression	
Poetry common forms:	• list poems • shape poems • simple rhyming patterns • acrostics • haiku / cinquain / kennings • rap / rhythm • narrative poetry
	By the end of KS2, children should be able to use whichever structure best suits purpose
Structure / features	
	General progression

(Children should be able to identify these and discuss the impact)	• sound – rhythm, rhyme, alliteration, repetition, onomatopoeia • visual – simile, metaphor, personification • language – precise selection of powerful verbs, nouns and adjectives • structure – repetition of words, phrases, or structure	Children write most effectively about subjects that they have experienced and that matter. It is the desire to capture and communicate to a reader or listener real experience and genuine feeling or to play with language that leads to the most powerful writing. An imaginative and interesting starting point is essential, for example: • a first-hand experience – observing butterflies, looking at a candle flame, studying feathers with magnifying glasses • objects – skeleton leaves, marbles, hands, trees, watches, a clock, a ship-in a-bottle • art – drawing before writing, postcards/posters of paintings, music, sculptures, film clips, photos, dance • locations – churchyard, building site, sea front, deserted house • collections – buttons, shoes, stamps, coins, fruit, leaves, pieces of bark • a recalled, common experiences – darkness at night, snow falling, bonfire night • seasons and weather – wintry days, storms, frost on the windowpane, celebrations • playful ideas – magical windows, putting on masks, looking through coloured glasses, riddles • relationships – things gran says, old people, my mum says, our teacher is, my cat • memories – secret places, details, strange events, old dreams, things I used to do • feelings –anger, sadness, elation, memorable incidents • models – suitable model poems, for example, 'The Magic Box' by Kit Wright, or phrases to stimulate writing, for example, a line from Shakespeare • important events – D-day.

Non-fiction progression		
Genre	Recount	Boxed up structure
Purpose	To list and describe past experiences by retelling events in the order that they happened (chronological order). Written to inform or entertain the audience	
Common forms	• retelling stories in English lessons and other curriculum areas such as RE • giving accounts of schoolwork, sporting events, science experiments and trips out • writing historical accounts • writing biographies and autobiographies • letters and postcards • diaries and journals • newspaper reports • magazine articles	Introduction Grab the reader's attention with a hook. Who? What? When? Where? Why? More detail of key event Inclusion of some feelings about the event Conclusion Round off information about the event

	• obituaries • encyclopaedia entries	

Typical ingredients	Grammatical features by Year group

Audience	• someone who wants to know what happened
Purpose	• to retell an event in an interesting and engaging way
Typical structure	• a beginning, middle and end in chronological order • opening paragraphs to hook and orientate the reader • paragraphs often begin with a topic sentence
Typical language features	• past tense • time sequence signposts for coherence • specific and descriptive – often in the style of information • direct speech

Structure sometimes recognises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time.
• plan how you will organise the way you retell events. You could use a timeline to help
• details are important to create a recount rather than a simple list of events
• decide how the account will be finished – a summary or concluding comment on what happened
• read the text through as if you did not know anything about it – does it make sense. Is it clear what happened when and why?
• is the style right for the genre? Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell you friends about something funny that happened

Year 1	• write recount sentences about experiences they are familiar with • in personal recounts, use the **first person**: I was on my way to school. We went to the
Year 2	• usually written in the **past tense** with space for pupils to use the **past progressive** form of verbs: We were playing..., I was jumping... • **conjunctions** are useful for **coordinating** events and showing **subordination**: We went to the park so we could play on the swings... • **noun phrases** (some people, most dogs, blue butterfly_ can be used to add detail and engage the reader
Year 3	• express time, place, and cause using **conjunctions** (so, because) **adverbs** and **prepositions** • **inverted commas** can be used to punctuate direct speech (eyewitness reports in a newspaper, retelling a conversation in a diary or letter)
Year 4	• **paragraphing** can be used to organise diaries, letters, newspaper reports... • **expanded noun phrases** • events being recounted have a **chronological order**, so **conjunctions, adverbs and prepositions** are used: then, next, first afterwards, just before that, at last, meanwhile • **fronted adverbials** (Later that day...) • the subject of a recount tends to focus on individual or group participants, which required the use of either **first** or **third person**
Year 5	• opportunities also exist for the use of **past perfect** (The children had tried... Earlier in the day, the owls had hunted...) and **past progressive** forms (The children had been singing...We had been hoping to on this trip for a long time...) • **modal verbs** can be used to express degrees of possibility (I should never have... They must be allowed...) • **adverbials** (therefore, however) can create cohesion within and across paragraphs
Year 6	• some forms may use **present tense** (informal anecdotal storytelling – Just imagine I am in the park and I suddenly see a dog running towards me) which also enables writing to meet different **levels of formality and informality.** In

		these cases, it is also possible to extend opportunities to writing using the present progressive (I am really hoping...) • **different degrees of formality** may be required for different forms (For example, high formality for recounting in the style of a broadsheet newspaper or informal for a personal diary

Non-fiction progression		
Genre	Information text / non-chronological reports	Boxed up structure
Purpose	To inform the reader about the topic, providing detailed information. To help readers understand what is being described by organising or categorising information in an engaging and interesting way	
Common forms	• describing aspects of daily life in history • describing the characteristics of something (animals, planets, etc.) • describing people, places, objects, hobbies • comparing and describing localities or geographical features • encyclopaedia entries • magazine articles	Introduction - definition Description Additional information (habitat/location, etc) How and why, it is known Conclusion with amazing facts/points

Typical ingredients		Grammatical features by Year group	
		Year 1	• write non-fiction sentences
Audience	• someone who is interested in the topic • someone who enjoys information	Year 2	• often write in the **third person** and **present tense** (They like to... It is a warm environment) • sometimes write in the **past tense** if it is a historical event • **questions** can be asked to form titles • **question marks** denote questions • use of **conjunctions** (so, because) • use of **prepositions** (before, after) • use of **adjectives** and **comparative adjectives** (biggest, smallest)
Purpose	• to inform the reader about the topic, describing it in an interesting and engaging way		
Typical structure	• opening that introduces the reader to the subject • chinks of information, logically organised, possibly with subheadings, information boxes, lists, bullet points, diagrams and images • paragraphs usually begin with a topic sentence • ending – usually makes a final point or relates the subject to the reader	Year 3	• use **headings** to organise different sections • express time, place and cause using **conjunctions, adverbs** and **prepositions**
		Year 4	• create **cohesion** using **nouns and pronouns** • using **paragraphing** to organise the report into sections • use **headings, subheadings, bullet points, columns** etc. to present information clearly. Consistent use across the text builds cohesion
Typical language features	• generalisers such as most, a few, many, the majority		
		Year 5	• use of **adverbials** within **paragraphs** to create cohesion

	• sentence signposts to add information: furthermore, also, moreover, additionally • subject specific and technical vocabulary • often in the present tense and third person • usually fairly formal, especially if written for an unknown reader • detail and description, including comparisons		• **brackets, dashes and commas** can be used to add additional information inside **parenthesis**
		Year 6	• **passive voice** can be used to avoid personalisation and can maintain a level of formality (Children were taught... Bears were hunted...) • **Formal speech** • create cohesion across paragraphs using a range of cohesive devices

• plan how you will organise the information you want to include
• gather information from a range of sources and collect it under planned headings
• consider using a question in the title to engage your reader
• try to find a new way to approach the subject
• ensure the opening states clearly what you are writing about
• include tables, diagrams or images
• make links with the reader – ask direct questions (Have you ever wondered about...?) or add a personal touch (So next time you choose a pet...)
• re-read the report as though you know nothing about the subject. Does it make sense? Is it logical and clear?
• use other text types within the report if they make it more effective for purpose and audience

Non-fiction progression		
Genre	Instructional/procedural	Boxed up structure
Purpose	To ensure something is done effectively and correctly with a successful outcome	
Common forms	• how to design and make something • how to operate something – technical manuals • how to carry out a scientific experiment or mathematical procedure • how to play a game • recipe • instructions on packaging	Introduction – what the instructions will tell you to do, perhaps with a rhetorical question List of ingredients/items What to do Final point, reminder, word of warning or encouragement
Typical ingredients		Grammatical features by Year group

Audience	• someone who needs to know how to do something
Purpose	• to inform the reader how to accomplish something in as clear a way as possible
Typical structure	• opening that explains what the instructions are • list of what is needed in order of use • list of steps to be taken in chronological order • often uses diagrams • ending that adds in any extra points, reminders, warnings or encouragement
Typical language features	• temporal signposts to organise the steps taken (first, next, then, after that, so, finally) • steps to be taken organised by numbers, letters or bullet points • fairly formal – the reader may be unknown • use of short sentences to make the writing clear and easy to follow • use of bossy words (imperative verbs) • subject specific vocabulary • commas used when writing a list, possible use of a colon before the list

Year 1	• captions on sequenced pictures
Year 2	• use of **imperative verbs** in **command sentences** • use of **commas** in lists
Year 3	• use of **conjunctions, adverbs** and **prepositions** to order and explain the procedure • **headings** and **subheadings**
Year 4	• **layout devices** such as **bullet points,** numbers or letters to organise the sequence • create **cohesion** and avoid repetition using **nouns and pronouns** • add additional advice using **parenthesis** • use **fronted adverbials** to make suggested changes (If you would prefer to make more, ...)
Year 5	• use **relative clauses** to add additional information (Use craft paper, which can be bought in any good craft shop, ...) • use **modal verbs** to suggest degrees of possibility (You might want to...)
Year 6	• different degrees of **formality** depending on the intended audience • create **cohesion** using different layout features

Non-fiction progression		
Genre	Discussion	
Purpose	To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/or examples	Introduction – what is being addressed and why this matters
Common forms	• non-fiction book on 'issues' • write up a debate e.g.: should healthy eating be compulsory, should mobile phones be banned in school • leaflet or article giving a balanced account of an issue • writing letters about an issue	Key arguments for
		Key arguments against
		Conclude by considering both sides of the argument and come to a final conclusion

Typical ingredients		Grammatical features by Year group	
		Year 1	
Audience	• someone interested or involved in the topic under discussion	Year 2	
Purpose	• to present a reasoned and balanced argument	Year 3	
Typical structure	• opening paragraph that introduces the reader to the issue • either beginning with all arguments for followed by all arguments against or a series of contrasting points ending with a reasoned conclusion • paragraphs usually begin with a topic sentence	Year 4	• write in the **present tense** (Y2 obj). This can include other forms such as **present perfect** (Y3 obj). E.g.: some people have argued...some people have said... • **generalises** the participants and things it refers to using **noun phrases** (some people, most dogs), **nouns** that categorise and **abstract nouns** • **headings and subheadings** (Y3 obj) can be used to aid presentation • **Paragraphs** are useful for organising the discussion into logical sections
Typical language features	• sentence signposts that add on or order ideas and views – the first reason, also, furthermore... • sentence signposts to introduce viewpoints – however, on the other hand, many people believe that... • conclusion – in conclusion, having considered all the arguments, having looked at both sides...	Year 5	• use **adverbials** (e.g.: therefore) to create **cohesion within and across paragraphs** • **layout devices** such as diagrams and images can provide additional information or evidence
• questions often make good titles		Year 6	• create **cohesion between paragraphs** using a wider range of cohesive devices which can include adverbials • make **formal and informal vocabulary choices** to suit the form of writing by making generic statements followed by specific examples. E.g.: Most vegetarians disagree. Dave Smith, a vegetarian for 20 years finds that... • **passive voice** can sometimes be used to present points of view. It could be claimed that... It is possible that... Some could claim that... • **degrees of formality and informality** could be adapted to suit the form of the discussion • conditional language such as the **subjunctive form** can be used to express hypothetical ideas. Eg: If people were to stop hunting whales... • **colons and semi-colons** can be useful for developing complex ideas, separating and linking ideas across a sentence

Non-fiction progression			
Genre	Explanation	Boxed up structure	
Purpose	To explain how or why		
Common forms	• explanation in science • explanation about how inventions work • explaining religious traditions		Introduction – what is being explained and hook
			Key/main reason to need to know or to do something

	• encyclopaedia entries • technical manuals • explanation leaflets		Which led to…
			Which led to…
			Rounding off / conclusion with a final fact

Typical ingredients		Grammatical features by Year group	
		Year 1	
Audience	• someone who wants to understand a process or event	Year 2	• written in **present tense** e.g.: Hedgehogs wake up again in the spring • **questions** can be used to form titles • **question marks** are used to denote questions • use of **adverbs** first, then, after that, finally • use of **conjunctions** e.g.: so, because
Purpose	• to help someone understand a process or why something is happening or has happened	Year 3	• express time, place and cause using **conjunctions, adverbs** and **prepositions** • use **prepositions (**before, after) • **headings and subheadings** to aid presentation
Typical structure	• series or logical, often chronological explanatory steps • paragraphs, usually beginning with a topic sentence • often illustrated with diagrams to aid understanding	Year 4	• **fronted adverbials** can be used. E.g.: During the night, nocturnal animals… • **paragraphs** to group information • **cohesion** can be created, and repetition avoided through the use of **nouns and pronouns**
Typical language features	• formal language • present tense • causal sentence signposts to link explanation • generalisation • tentative language to refer to unproved theories • details to help understand points, often in the form of information • technical vocabulary	Year 5	• **indicate degrees of possibility using adverbs** (perhaps, surely). Sometimes **modal verbs** can be used to express degrees of possibility (might, should, will • **layout devices** such as heading, subheadings, columns, bullets etc. can be used to present information clearly and guide the reader • **cohesion between paragraphs** using **adverbials** • **relative clauses** can be used to add further information (Hedgehogs, which are mammals…) • **brackets, dashes and commas** can be used to add additional information inside **parenthesis**
• include a general statement to introduce the topic being explained • plan the steps you will include and check you have included any necessary information about how and why things happen as they do • add interesting details • talk directly to the reader • re-read your explanation as if you know nothing about to check that it makes sense and that there are no gaps in the information • you can adapt explanatory texts to make them work effectively for your audience and purpose		Year 6	• degrees of **formality and informality** can be adapted to suit the form of discussion. An informal tone can sometimes be appropriate (You will be surprised to know that…) • a **formal, authoritative** tone can be adopted (Oxygen is constantly replaced in the bloodstream) • the **passive voice** can sometimes be used (Gases are carried…)

Non-fiction progression			
Genre	Persuasion		Boxed up structure

Purpose	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.		Introduction – hook to engage the reader. E.g.: personal problem with the solution presented.
Common forms	• Newspaper article • Posters and leaflets • Persuasive letter • Book reviews • Political pamphlets • Job application or school council application • Adverts		Key/main reason presented
			Extra detail about product/venue/issue
			Additional useful information
			Rounding off/conclusion with possible slogan

Typical ingredients		Grammatical features by Year group	
		Year 1	
Audience	• someone you are trying to influence	Year 2	• written in the present tense which can include other forms such as the **present perfect** E.g.: people have said... • **Rhetorical questions** • Effective use of **noun phrases**
Purpose	• to promote a particular view or product to influence others		
Typical structure	• logical order • series of point building to one viewpoint • paragraphs with a topic sentence in introduction (in all paragraphs for longer texts) • often includes images to attract attention	Year 3	• express time, place and cause using **conjunctions, adverbs,** and **prepositions** • use **present perfect** form of verbs
		Year 4	• often refers to generic rather than specific participants. E.g.: Vegetables are good for you. They... This means that **cohesion** is created through the combined use of **nouns** and **pronouns** • uses **adverbials** to create **cohesion within and across paragraphs** • **paragraphs** are used for organising the content into logical sections • a**djectives** can be used to create persuasive **noun phrases** • sentence types include **rhetorical questions**
Typical language features	• personal and direct. Often informal/friendly • emotive sentence signposts • opinions presented as facts • use of imperatives • use of language that sounds good, including slogans where appropriate • weasel words (emotive language designed to deceive or give the best impression)		
		Year 5	• **modals** can be used to **suggest degrees of possibility** • sometimes using the **second person** is useful for appealing to the reader. E.g.: This is just what you have been looking for. This also enables adaptation of **degrees of formality** so the text appeals to the reader • uses logical **conjunctions, adverbials** and **prepositions**
• Use an opening statement • Support your argument with additional information			
		Year 6	• in some formal texts it may be possible to use **passive voice** E.g.: It can be said... • the writer makes **formal and informal vocabulary choices** moving from generic statements to specific examples where key points are presented. E.g.: The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all the rooms have thick carpet

		• **repetition** can be used to strengthen the point of view. It also acts as a cohesive device • because arguments include hypothetical ideas, **conditional language** such as the **subjunctive form** can sometimes be used. E.g.: If people were to stop hunting whales...