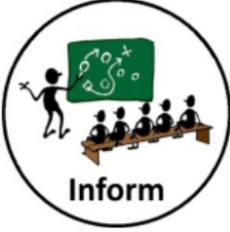



<h2>Writing to inform</h2> 	<p>Possible text types:</p> <p>Information reports Information leaflet Magazine article Recounts Letters Instructions (Auto)Biography Newspaper article</p>
<p>Text and style features:</p> <p>Appropriate use of past and present tense Headings and subheadings Use of technical/powerful vocabulary Paragraphs to group related ideas Formal register (as appropriate depending on task and audience) Could use a writing frame, images, highlighting of key words, glossary</p>	<p>Possible structure:</p> <p>Title/Heading</p> <ol style="list-style-type: none"> Paragraph 1: Introductory paragraph to provide high level information about the topic. Main body (in paragraphs which may include subheadings): Paragraphs grouped around a theme. Paragraph 3: Concluding paragraph, which may include a wow fact or bring the reader into the present with the latest information.

Year	Possible grammatical and punctuation features (see SPaG progression document, year group writing ARE sheets and writing skill progression document for more information)	Examples
1	<ul style="list-style-type: none"> Use capital letters and full stops to mark sentences Begin use of question marks for a rhetorical question Use some coordination (and) and subordination (because) Use adjectives to inform and describe Finger spaces between words 	<ul style="list-style-type: none"> Did you know...? The Tyrannosaurus Rex was a carnivore and it had enormous teeth. Large mouth, tiny arms
2	<p>As above, plus:</p> <ul style="list-style-type: none"> Third person present tense OR past tense in historical pieces Use of questions for subheadings Begin to use apostrophes to mark possession Begin to use commas to separate items in a list Noun phrases to inform and describe Some subordination to create cohesion (because, when, if, that) Use of some coordinating conjunctions to create cohesion (and, but, or) Use of adverbials for cohesion (first, firstly, next, after, later) Capital letters for proper nouns 	<ul style="list-style-type: none"> They like to build their nests OR Children as young as seven worked in the factories. Why did castles have moats? A badger's home is underground. You will need flour, eggs, sugar and water. Small, powerful ears Emperor penguins are well adapted to the cold conditions because they have two layers of feathers. Emperor penguins are approximately 120cm tall and weigh around 40 kilogram.
3	<p>As above, plus:</p> <ul style="list-style-type: none"> Use of headings and subheadings to organise information Use of expanded noun phrases to inform (with pre- and post-modifiers) Use of commas to separate items in a list 	<ul style="list-style-type: none"> A tall, dark-haired man with a black coat was seen leaving the scene. You will need flour, eggs, sugar and water.

	<ul style="list-style-type: none"> • Conjunctions, adverbs and prepositions to show chronological order • Begin to use commas for clarity (.e.g after fronted adverbials) • Begin to use the present perfect tense • Use some subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion • Use of some coordinating conjunctions to create cohesion (or /and /but /so /yet) • Capital letters for proper nouns 	<ul style="list-style-type: none"> • Then, next, meanwhile, after that • After the rain has fallen, it runs off into the nearby river. • This week, we have visited the Science Museum. • Although they have a fierce reputation, the Vikings were not all bad. When he was a boy, Dahl did not like reading.
4	<p>As above, plus:</p> <ul style="list-style-type: none"> • Paragraphs and headings for cohesion • Use of pronouns and varied nouns to avoid repetition and create cohesion • Use of commas for clarity (e.g. after sentence starters) • Use of apostrophes for plural and singular possession • Use a variety of subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion • Use of a variety of coordinating conjunctions to create cohesion (for/and/nor/but/or/yet/so) • Use cohesive devices across paragraphs and sentences (including adverbials) • Use of expanded noun phrases to inform (with pre- and post-modifiers and some qualifiers) 	<ul style="list-style-type: none"> • The Nazis were an unkind party because they... • After he was born, Lewis Hamilton's family... • The children's experiences were terrible. • First, firstly, before, after, later, soon, also, in addition, however • Numerous red butterflies with blue eye-spots on the wings
5	<p>As above, plus:</p> <ul style="list-style-type: none"> • Formal and subject-specific language choices depending on the audience and purpose • Use of more formal adverbials • Relative clauses to add extra information • Use of commas, brackets or dashes for parenthesis (dashes are less formal) and to mark relative clauses • Begin to use passive voice • Begin to use semi-colons to separate related main clauses • Begin to use colons to separate two independent clauses when the second explains or amplifies the first • Colons to introduce a list or sections • Use of a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within and across sentences. • Use of increasingly complex multi-clausal sentences • Use of commas to mark clauses, including opening subordinating clauses • Past perfect tense 	<ul style="list-style-type: none"> • Meanwhile, consequently, as a result of, due to, furthermore, after, in addition, moreover • We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament. • We went to Downing Street (where the Prime Minister lives) before visiting the Houses of Parliament. • The money was stolen. • The Titanic was an enormous ship; it could house nearly 4000 passengers and crew. • The Egyptians were an advanced civilization: they built magnificent temples and developed sophisticated farming techniques. • Once the passengers boarded the Titanic, they... • The passengers had boarded the Titanic...


	<ul style="list-style-type: none"> • Modal verbs to express possibility • Paragraphs and other layout features for cohesion (e.g. headings, subheadings, columns, images) 	<ul style="list-style-type: none"> • The Ancient Egyptians would have ...
6	<p>As above, plus:</p> <ul style="list-style-type: none"> • Use of the passive voice to avoid naming the agent performing the verb • Use of colons to separate two independent clauses when the second explains or amplifies the first • Use of hyphenated words • Use of increasingly complex multi-clausal sentences • Technical and powerful vocabulary choices • Selecting and maintaining appropriate degrees of formality to represent the audience and purpose. • Use a range of cohesive devices within and across sentences and paragraphs (e.g. pronouns, adverbials, conjunctions, synonyms, lexical cohesion) • Paragraphs and other layout features for cohesion (e.g. headings, subheadings, columns, images, bullet points) 	<ul style="list-style-type: none"> • The Tongo Lizard can be found in....It has been discovered that... • The Maya were an advanced civilization: they built magnificent temples and developed sophisticated farming techniques. • cold-blooded, near-sighted, <p>(see writing to entertain for breakdown of cohesive devices)</p>

<h2>Writing to persuade</h2> 	<p>Possible text types:</p> <ul style="list-style-type: none"> Persuasive speech Letter (e.g. of complaint) Tourist brochure Book review Application for a position Poster/advertisement Campaign speech or letter
<p>Text and style features:</p> <ul style="list-style-type: none"> Use of second person Deliberate repetition Facts and statistics Hyperbole Use of rhetorical questions (as appropriate) Adjectives for positive description (noun phrases) Imperative verbs to convey urgency Use of colour/images for brochures/advertising 	<p>Possible structure:</p> <ol style="list-style-type: none"> Paragraph 1: Introductory paragraph to outline the issue and present the viewpoint Main body (in paragraphs): Strategically organised information presents and then elaborates on the desired viewpoint. Paragraph 3: Summarising paragraph to conclude, which may include a recommendation or conclusion.

Year	Possible grammatical and punctuation features (see SPaG progression document, year group writing ARE sheets and writing skill progression document for more information)	Examples
1	<ul style="list-style-type: none"> Use capital letters and full stops to mark sentences Fingers spaces between words Capital letters for proper nouns Use some coordination (and) and subordination (because) Begin to use question marks for rhetorical questions 	<ul style="list-style-type: none"> Children must be able to have toys and have fun with friends. Do you think this is fair?
2	<p>As above, plus:</p> <ul style="list-style-type: none"> Present tense Rhetorical question (use of question mark) Adjectives to create persuasive noun phrases Capital letters for proper nouns Exclamation marks for exclamatory sentences. Some subordination to create cohesion (because, when, if, that) Use of some coordinating conjunctions to create cohesion (and, but, or) Commas to separate lists 	<ul style="list-style-type: none"> Do you think this is fair? Our fantastic castle with amazing views is amazing. Buy it today! Our facilities are modern, clean and faultless.
3	<p>As above, plus:</p> <ul style="list-style-type: none"> Present perfect tense Expanded noun phrases with pre- and post-modifiers to describe Imperative verbs to convey urgency Use some subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion Use of some coordinating conjunctions to create cohesion (or /and /but /so /yet) 	<ul style="list-style-type: none"> People have said... You have not... Broken chair with marks all over the cushions Buy it today!

	<ul style="list-style-type: none"> Use cohesive devices across paragraphs and sentences (including adverbials) Begin to use commas for clarity (after sentence starters) 	<ul style="list-style-type: none"> This proves that...so it is clear...therefore...however...firstly... Firstly, this is not acceptable because...
4	<p>As above, plus</p> <ul style="list-style-type: none"> Perfect tense Expanded noun phrases with pre- and post-modifiers and qualifiers to describe Use a variety of subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion Use of a variety of coordinating conjunctions to create cohesion (for/and/nor/but/or/yes/so) Paragraphs and headings for cohesion Use cohesive devices across paragraphs and sentences (including adverbials) Use of superlatives to exaggerate and persuade Use of commas to mark fronted adverbials and subordinate clauses Imperative verbs to convey urgency 	<ul style="list-style-type: none"> People have said...You have not... Two broken chairs with marks with all over the cushions...many wonderful locations with amazing views of the surroundings This proves that...so it is clear ...therefore...however...Firstly...[un]Fortunately... ...in addition... furthermore... as a result, The latest, the best, state-of-the-art, unrivalled As a result of this,..... Because of your actions,... Buy it today!
5	<p>As above, plus:</p> <ul style="list-style-type: none"> Modal verbs to express degrees of possibility Repetition to reinforce a view Short sentences for emphasis Use of more formal adverbials Relative clauses to add extra information Use of commas, brackets or dashes for parenthesis (dashes are less formal) Begin to use semi-colons to separate related main clauses Use of a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within and across sentences Use of superlatives to exaggerate and persuade Use of commas to mark fronted adverbials and subordinate clauses Begin to use colons to separate two independent clauses when the second explains or amplifies the first Paragraphs and other layout features for cohesion (e.g. headings, subheadings, columns, images) 	<ul style="list-style-type: none"> This will result in....it could...you might want to This is wrong. This is wrong for many reasons. This must stop now! This was most disappointing. E.g. Subsequently, consequently, nevertheless, however, Our hotel, which has three swimming pools, overlooks a beautiful beach. This is our chance – our only chance – to make a difference. You must ensure that this change happens; you must ensure it happens immediately. The latest, the best, state-of-the-art, unrivalled As a result of this,..... Because of your actions,... This is the correct course of action: it addresses the many problems that exist.
6	<p>As above, plus:</p> <ul style="list-style-type: none"> Subjunctive form to express hypothetical scenarios Use of second person to appeal to the reader Use of the passive voice Colons to separate two independent clauses when the second explains or amplifies the first 	<ul style="list-style-type: none"> If I were you, I would... This is exactly what you need. It can be said [by zombies]...it cannot be overstated [by zombies]...it has been proven [by zombies]...it could be argued [by zombies]... This is the correct course of action: it addresses the many problems that exist.

<ul style="list-style-type: none">• Semi-colons to separate related main clauses• Paragraphs and other layout features for cohesion (e.g. headings, subheadings, columns, images)• Use of increasingly complex multi-clausal sentences• Technical and powerful vocabulary choices• Selecting and maintaining appropriate degrees of formality to represent the audience and purpose.• Use a range of cohesive devices within and across sentences and paragraphs (e.g. pronouns, adverbials, conjunctions, synonyms, lexical cohesion)• Use of a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within and across sentences	<ul style="list-style-type: none">• You must ensure that this change happens; you must ensure it happens immediately.
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<h2>Writing to entertain</h2> 	<p>Possible text types:</p> <ul style="list-style-type: none"> Stories (including re-tellings) Character/setting descriptions Poetry Playscript Monologue In-character/role Diary entry
<p>Text and style features:</p> <ul style="list-style-type: none"> Time sequenced (as appropriate) Detailed descriptions (including noun phrases) Paragraphing to organise prose Use of a range of tenses (e.g. past, present) and person (e.g. first, third) Cohesive devices (including formal adverbials and conjunctions) 	<p>Possible structure:</p> <ul style="list-style-type: none"> Establishing the start (setting/character description) Where do the characters go? What goes wrong? What is the resolution? Where last?


Year	Possible grammatical and punctuation features (see SPaG progression document , year group writing ARE sheets and writing skill progression document for more information)	Examples
1	<ul style="list-style-type: none"> Use capital letters and full stops to mark sentences Finger spaces between words Use some coordination (and) and subordination (because) Use adjectives to inform and describe Beginning to use of exclamation to indicate shock or surprise Appropriate use of third person and past tense OR Appropriate use of first person and past tense Use of personal pronoun 'I' to retell personal narratives 	<ul style="list-style-type: none"> The gingerbread man jumped off the table and he ran out of the house. The dinosaur had a large mouth and sharp teeth. I'm scared! Goldilocks ate the porridge. Goldilocks broke the chair. I ran away because I was scared. I went to the park to eat a picnic.
2	<p>As above, plus:</p> <ul style="list-style-type: none"> Past progressive form of verbs Begin to use apostrophes to mark possession Begin to use apostrophes for contraction Begin to use commas to separate items in a list Noun phrases to inform and describe Use of exclamation marks for exclamative sentences Use of question marks (especially in speech) Some subordination to create cohesion (because, when, if, that) Use of some coordinating conjunctions to create cohesion (and, but, or) Beginning to use adverbials for cohesion (Early one day, on morning, firstly, next, after, later, the next day) Capital letters for proper nouns and to begin sentences (with full stops to demarcate). Powerful vocabulary chosen for effect 	<ul style="list-style-type: none"> The penguins were eating. The man was walking. Granny's house. She couldn't believe her eyes. The woodcutter picked up his bag, his waistcoat and his axe. The deep, dark woods What an incredible sight! What has happened? Where are we going? The child ran into the woods because they needed to find their toy. They looked for it everywhere, but they couldn't find it. One murky morning, the bear crept out... Sprinted instead of ran, massive instead of big.

<p>3</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Paragraphs to organise into time order • Present perfect form of verbs could be used within dialogue or to show a character's thoughts. • Use of expanded noun phrases to describe (with pre- and post-modifiers) • Use of commas to separate items in a list • Begin to use commas for clarity (e.g. after fronted adverbials and subordinate clause starters) • Conjunctions, adverbs and prepositions to show chronological order • Use some subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion • Use a range of coordinating conjunctions to create cohesion (or /and /but /so /yet) • Use of apostrophes to mark possession • Use of apostrophes for contraction • Use of dialogue with inverted commas with different 'said' verbs • Use of question marks (could be used within dialogue) • Powerful vocabulary chosen for effect 	<ul style="list-style-type: none"> • What has happened? Had he done this? • The scruffy boy with long messy hair... • The fox tricked chicken one, chicken two and chicken three. • As quick as a flash, I jumped from my desk. Once we got there, we sat for a rest. • Then, next, meanwhile, after that, soon, as, the next day, later that morning, carefully, without a thought • When he entered, he looked around nervously. He ran quickly because he was afraid of being caught. • Granny's house • She couldn't believe her eyes. • Mary bellowed, "Don't do that!" • "What has happened? Where are we going?" enquired Mukesh. • Charged instead of ran, enormous instead of big.
<p>4</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Paragraphs for cohesion • Perfect tense • Use of commas for clarity (e.g. after fronted adverbials and subordinate clause starters) • Use of apostrophes for plural and singular possession and contractions • Use a variety of subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion • Use of a variety of coordinating conjunctions to create cohesion (for/and/nor/but/or/yet/so) • Use cohesive devices across paragraphs and sentences (including adverbials in different locations) • Use of pronouns and synonyms to aid cohesion (and avoid repetition) • Use of expanded noun phrases to describe (with pre- and post-modifiers and some qualifiers) • Beginning to use 'show not tell' • Use of dialogue with inverted commas with varied 'said' verbs and adverbs • Beginning to use some indirect speech • Powerful vocabulary chosen for effect • Use of long sentences (for description) and short sentences for impact/emphasis 	<ul style="list-style-type: none"> • The children had been hiding. "I've been hiding," said Steffan. • After he got home, he slammed the door in a panic. • The children's belongings had disappeared! She couldn't believe it. • Then, next, meanwhile, after that, soon, as, the next day, later that morning, carefully, without a thought, until, while, if • Wing ran away from the crows. He needed to escape the birds. • Several angry crows with menacing beaks...countless big and small books on the shelves • He was quivering in the corner....His eyes widened as he opened his present • "What has happened? Where are we going?" enquired Mukesh anxiously. • Alex told his friend to go home. • Dashed instead of ran, towering instead of big. • Inside the main entrance, was an old chiming clock, which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. Suddenly, the clock chimed. Harry jumped.

	<ul style="list-style-type: none"> Beginning to use different types of sentence starters including subordinate clause starters, ‘-ing’ starters, ‘2 adjective’ starters and simile starters 	<p>-ing clause: <i>Thinking as she walked, Liz entered into the room.</i></p> <p>-Conj: <i>Although she was exhausted, Diana continued working.</i></p> <p>-2 Adjective: <i>Nervous but optimistic, James sat his test.</i></p> <p>-Simile: <i>As brave as a lion, John crept</i></p>
5	<p>As above, plus:</p> <ul style="list-style-type: none"> Relative clauses to add extra information Use of commas, brackets or dashes for parenthesis (and to mark relative clauses) Begin to use passive voice Begin to use semi-colons to separate related main clauses Begin to use colons to separate two independent clauses when the second explains or amplifies the first Begin to use ellipsis to keep the reading hanging on/show an unfinished thought. Use of apostrophes for plural and singular possession and contractions Use of dialogue which moves the action on and portrays character (with correct associated punctuation and NSNL) Use of indirect speech Use of commas for clarity (e.g. after fronted adverbials and subordinate clause starters) Use of a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within and across sentences. Use of expanded noun phrases to describe (with pre- and post-modifiers and ambitious qualifiers) Past perfect tense Modal verbs to express possibility Powerful vocabulary chosen for effect Use of long sentences (for description) and short sentences for impact/emphasis Show not tell sentences Use of metaphors, personification and onomatopoeia to create atmosphere Use of a variety of different types of sentence starters including subordinate clause starters, ‘-ing’ starters, ‘2 adjective’ starters, simile starters, fronted adverbials and expanded -ed starters 	<ul style="list-style-type: none"> Amy grabbed the torch, which she’d strapped to her belt, and crept into the abandoned building. Amy saw Kate (her best friend) standing outside the doorway. The money had been stolen. The children had taken the wrong turn; they were now in trouble. The girl was distraught: she cried for hours. Amy spoke out, “I think we need to....” She opened the door and saw.... The children’s belongings had disappeared! She couldn’t believe it. “W-w-what has happened? Where are we going?” stammered Mukesh anxiously whilst staring around with widened eyes. Alex told his friend to go home. After he arrived home, he slammed the door in a panic. Legions of soldiers in their shining armour. Copious amounts of tasty cakes with beautiful icing I had just boarded the enormous liner when... “I might just go home!” insisted Mary in an angry tone as she grabbed her notepad. Charged instead of ran, immense instead of big. Inside the main entrance, was an old chiming clock, which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. Suddenly, the clock chimed. Harry jumped. He was quivering in the corner....His eyes widened as he opened his present Metaphor: His room was a tip. My brother is a pig. Personification: The door groaned shut. The moon played hide and seek with the clouds. Onomatopoeia: The clock was ticking. The bees buzzed. <p>-ing clause: <i>Thinking as she walked, Liz entered into the room.</i></p> <p>-Conj: <i>Although she was exhausted, Diana continued working.</i></p> <p>-2 Adjective: <i>Nervous but optimistic, James sat his test.</i></p> <p>-Simile: <i>As brave as a lion, John crept</i></p> <p>-Expanded -ed: <i>Disturbed by a nightmare, John woke.</i></p> <p>Fronted adverbial: <i>At first light, the animal crept out of its hiding place.</i></p>

	<ul style="list-style-type: none"> • Use of present, past and perfect form (as appropriate) ensuring correct use of first or third person • Use of cohesive devices across paragraphs and sentences (pronouns and adverbials, repetition of nouns [lexical cohesion] and ellipsis) and begin to use synonyms to create mood 	<ul style="list-style-type: none"> • I lived in London, but right now I'm visiting Leeds. I have lived in Wolverhampton. I moved there in 2011. • Pronouns: Mark put on his coat and then he left his house. Adverbials in different places: shortly after, with all her might, into the classroom. Synonyms to avoid repetition: boy, teenager, adolescent, youth. Deliberate and controlled repetition for effect (lexical cohesion): I saw a painting of a man. And no, it was not just any painting of a man.
6	<p>As above, plus:</p> <ul style="list-style-type: none"> • Relative clauses to add extra information • Use of commas, brackets or dashes for parenthesis and to mark relative clauses • Use of semi-colons to separate related main clauses • Use of colons to separate two independent clauses when the second explains or amplifies the first • Use of ellipsis to keep the reading hanging on/show an unfinished thought. • Use of apostrophes for plural and singular possession and contractions • Use of dialogue which moves the action on and portrays character (with correct associated punctuation and NSNL) using different ways to convey character (words they say, how they say it, voice descriptions, actions as they talk • Varied position of the reported clause in dialogue (sometimes omitting the reported clause for cohesion (ellipsis)) • Use of indirect speech • Use of commas for clarity (e.g. after fronted adverbials and subordinate clause starters) • Use of a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within and across sentences. • Build up expanded noun phrases to describe in different ways (sometimes using or not using pre- and post-modifiers and ambitious qualifiers) • Past perfect tense • Modal verbs to express possibility • Powerful vocabulary chosen for effect • Use of long, multi-clausal sentences (for description) and short sentences for impact/emphasis • Show not tell sentences 	<ul style="list-style-type: none"> • Amy grabbed the torch, which she'd strapped to her belt, and crept into the abandoned building. • Amy saw Kate (her best friend) standing outside the doorway. • The children had taken the wrong turn; they were now in trouble. • The girl was distraught: she cried for hours. • Amy spoke out, "I think we need to...." She opened the door and saw.... • The children's belongings had disappeared! She couldn't believe it. • "W-w-what has happened? Where are we going?" stammered Mukesh anxiously whilst staring around with widened eyes. • "Where is your homework?" asked the teacher. The teacher asked, "Where is your homework?" "Where is your homework?" asked the teacher. "And your reading book?" "Where is your homework?" [reported clause omitted] • Alex told his friend to go home. • After he arrived home, he slammed the door in a panic. • Copious amounts of tasty cakes with beautiful icing. Copious tasty cakes. Tasty cakes with beautiful icing. Copious amounts of cakes with beautiful icing. • I had just boarded the enormous liner when... • "I might just go home!" insisted Mary in an angry tone as she grabbed her notepad. • Stormed instead of ran, gargantuan instead of big • Inside the main entrance, was an old chiming clock, which had been in the family for hundreds of years. Being careful not to make a noise, Harry entered the house. Suddenly, the clock chimed. Harry jumped. • He was quivering in the corner....His eyes widened as he opened his present

<ul style="list-style-type: none"> • Use of metaphors, personification, onomatopoeia, the five senses and detailed multi-clausal sentences to create atmosphere • Use of a variety of different types of sentence starters including subordinate clause starters, ‘-ing’ starters, ‘2 adjective’ starters, simile starters, fronted adverbials and expanded -ed starters • Use of present, past and perfect form (as appropriate) ensuring correct use of first or third person. • Use of cohesive devices across paragraphs and sentences (pronouns and adverbials, repetition of nouns [lexical cohesion], conjunctions, ellipsis and synonyms to create mood) • Use of the passive voice to avoid naming the agent performing the verb. • Use of hyphenated words • Use of dashes to emphasise additional information, for repetition or before a final comment (plus dashes for parenthesis) 	<ul style="list-style-type: none"> • Metaphor: Each blade of grass was a tiny bayonet pointed firmly at our bare feet. Personification: The door groaned shut. The moon played hide and seek with the clouds. Onomatopoeia: The clock was ticking. The bees buzzed. -ing clause: Thinking as she walked, Liz entered into the room. -Conj: Although she was exhausted, Diana continued working. -2 Adjective: Nervous but optimistic, James sat his test. -Simile: As brave as a lion, John crept -Expanded -ed: Disturbed by a nightmare, John woke. Fronted adverbial: At first light, the animal crept out of its hiding place. • I lived in London, but right now I’m visiting Leeds. I have lived in Wolverhampton. I moved there in 2011. • Pronouns: Mark put on his coat and then he left his house. Adverbials in different places: shortly after, with all her might, into the classroom. Synonyms to avoid repetition: boy, teenager, adolescent, youth. Deliberate and controlled repetition for effect (lexical cohesion): I saw a painting of a man. And no, it was not just any painting of a man. Ellipsis (deliberately missing out words to aid flow): “AA Can’t here a thing!” she stuttered.” Range of conjunctions • Had he been seen[by zombies]? Justice had been done[by zombies]. The smoke could be seen from miles away[by zombies]. The money had been stolen [by zombies]. • cold-blooded, near-sighted, • “St-st-stop!” stammered the boy timidly whilst retreating into the corridor. The girl was distraught – she cried for hours.
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<h2>Writing to discuss</h2> 	<p>Possible text types:</p> <p>Balanced argument (write up a debate) Newspaper article Review (e.g. book review/film review) Letters about a topical issue Leaflet or article giving a balanced account of an issue</p>
<p>Text and style features:</p> <p>Introductory and concluding paragraph to open and close the discussion Paragraphs to structure arguments Formal and impersonal language and sentence structures Cohesive devices (including formal adverbials) Subjunctive form to discuss hypothetical scenarios (e.g. If I were you, I would...)</p>	<p>Possible structure:</p> <p style="text-align: center;">Title of debate/discussion</p> <ol style="list-style-type: none"> 1. Paragraph 1: Introductory paragraph to outline the issues involved/the topic of debate. 2. Paragraph 2: Arguments for, with supporting evidence/examples. 3. Paragraph 3: Arguments against or alternative views, with supporting evidence/examples. 4. Paragraph 4: Summarising paragraph to conclude, which may include a recommendation or conclusion.

Year	Possible grammatical and punctuation features (see SPaG progression document, year group writing ARE sheets and writing skill progression document for more information)	Examples
4	<ul style="list-style-type: none"> • Present tense, including present perfect tense • Formal adverbial phrases to link, connect or sequence ideas especially between paragraphs • Commas in sentences for a list • Commas after fronted adverbials (commas for clarity) • Use a variety of subordinate conjunctions e.g. (when /if /that /because /after /although / before /even though /while) to develop cohesion • Use of a variety of coordinating conjunctions to create cohesion (for/and/nor/but/or/yet/so) • Paragraphs and headings for cohesion • Use cohesive devices across paragraphs and sentences (including adverbials) 	<ul style="list-style-type: none"> • Some people have argued • Firstly, therefore, however, furthermore, in addition, subsequently, In conclusion, for this reason, meanwhile,(un)fortunately, what is more • Some people have argued that gaming is dangerous, addictive and over-stimulating for children. • In addition, children require... • when /if /that /because /after /before /though/while /whereas /just as /as long as /as soon as
5	<p>As above, plus:</p> <ul style="list-style-type: none"> • Use a variety of adverbial phrases to link ideas within and across paragraphs • Formal and subject-specific language choices depending on the audience and purpose • Modal verbs to express likelihood or possibility • Use of relative clauses to provide extra information and develop sentence complexity (commas for clarity) 	<ul style="list-style-type: none"> • As above • Should this proposal happen, then.... It could be argued.... • The Amazon rainforest, which covers over forty percent of South America, is home to thousands of plant species.

	<ul style="list-style-type: none"> • Brackets, commas or dashes for parenthesis (dashes are less formal) • Begin to use semi-colons to separate related main clauses • Use of a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within and across sentences • Use of commas to mark fronted adverbials and subordinate clauses • Paragraphs and other layout features for cohesion (e.g. headings, subheadings, columns, images) 	<ul style="list-style-type: none"> • The Amazon rainforest, in South America, is the largest... • Some people argue the book version is superior; others disagree and suggest that the film adaptation is stronger ...
6	<p>As above, plus:</p> <ul style="list-style-type: none"> • The passive voice to present points of view in a formal tone • Subjunctive form to introduce hypothetical situations/scenarios • Colons to separate two independent clauses when the second explains or amplifies the first • Use of complex, multi-clausal sentences • Paragraphs and other layout features for cohesion (e.g. headings, subheadings, columns, images, bullet points) • Use of increasingly complex multi-clausal sentences • Technical and powerful vocabulary choices • Selecting and maintaining appropriate degrees of formality to represent the audience and purpose. • Use a range of cohesive devices within and across sentences and paragraphs (e.g. pronouns, adverbials, conjunctions, synonyms, lexical cohesion) • Use of a variety of co-ordinating (FANBOYS) and subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as) to improve cohesion within and across sentences 	<ul style="list-style-type: none"> • It could be claimed [by zombies], ...It has been found [by zombies] that... The production was filmed [by zombies] using the latest cinematic technology. • If people were to..., then..... If I were to.... • This is a complex issue: it affects many parts of society.