



# Bonneygrove Primary School

## Progression of Skills

### Writing

#### EYFS:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible (ELG).

The following progression grids outline the skills and to be taught across year groups, as advised by HfL.

Text Types	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Discussion Text</b>	<ul style="list-style-type: none"> <li>• Experience and recognise that others sometimes think, feel and react differently from themselves</li> <li>• Talk about how they and others might respond differently to the same thing</li> <li>• Give oral explanations e.g. their own or another's preferences, e.g. what they like to eat and why</li> <li>• Listen and respond to ideas expressed by others in discussion</li> <li>• Initiate conversations, attend to and take account of what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Through talk and role play explore how others might think, feel and react differently from themselves and from each other</li> <li>• In reading explore how different characters might think, feel and react differently from themselves and from each other</li> <li>• Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g. character from a book or peer in the class</li> </ul>	<ul style="list-style-type: none"> <li>• Through reading, role play, drama techniques and in life situations, recognise, that different people and characters from texts, have different thought/feelings about, views on and responses to particular scenarios</li> <li>• Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another</li> </ul>	<ul style="list-style-type: none"> <li>• Through reading, role play and drama explore how different views might be expressed/explained/justified</li> <li>• Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint</li> <li>• Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced</li> <li>• Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama</li> <li>• Give well-structured, and extended, justification for feelings and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</li> <li>• Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama</li> <li>• Consider and evaluate different viewpoints, noting</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</li> <li>• First explore orally and then write a balanced report of a controversial issue: o summarising fairly the competing views o analysing strengths and weaknesses of different positions o drawing reasoned conclusions where appropriate o using formal language and presentation as appropriate</li> <li>• Experiment with</li> </ul>

						<p>when justifications for a</p> <p>particular viewpoint are strong or weak</p> <ul style="list-style-type: none"> <li>• Through reading, identify the language grammar, organisational and stylistic features of balanced written discussions which: – summarise different sides of an argument – clarify the strengths and weaknesses of different positions – signal personal opinion clearly – draw reasoned conclusions based on available evidence</li> <li>• Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate</li> </ul>	<p>setting out opposing</p> <p>views in separate paragraphs or as alternate points within a paragraph and consider impact</p> <ul style="list-style-type: none"> <li>• Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence</li> </ul>
<b>Explanation Texts</b>	<ul style="list-style-type: none"> <li>• Talk about why things happen and how things work; ask questions and speculate</li> <li>• Listen to someone explain a process and ask questions</li> <li>• Give oral explanations</li> <li>• Explain own knowledge and understanding, and asks appropriate questions of others</li> </ul>	<ul style="list-style-type: none"> <li>• Read captions, pictures and diagrams on wall displays and in simple books that explain a process</li> <li>• Draw pictures to illustrate a process and use the picture to explain the process orally</li> <li>• Asks questions to extend their understanding and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of explanatory texts</li> <li>• Draw on and use new vocabulary from reading explanatory texts</li> <li>• After carrying out a practical activity contribute to creating a flowchart or cyclical diagram to explain the process</li> </ul>	<ul style="list-style-type: none"> <li>• Read explanations as a whole class, in groups and individually</li> <li>• Comment on a range of explanatory texts, focusing on how easy they are to understand</li> <li>• Create diagrams such as flow charts to summarise or make notes of stages in a process</li> <li>• Ensure relevant items are grouped together</li> <li>• In formal presentations, explain processes orally</li> </ul>	<ul style="list-style-type: none"> <li>• Interest the reader by addressing them directly</li> <li>• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used)</li> <li>• Distinguish between explanatory texts, reports and recounts</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyse a range of explanatory texts linked to other curriculum areas</li> <li>• Teacher demonstration of how to research and plan a page for a reference book</li> <li>• In shared writing and independently plan, compose, edit and refine explanatory texts</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the appropriate form of writing and style to suit a specific purpose and audience</li> <li>• Consider the difference between historical explanations</li> <li>• Investigate when a different tense is needed</li> </ul>

	<ul style="list-style-type: none"> <li>• They develop their own explanations by connecting ideas and events</li> <li>• Use labels and captions on simple diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Write a series of sentences to explain a simple, process based on first-hand experience</li> </ul>	<ul style="list-style-type: none"> <li>• After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately</li> <li>• Read flowcharts or cyclical diagrams explaining other processes</li> <li>• Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced</li> <li>• Write a series of sentences to explain the flowchart</li> </ul>	<p>using notes</p> <ul style="list-style-type: none"> <li>• Write a series of extended sentences to explain a process</li> <li>• Ensure relevant details are included and accounts ended effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on, and justify views about, a range of explanatory texts</li> <li>• Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do</li> </ul>	<p>using reading as a source, focusing on clarity, conciseness and impersonal style</p>	
<b>Instruction Texts</b>	<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence</li> <li>• Give oral instructions when playing</li> <li>• Writes own name and other things such as labels, captions</li> <li>• Children follow instructions involving several ideas or actions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and follow a single more detailed instruction and a longer series of instructions</li> <li>• Plan and give clear single oral instructions</li> <li>• Routinely read and follow written classroom labels carrying instructions</li> <li>• Read and follow short series of instructions in shared context</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and follow a series of more complex instructions</li> <li>• Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams</li> <li>• Analyse some instructional texts and note their function, form and typical language features: — Include: a statement of</li> </ul>	<ul style="list-style-type: none"> <li>• Read and follow increasingly complex instructions</li> <li>• Read and compare examples of instructional text, evaluating their effectiveness.</li> <li>• Analyse more complicated instructions and identify organisational devices which make them easier to follow,</li> <li>• Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out</li> </ul>	<ul style="list-style-type: none"> <li>• Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when</li> </ul>	<ul style="list-style-type: none"> <li>• In group work, give clear oral instructions to achieve the completion of a complex task.</li> <li>• Follow oral instructions of increased complexity</li> <li>• Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types Progression in</li> <li>• Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B</li> </ul>

		<ul style="list-style-type: none"> <li>• Contribute to class composition of instructions with teacher scribing</li> <li>• Write consecutive instructions independently</li> </ul>	<p>purpose, list of materials or ingredients, sequential steps, → Use direct/imperative language</p> <ul style="list-style-type: none"> <li>• As part of a group with the teacher, compose a set of instructions with additional diagrams</li> <li>• Write extended instructions independently e.g. getting to school, playing a game</li> </ul>	<p>with other children and evaluate their effectiveness</p> <ul style="list-style-type: none"> <li>• Independently write clear written instructions using simple devices to aid the reader</li> </ul>	<p>additional detail is essential</p> <ul style="list-style-type: none"> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.] e.g. → use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...' → compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven'</li> <li>• Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions</li> </ul>	<p>instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes)</p> <ul style="list-style-type: none"> <li>• Compare these in terms of audience/purpose and form (structure and language features)</li> <li>• Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again</li> </ul>	<p>shows you how to connect the wires</p> <ul style="list-style-type: none"> <li>• Use the language conventions and grammatical features of the different types of text as appropriate</li> </ul>
<b>Narrative</b>	<p>Attempt own writing for various purposes, using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time. / I'll puff and I'll puff</p>	<p>Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some</p>	<p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure.</p>	<p>Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. Use different ways to introduce or connect paragraphs, ( e.g.) Sometime later..., Suddenly..., Inside the castle...; develop settings using adjectives and figurative language to evoke time, place and mood. Include character</p>	<p>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link</p>	<p>Plan and write an extended story. Enhance the effectiveness of writing as well as accuracy. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use</p>

		incidents and events.			descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. Monitor whether their writing makes sense.	paragraphs in cohesive narrative using adverbs and adverbial phrases; Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Check for consistency in narrative voice when telling each part of the story.	dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. Understand nuances in vocabulary choice.
<b>Non-Chronological Reports</b>	<ul style="list-style-type: none"> <li>Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat?</li> </ul>	<ul style="list-style-type: none"> <li>Find out about a subject by listening and following the text as information books are read, or when watching a video</li> <li>Contribute to a discussion on the subject as</li> </ul>	<ul style="list-style-type: none"> <li>After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a number of report texts and note their function, form and typical language features, e.g. - introduction indicating an overall classification of what is being described - use of short statement at the start of each paragraph to introduce</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense</li> <li>Compare with some examples of reports</li> </ul>	<ul style="list-style-type: none"> <li>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather</li> </ul>	<ul style="list-style-type: none"> <li>Write reports as part of a presentation on a non-fiction subject</li> <li>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing</li> </ul>

	<p>Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else.</p> <ul style="list-style-type: none"> <li>• Links statements orally and sticks to a main theme or intention</li> <li>• In a shared reading context read information books and look at/re-read the books independently</li> <li>• Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations</li> </ul>	<p>information is assembled and the teacher writes the information</p> <ul style="list-style-type: none"> <li>• Assemble information on a subject from their own experience</li> <li>• Write a simple non-chronological report by writing sentences to describe aspects of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used</li> <li>• Distinguish between a description of a single member of a group and the group in general</li> <li>• Read texts containing information in a simple report format</li> <li>• Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas</li> </ul>	<p>each new topic - language (specific and sometimes technical) to describe and differentiate - impersonal language</p> <ul style="list-style-type: none"> <li>• Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g. — They hibernate just like other bears. / All bees sting apart from the .... (build up banks of other possible words/phrases e.g. except for, including/not including, instead of) — revisit the use of —er and —est when formulating adjectives – see year 2</li> <li>• Turn notes into sentences grouping information</li> <li>• Note how writing often moves from general to more specific detail</li> <li>• Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources</li> </ul>	<p>written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.</p> <ul style="list-style-type: none"> <li>• Develop research and note-taking techniques</li> <li>• Teacher demonstrates how to write non-chronological report using notes in a spidergram</li> <li>• In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads</li> <li>• Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information</li> </ul>	<p>than a spidergram is appropriate for representing the information</p> <ul style="list-style-type: none"> <li>• Consider using a question in the title to interest the reader (Vitamins – why are they so important?).</li> <li>• Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style</li> <li>• Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. So, next time you choose a pet, why not consider getting a dog. After all, everyone knows that a dog is a man's best friend</li> </ul>	<p>on knowledge of different non-fiction text types</p> <ul style="list-style-type: none"> <li>♣ Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information</li> <li>♣ Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout</li> </ul>
<b>Recount Texts</b>	<ul style="list-style-type: none"> <li>• Informally recount incidents in own life to other children or adults and listen to others doing the</li> </ul>	<ul style="list-style-type: none"> <li>• Describe incidents from own experience in chronological order using basic</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events recounted in texts at a level beyond which they can</li> </ul>	<ul style="list-style-type: none"> <li>• Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and compare texts that recount the same event: evaluate and identify those that are more effective at</li> </ul>	<ul style="list-style-type: none"> <li>• Write recounts based on the same subject such as a field trip, a match or a historical event</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between biography and autobiography, recognising the effect on the reader</li> </ul>



	<p>same</p> <ul style="list-style-type: none"> <li>• Experiment with writing in a variety of play, exploratory and role-play situations</li> <li>• Write sentences to match pictures or sequences of pictures illustrating an event</li> <li>• Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip</li> </ul>	<p>sequencing words and phrases, for example, 'then', 'after that'</p> <ul style="list-style-type: none"> <li>• Listen to other's recounts and ask relevant questions to find out more about the event being recounted</li> <li>• Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when</li> <li>• Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person</li> </ul>	<p>read independently</p> <ul style="list-style-type: none"> <li>• Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day</li> <li>• Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event?</li> <li>• Create simple timelines to record the order of events</li> <li>• Write narratives about personal experiences and those of others, in role (real and fictional)</li> </ul>	<p>sequence of main events</p> <ul style="list-style-type: none"> <li>• Note the inclusion on relevant, but non-essential detail, to interest and engage the reader</li> <li>• Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours</li> <li>• Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts</li> <li>• Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report</li> <li>• Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest</li> </ul>	<p>engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</p>	<p>for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required</p> <ul style="list-style-type: none"> <li>• Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader</li> </ul>	<p>of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ</p> <ul style="list-style-type: none"> <li>• Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary</li> <li>• When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</li> </ul>
<b>Persuasive Texts</b>	<ul style="list-style-type: none"> <li>• Talk about how they respond to certain words, stories and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Read captions, pictures, posters and adverts that are trying to</li> </ul>	<ul style="list-style-type: none"> <li>• As part of a wide range of reading, explore persuasive texts (posters,</li> </ul>	<ul style="list-style-type: none"> <li>• Read and evaluate a wider range of persuasive texts, explaining and evaluating responses</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyse a range of persuasive texts to identify key features (e.g. letters to</li> </ul>	<ul style="list-style-type: none"> <li>• Read and evaluate letters, e.g. from newspapers or magazines,</li> </ul>	<ul style="list-style-type: none"> <li>• Through reading and analysis, recognise how persuasive</li> </ul>

	<p>by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things</p> <ul style="list-style-type: none"> <li>• Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</li> <li>• Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded.</li> <li>• Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</li> <li>• Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away</li> </ul>	<p>persuade</p> <ul style="list-style-type: none"> <li>• Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective</li> <li>• Write simple examples of persuasion e.g. in the form of a letter to a character in a book</li> </ul>	<p>adverts, etc.) and begin to understand what they are doing and how</p> <ul style="list-style-type: none"> <li>• Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why</li> <li>• Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama</li> <li>• Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text</li> <li>• Select information that supports the chosen viewpoint</li> </ul>	<p>orally</p> <ul style="list-style-type: none"> <li>• Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used</li> <li>• Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader</li> </ul>	<p>newspapers, discussions of issues in books, such as animal welfare or environmental issues)</p> <ul style="list-style-type: none"> <li>• Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these</li> <li>• From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader</li> <li>• Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</li> <li>• Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and</li> </ul>	<p>intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate</p> <ul style="list-style-type: none"> <li>• Read other examples ( e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact</li> <li>• From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'persuasive noun phrases, e.g. 'not a single person...' 'every right-thinking person would...' 'the real truth is...'; 'rhetorical questions, e.g. 'are we expected to...?'</li> </ul>	<p>arguments are constructed to be effective through, for example: – the expression, sequence and linking of points – providing persuasive examples, illustration and evidence – pre-empting or answering potential objections – appealing to the known views and feelings of the audience</p> <ul style="list-style-type: none"> <li>• Orally and in writing, construct effective persuasive arguments: – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to</li> </ul>
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					<p>selecting style and vocabulary appropriate to the listener/reader</p> <ul style="list-style-type: none"> <li>• Use graphs, images, visual aids to make the view more convincing</li> </ul>	<p>‘where will future audiences come from...?’; — pandering, condescension, concession, e.g. ‘Naturally, it takes time for local residents...’; — deliberate ambiguities, e.g. ‘probably the best...in the world’ ‘believed to cure all known illnesses’ ‘the professional’s choice’ (through the use of vague nouns)</p> <ul style="list-style-type: none"> <li>• Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness</li> <li>• Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is</li> </ul>	<p>formal presentation where appropriate</p> <ul style="list-style-type: none"> <li>• In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate</li> </ul>
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						<ul style="list-style-type: none"> <li>Combine persuasion with other text types e.g. instructions, discussion, explanation</li> </ul>	
<b>Poetry</b>	<ul style="list-style-type: none"> <li>enjoy making up funny sentences and playing with words;</li> <li>look carefully at experiences and choose words to describe;</li> <li>make word collections or use simple repeating patterns</li> <li>writes rhyming pairs of words</li> </ul>	<ul style="list-style-type: none"> <li>invent impossible ideas, e.g. magical wishes;</li> <li>observe details of first hand experiences using the senses and describe;</li> <li>list words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>experiment with alliteration to create humorous and surprising combinations;</li> <li>make adventurous word choices to describe closely observed experiences;</li> <li>create a pattern or shape on the page; use simple repeating phrases or lines as models</li> </ul>	<ul style="list-style-type: none"> <li>invent new similes and experiment with word play;</li> <li>use powerful nouns, adjectives and verbs; experiment with alliteration;</li> <li>create own free verse poetry</li> <li>write own examples of kennings, tankas, haikus</li> </ul>	<ul style="list-style-type: none"> <li>use language playfully to exaggerate or pretend;</li> <li>use similes to build images and identify clichés in own writing;</li> <li>create own free verse poetry</li> <li>write own examples of riddles based on models provided</li> </ul>	<ul style="list-style-type: none"> <li>invent nonsense words and situations and experiment with unexpected word combinations;</li> <li>use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;</li> <li>create own free verse poetry</li> <li>write raps/spoken word poetry on topics relevant to the children's interests/ motivations</li> </ul>	<ul style="list-style-type: none"> <li>use language imaginatively to create surreal, surprising, amusing and inventive poetry;</li> <li>use simple metaphors and personification to create poems based on real or imagined experience;</li> <li>select pattern or form to match meaning and own voice</li> <li>create own free verse poetry</li> </ul>