

English Writing Crucial Knowledge Expanded Knowledge

Transcription		
	Letter Formation and Handwriting	Spacing
Year 1	<p>Capital letters – a taller letter used at the start of your name and the start of a sentence.</p> <p>Lower case letters- smaller letters</p> <p>Ascender – the upwards part of the letter, usually a straight line</p> <p>Descender – the lower part of the letter, that usually goes underneath the line.</p> <p>Lead in and Lead out lines – the pre-cursive lines which ‘lead’ into and out of a letter.</p>	<p>Word spaces – the space between words. The size of your finger</p>
Year 2	<p>Capital letters – a taller letter used at the start of your name and the start of a sentence.</p> <p>Lower case letters- smaller letters</p> <p>Ascender – the upwards part of the letter, usually a straight line</p> <p>Descender – the lower part of the letter, that usually goes underneath the line.</p> <p>Lead in and Lead out lines – the pre-cursive lines which ‘lead’ into and out of a letter.</p> <p>Letter joins – the grouping and joining of cursive letters</p>	<p>Word spaces – the space between words. The size of your finger</p>
Year 3	<p>Capital letters – a taller letter used at the start of your name and the start of a sentence.</p> <p>Lower case letters- smaller letters</p> <p>Ascender – the upwards part of the letter, usually a straight line</p> <p>Descender – the lower part of the letter, that usually goes underneath the line.</p> <p>Lead in and Lead out lines – the pre-cursive lines which ‘lead’ into and out of a letter.</p> <p>Letter joins – the grouping and joining of cursive letters</p> <p>Continuous Cursive – all letters in a word are joined</p>	<p>Word spaces – the space between words.</p> <p>Indent – the text starts part way into the line</p>
Year 4	<p>Capital letters – a taller letter used at the start of your name and the start of a sentence.</p> <p>Lower case letters- smaller letters</p> <p>Ascender – the upwards part of the letter, usually a straight line</p> <p>Descender – the lower part of the letter, that usually goes underneath the line.</p> <p>Lead in and Lead out lines – the pre-cursive lines which ‘lead’ into and out of a letter.</p> <p>Letter joins – the grouping and joining of cursive letters</p> <p>Continuous Cursive – all letters in a word are joined</p>	<p>Word spaces – the space between words.</p> <p>Indent – the text starts part way into the line</p>
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Year 6	<p>Capital letters – a taller letter used at the start of your name and the start of a sentence.</p> <p>Lower case letters- smaller letters</p> <p>Ascender – the upwards part of the letter, usually a straight line</p> <p>Descender – the lower part of the letter, that usually goes underneath the line.</p> <p>Lead in and Lead out lines – the pre-cursive lines which 'lead' into and out of a letter.</p> <p>Letter joins – the grouping and joining of cursive letters</p> <p>Continuous Cursive – all letters in a word are joined</p>	<p>Word spaces – the space between words.</p> <p>Indent – the text starts part way into the line</p>
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Composition		
	Sentence Type	Sentence Construction
Year 1	<p>All sentences start with a capital letter and end with a full stop. A sentence must have a verb and a noun. A sentence must make sense. Question – asks you something (needs an answer)</p>	<p>Conjunction – a word that connects two phrases or sentences (and / because) Tense - shows if writing is set in the past, present or future.</p>
Year 2	<p>All sentences start with a capital letter and end with a full stop. A sentence must have a verb and a noun. A sentence must make sense. Statement - tells you something Command - tells you to do something Question - asks you something Exclamation - exclaims (surprise / anger) about something</p>	<p>Conjunction – a word that connects two phrases or sentences - Subordination (using when, if, that, because) and co-ordination (using or, and, but) Tense - shows if writing is set in the past, present or future. Expanded noun phrases - for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>
Year 3	<p>All sentences start with a capital letter and end with a full stop. A sentence must have a verb and a noun. A sentence must make sense. Statement - tells you something Command - tells you to do something Question - asks you something Exclamation - exclaims (surprise / anger) about something</p>	<p>Expressing time, place and cause using Conjunctions Tense - shows if writing is set in the past, present or future. Expanded noun phrases - for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Preposition - tells the position, time or way of something of under, until, with sadness Phrase - a group of words that does not have a verb but tells information [the hungry dog] Clause - a group of words containing a noun and a verb [the hungry dog ran]</p>
Year 4	<p>All sentences start with a capital letter and end with a full stop. A sentence must have a verb and a noun. A sentence must make sense. Statement - tells you something Command - tells you to do something Question - asks you something Exclamation - exclaims (surprise / anger) about something</p>	<p>Expressing time, place and cause using Conjunction Tense - shows if writing is set in the past, present or future. Preposition - tells the position, time or way of something of under, until, with sadness Phrase - a group of words that does not have a verb but tells information [the hungry dog] Clause - a group of words containing a noun and a verb [the hungry dog ran] Determiner - a word to give context to a noun (the, a, this)</p>

<p>Year 5</p>	<p>All sentences start with a capital letter and end with a full stop. A sentence must have a verb and a noun. A sentence must make sense. Statement - tells you something Command - tells you to do something Question - asks you something Exclamation - exclaims (surprise / anger) about something</p>	<p>Conjunction – a word that connects two phrases or sentences Tense - shows if writing is set in the past, present or future. Preposition - tells the position, time or way of something of under, until, with sadness Phrase - a group of words that does not have a verb but tells information [the hungry dog] Clause - a group of words containing a noun and a verb [the hungry dog ran] Determiner - a word to give context to a noun (the, a, this) Modal verb – degree of possibility Relative clause - beginning with who, which, where,</p>
<p>Year 6</p>	<p>All sentences start with a capital letter and end with a full stop. A sentence must have a verb and a noun. A sentence must make sense. Statement - tells you something Command - tells you to do something Question - asks you something Exclamation - exclaims (surprise / anger) about something</p>	<p>Conjunction – a word that connects two phrases or sentences Tense - shows if writing is set in the past, present or future. Preposition - tells the position, time or way of something of under, until, with sadness Phrase - a group of words that does not have a verb but tells information [the hungry dog] Clause - a group of words containing a noun and a verb [the hungry dog ran] Determiner - a word to give context to a noun (the, a, this) Modal verb – degree of possibility Relative clause - beginning with who, which, where,</p>

Composition			
	Word	Text	Punctuation
Year 1	<p>Noun - A person, place or a thing</p> <p>Verb - An action or a doing word</p> <p>Adjective - Describes a noun</p>	Sequencing sentences to form short narratives	<p>Word spaces – separating words by space.</p> <p>Capital letters (upper case letters) – for the start of a sentence, also for personal pronouns</p> <p>Full stops .</p> <p>Question marks ?</p> <p>Exclamation marks !</p>
Year 2	<p>Noun - A person, place or a thing</p> <p>Verb an action or a doing word</p> <p>Adjective Describes a noun</p> <p>Adverb Describes a verb</p> <p>Contraction - two words put together and made shorter using an apostrophe ‘ where the removed letters were - they will = they’ll</p> <p>Prefix - a group of letters put before a word to change its meaning</p> <p>Suffix - a letter of a group of letters put after a word to change its meaning</p>	Correct choice and consistent use of present tense and past tense throughout writing	<p>Word spaces – separating words by space.</p> <p>Capital letters (upper case letters) – for the start of a sentence, also for personal pronouns</p> <p>Full stops .</p> <p>Question marks ?</p> <p>Exclamation marks !</p> <p>Comma , (in a list)</p> <p>Apostrophe ‘ (possession and contraction)</p>
Year 3	<p>Noun - A person, place or a thing</p> <p>Verb an action or a doing word</p> <p>Adjective Describes a noun</p> <p>Adverb Describes a verb</p> <p>Contraction - two words put together and made shorter using an apostrophe ‘ where the removed letters were - they will = they’ll</p> <p>Prefix - a group of letters put before a word to change its meaning</p> <p>Suffix - a letter of a group of letters put after a word to change its meaning</p> <p>Consonant / Vowel Use of ‘a’ or ‘an’</p> <p>Word families – Showing how words are related in form and meaning</p>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past	<p>Word spaces – separating words by space.</p> <p>Capital letters (upper case letters) – for the start of a sentence, also for personal pronouns</p> <p>Full stops .</p> <p>Question marks ?</p> <p>Exclamation marks !</p> <p>Comma , (in a list)</p> <p>Apostrophe ‘ (possession and contraction)</p> <p>Inverted commas “</p>

<p>Year 4</p>	<p>Modifying Noun - A person, place or a thing Verb an action or a doing word Adjective Describes a noun Adverb Describes a verb Contraction - two words put together and made shorter using an apostrophe ' where the removed letters were - they will = they'll Prefix - a group of letters put before a word to change its meaning Suffix - a letter of a group of letters put after a word to change its meaning Consonant / Vowel Use of 'a' or 'an' Word families – Showing how words are related in form and meaning Fronted adverbials</p>	<p>Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials</p>
<p>Year 5</p>	<p>Modifying Noun - A person, place or a thing Verb an action or a doing word Adjective Describes a noun Adverb Describes a verb Contraction - two words put together and made shorter using an apostrophe ' where the removed letters were - they will = they'll Prefix - a group of letters put before a word to change its meaning Suffix - a letter of a group of letters put after a word to change its meaning Fronted adverbials Synonyms – a word / phrase that means exactly Antonyms – a word opposite in meaning</p>	<p>Devices to build cohesion within a paragraph. Linking ideas across paragraphs using adverbials of time, place and number or tense choices</p>	<p>Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p>
<p>Year 6</p>	<p>Modifying Noun - A person, place or a thing Verb an action or a doing word Adjective Describes a noun</p>	<p>Linking ideas across paragraphs using a wider range of cohesive</p>	<p>Semi-colon ; Colon : Dash – Hyphens - used to avoid ambiguity</p>

	<p>Adverb Describes a verb Contraction - two words put together and made shorter using an apostrophe ' where the removed letters were - they will = they'll Prefix - a group of letters put before a word to change its meaning Suffix - a letter of a group of letters put after a word to change its meaning Fronted adverbials Synonyms – a word / phrase that means exactly Antonyms – a word opposite in meaning</p>	<p>devices: repetition of a word or phrase, grammatical connections and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets,</p>	
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Genres	
Year 1	Narratives – story writing / descriptive writing Recounts – diary entries / retells / real life events Non-Fiction Non-Chronological reports
Year 2	Narratives – story writing / descriptive writing Recounts – diary entries / retells / real life events Non-Fiction Non-Chronological reports
Year 3	Narratives – story writing / descriptive writing Recounts – diary entries / retells / real life events / blogs / letters Non-Fiction Non-Chronological reports Explanation Texts (leaflets, Websites, cross curricular)
Year 4	Narratives – story writing / descriptive writing Recounts – diary entries / retells / real life events / blogs / letters Non-Fiction Non-Chronological reports Explanation Texts (leaflets, Websites, cross curricular)
Year 5	Narratives – story writing / descriptive writing Recounts – diary entries / retells / real life events / blogs / letters / newspapers Non-Fiction Non-Chronological reports Explanation Texts (leaflets, Websites, cross curricular) Persuasive and Discursive
Year 6	Narratives – story writing / descriptive writing Recounts – diary entries / retells / real life events / blogs / letters / newspapers Non-Fiction Non-Chronological reports Explanation Texts (leaflets, Websites, cross curricular) Persuasive and Discursive

Genres

- **Fiction** – Made up events / stories
- **Non-Fiction** – True facts, information, real

	Narratives	Recount	Non-chronological report
Year 1	<ul style="list-style-type: none"> • Character – people (not necessarily human) in a story • Setting – Where the story takes place • Sequence – The order of a story • Beginning – The start of the story • Middle – The part where the story develops • End – The end of the story (just as important as the other two sections) 	<ul style="list-style-type: none"> • Recount – retelling a real event • Sequence of events – events as they happened (one after the other) 	<ul style="list-style-type: none"> • Heading / Title – tells the reader what the text is about • Label – provides extra information on a picture / chart
Year 2	<ul style="list-style-type: none"> • Character – people (not necessarily human) in a story • Setting – Where the story takes place • Sequence – The order of a story • Opening – The start of the story • Build up – The part where the story develops • Problem – The part where the characters encounter a problem • Resolution – The part where the problem is solved – there is an answer • Ending – The end of the story (just as important as the other two sections) • Simile – describing something like or as something else. • Alliteration – a sequence of words beginning with the same sound / letter 	<ul style="list-style-type: none"> • Recount – retelling a real event • Sequence of events – events as they happened (one after the other) • Timeline – order of events 	<ul style="list-style-type: none"> • Heading / Title – tells the reader what the text is about • Label – provides extra information on a picture / chart • Sub-heading – give a title to a smaller section of information connected to the main topic • Captions – extra information describing the picture
Year 3	<ul style="list-style-type: none"> • Character – people (not necessarily human) in a story • Setting – Where the story takes place • Plot – The outline of the story • Opening – The start of the story 	<ul style="list-style-type: none"> • Recount – retelling a real event • Sequence of events – events as they happened (one after the other) • Conjunctions to express time, place and cause (e.g. so, because), adverbs and prepositions (e.g. then, next, first, 	<ul style="list-style-type: none"> • Heading / Title – tells the reader what the text is about • Paragraphs, headings and subheadings used to aid presentation

	<ul style="list-style-type: none"> • Build up – The part where the story develops • Problem – The part where the characters encounter a problem • Resolution – The part where the problem is solved – there is an answer • Ending – The end of the story (just as important as the other two sections) • Dialogue – Speech • Simile – describing something like or as something else. • Alliteration – a sequence of words beginning with the same sound / letter • Onomatopoeia – words whose sounds suggest, resemble or imitate the sound of what they are describing. • 	<p>afterwards, just before that, at last, meanwhile).</p> <ul style="list-style-type: none"> • Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter.... • Use of paragraphs to organise ideas 	<ul style="list-style-type: none"> • Label – provides extra information on a picture / chart • Captions – extra information describing the picture • Conjunctions to express time, place and cause e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after...
<p>Year 4</p>	<ul style="list-style-type: none"> • Character – people (not necessarily human) in a story • Setting – Where the story takes place • Plot – The outline of the story • Orientation – The main character and setting is introduced • Complication – A problem, complication or dilemma one or more characters' face is introduced • Series of events – Paragraphs are used to explain events, characters feelings, more about the complication etc. • Resolution – The problem, complication or dilemma is resolved. The series of events ends • Coda – The end of the story used to explore a possible moral • Moral – A lesson to be learnt from a story 	<ul style="list-style-type: none"> • Recount – retelling a real event • Sequence of events – events as they happened (one after the other) • Viewpoint A person's opinion or point of view • Conjunctions to express time, place and cause (e.g. so, because) • Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter.... • Use of paragraphs to organise ideas • Expanded noun phrases • Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that 	<ul style="list-style-type: none"> • Heading / Title – tells the reader what the text is about • Paragraphs, headings and subheadings to organise ideas. • Label – provides extra information on a picture / chart • Captions – extra information describing the picture • Conjunctions to express time, place and cause e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after... • Nouns and pronouns to avoid repetition e.g. The Victorians liked to visit the seaside. They were also fond of...

	<ul style="list-style-type: none"> • Dialogue – Speech • Figurative language - language that is used non-literally to create a special meaning • Onomatopoeia – words whose sounds suggest, resemble or imitate the sound of what they are describing. • Personification - the writer gives human characteristics or actions to non-human things • Hyperbole – a word to exaggerate something 		
<p>Year 5</p>	<ul style="list-style-type: none"> • Character – people (not necessarily human) in a story • Setting – Where the story takes place • Plot – The outline of the story • Orientation – The main character and setting is introduced • Complication – A problem, complication or dilemma one or more characters' face is introduced • Series of events – Paragraphs are used to explain events, characters feelings, more about the complication etc • Resolution – The problem, complication or dilemma is resolved. The series of events ends • Coda – The end of the story used to explore a possible moral • Moral – A lesson to be learnt from a story • Dialogue – Speech • Figurative language - language that is used non-literally to create a special meaning 	<ul style="list-style-type: none"> • Recount – retelling a real event • Sequence of events – events as they happened (one after the other) • Conjunctions to express time, place and cause (e.g. so, because) • Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter.... • Use of paragraphs to organise ideas • Expanded noun phrases • Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that • Use of the past perfect e.g. I was walking ... the children <i>had tried</i>.... earlier in the day, the owls <i>had hunted</i> • Modal verbs can be used to indicate degrees of possibility e.g....I <i>should</i> never have... they <i>must</i> be allowed... • Adverbials within paragraphs to create cohesion within paragraphs using adverbials e.g. therefore, however. 	<ul style="list-style-type: none"> • Heading / Title – tells the reader what the text is about • Layout devices e.g. paragraphs, headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly and guide the reader. Consistent use of this can also create cohesion. • Label – provides extra information on a picture / chart • Captions – extra information describing the picture • Conjunctions to express time, place and cause e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after... • Nouns and pronouns to avoid repetition e.g. The Victorians liked to visit the seaside. They were also fond of... • Adverbials to create cohesion within paragraphs e.g. Shortly afterwards,

	<ul style="list-style-type: none"> • Onomatopoeia – words whose sounds suggest, resemble or imitate the sound of what they are describing. • Personification - the writer gives human characteristics or actions to non-human things • Hyperbole – a word to exaggerate something • Metaphor – Language that compares common characteristics of two unlikely things by implying that one thing is actually another • Idiom - an expression that doesn't actually mean what the words say 		<p>David Beckham began to play more seriously. Before long, he became professional</p> <ul style="list-style-type: none"> • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football.
<p>Year 6</p>	<ul style="list-style-type: none"> • Character – people (not necessarily human) in a story • Setting – Where the story takes place • Plot – The outline of the story • Orientation – The main character and setting is introduced • Complication – A problem, complication or dilemma one or more characters' face is introduced • Series of events – Paragraphs are used to explain events, characters feelings, more about the complication etc • Resolution – The problem, complication or dilemma is resolved. The series of events ends • Coda – The end of the story used to explore a possible moral • Moral – A lesson to be learnt from a story • Dialogue – Speech 	<ul style="list-style-type: none"> • Recount – retelling a real event • Sequence of events – events as they happened (one after the other) • Conjunctions to express time, place and cause (e.g. so, because) • Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter.... • Use of paragraphs to organise ideas • Expanded noun phrases • Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that • Use of the past perfect e.g. I was walking ... the children <i>had tried</i>.... earlier in the day, the owls <i>had hunted</i> • Modal verbs can be used to indicate degrees of possibility e.g....I <i>should</i> never have... they <i>must</i> be allowed... 	<ul style="list-style-type: none"> • Heading / Title – tells the reader what the text is about • Layout devices e.g. paragraphs, headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly and guide the reader. Consistent use of this can also create cohesion. • Label – provides extra information on a picture / chart • Captions – extra information describing the picture • Conjunctions to express time, place and cause e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow in early February and prepositions e.g. before, after... • Nouns and pronouns to avoid repetition e.g. The Victorians liked to visit the seaside. They were also fond of...

	<ul style="list-style-type: none">• Figurative language - language that is used non-literally to create a special meaning• Onomatopoeia – words whose sounds suggest, resemble or imitate the sound of what they are describing.• Personification - the writer gives human characteristics or actions to non-human things• Hyperbole – a word to exaggerate something• Metaphor – Language that compares common characteristics of two unlikely things by implying that one thing is actually another• Idiom - an expression that doesn't actually mean what the words say	<ul style="list-style-type: none">• Adverbials within paragraphs to create cohesion within paragraphs using adverbials e.g. therefore, however.• Correct use of formal and informal language Adapt e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary.	<ul style="list-style-type: none">• Adverbials to create cohesion within paragraphs e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional• Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football.• Passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught....
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Genres		
	Explanation	Persuasion and Discussion
Year 3	<ul style="list-style-type: none"> • Describe a process, action or event, e.g. how to build a car, how to keep clean, the water cycle • Present tense e.g. Hedgehogs wake up again in the spring. • Questions can be used to form titles e.g. How do hedgehogs survive in the winter? Why does it get dark at night? • Conjunctions to express time and cause using: e.g. so, because, then • Adverbs to express time e.g. first, then after that, finally. • Prepositions to express time, place and cause e.g. before, after.... • Paragraphs to organise ideas. 	
Year 4	<ul style="list-style-type: none"> • Describe a process, action or event, e.g. how to build a car, how to keep clean, the water cycle • Conjunctions to express time and cause using: e.g. so, because, then • Adverbs to express time e.g. first, then after that, finally. • Prepositions to express time, place and cause e.g. before, after.... • Paragraphs to organise ideas. • Fronted adverbials e.g. <i>During the night</i>, nocturnal animals.... • Nouns and pronouns to avoid repetition e.g. Many <i>mammals</i>... <i>They</i> feed their young... 	
Year 5	<ul style="list-style-type: none"> • Conjunctions to express time and cause using: e.g. so, because, then • Adverbs to express time e.g. first, then after that, finally. • Prepositions to express time, place and cause e.g. before, after.... • Paragraphs to organise ideas. • Fronted adverbials e.g. <i>During the night</i>, nocturnal animals.... • Nouns and pronouns to avoid repetition e.g. Many <i>mammals</i>... <i>They</i> feed their young... 	<ul style="list-style-type: none"> • Argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things • Present tense. • Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? • Conjunctions to express time and cause (e.g. so, because), adverbs and prepositions • Adverbs to express time e.g. first, then after that, finally. • Prepositions to express time, place and cause e.g. before, after....

	<ul style="list-style-type: none"> ● Modal verbs to show degrees of possibility e.g. <i>might, should, will...</i> ● Layout devices to provide additional information and guide the reader e.g. subheadings, columns, bullets etc. ● Adverbials within paragraphs to organise work. e.g. <i>therefore, however</i> ● Relative clauses can be used to add further information e.g. Hedgehogs, <i>which</i> are mammals... ● Parenthesis can be used to add clarification of technical words e.g. oxygen (<i>a gas found in air</i>) is what we use to breathe. 	<ul style="list-style-type: none"> ● Present perfect form of verbs e.g. people <i>have said</i> that this is the most amazing product because... ● Noun phrases to create persuasive devices e.g. delicious chocolate ● Modal verbs can be used to suggest degrees of possibility e.g. This <i>could</i> be.... You should... You might want to... ● Adverbials Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.
<p>Year 6</p>	<ul style="list-style-type: none"> ● Conjunctions to express time and cause using: e.g. so, because, then ● Adverbs to express time e.g. first, then after that, finally. ● Prepositions to express time, place and cause e.g. before, after.... ● Paragraphs to organise ideas. ● Fronted adverbials e.g. <i>During the night</i>, nocturnal animals.... ● Nouns and pronouns to avoid repetition e.g. Many <i>mammals...</i> <i>They</i> feed their young... ● Modal verbs to show degrees of possibility e.g. <i>might, should, will...</i> ● Layout devices to provide additional information and guide the reader e.g. subheadings, columns, bullets etc. ● Adverbials within paragraphs to organise work. e.g. <i>therefore, however</i> ● Relative clauses can be used to add further information e.g. Hedgehogs, <i>which</i> are mammals... ● Parenthesis can be used to add clarification of technical words e.g. oxygen (<i>a gas found in air</i>) is what we use to breathe ● Correct use of formal and informal language. An informal tone can sometimes be appropriate e.g. You'll be surprised to know that...Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream.... 	<ul style="list-style-type: none"> ● Argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things ● Present tense. ● Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? ● Conjunctions to express time and cause (e.g. so, because), adverbs and prepositions ● Adverbs to express time e.g. first, then after that, finally. ● Prepositions to express time, place and cause e.g. before, after.... ● Present perfect form of verbs e.g. people <i>have said</i> that this is the most amazing product because... ● Noun phrases to create persuasive devices e.g. delicious chocolate ● Modal verbs can be used to suggest degrees of possibility e.g. This <i>could</i> be.... You should... You might want to... ● Adverbials Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this. ● Formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. ● Passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated....

