

Writing to Persuade



| Year 3 Writing to Explain | |
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| Text Types | Text Structure |
| Poster Letter Speech | <ol style="list-style-type: none"> 1. Use of 2nd person 2. Planned repetition 3. Facts & Statistics 4. Adjectives for positive description |
| Sentences | |
| Use imperative verbs to convey urgency, <ul style="list-style-type: none"> • Buy it today! • Listen very carefully.... • Have a race in space and experience the death defying speeds and spins of the world famous 'Titan Tornado' go-kart circuit. • Don't forget Lemurland! Use rhetorical questions to engage the reader, <ul style="list-style-type: none"> • Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park? • Are bored children driving you crazy? | Use ambitious adjectives for positive descriptions <ul style="list-style-type: none"> • these adorable pets • ...a monumental structure... Adverbials <ul style="list-style-type: none"> • Firstly, in addition, however, also, on the other hand, Therefore, in conclusion |

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| <p>Use noun phrases to add detail and description, <ul style="list-style-type: none"> • Our fantastic resort has amazing facilities for everyone </p> | |
| Grammar -word | Grammar – Sentence |
| <p>Noun forms Formation of nouns using a range of prefixes, such as super-, anti-, auto</p> <p>Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> | <p>Subordinating and co-ordinating conjunctions Expressing time, place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of)</p> <p>Perspective Writing from a different perspective – first and third person.</p> |
| Text | Punctuation |
| <p>Paragraphs Introduction to paragraphs as a way to group related material</p> <p>Devices Headings and sub-headings to aid presentation</p> <p>Past perfect and past simple Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p> | <p>Speech Introduction to inverted commas to punctuate direct speech</p> <p>Commas Commas to identify clauses and phrases.</p> |
| Terminology | Prior Learning |
| Adverb preposition | Nouns Prefix |



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| <p>conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel vowel letter inverted commas (or 'speech marks')</p> | <p>Suffix Conjunctions – co-ordinating and subordinating</p> |
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| Year 4 Writing to Explain | |
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| Text Types | Text Structure |
| <p>Advert Letter Speech</p> | <p>1. Use of 2nd person 2. Planned repetition 3. Facts & Statistics 4. Adjectives for positive description</p> |
| Sentences | |
| <p>Use imperative verbs to convey urgency, • Buy it today! • Listen very carefully.... • Have a race in space and experience the death defying speeds and spins of the world famous 'Titan Tornado' go-kart circuit. • Don't forget Lemurland!</p> <p>Use rhetorical questions to engage the reader, • Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park?</p> | <p>Use ambitious adjectives for positive descriptions • these adorable pets • ...a monumental structure...</p> <p>Use relative clauses to provide additional enticement • Our hotel, which has 3 swimming pools, overlooks a beautiful beach</p> <p>Adverbials</p> |



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| <ul style="list-style-type: none"> • Are bored children driving you crazy? <p>Use noun phrases to add detail and description,</p> <ul style="list-style-type: none"> • Our fantastic resort has amazing facilities for everyone | <ul style="list-style-type: none"> • Firstly, also, , in addition, however, on the other hand, therefore, in conclusion |
| Grammar -word | Grammar – Sentence |
| <p>Plural and possessive s</p> <p>The grammatical difference between plural and possessive –s</p> <p>Standard English</p> <p>Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)</p> | <p>Noun Phrase</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Adverbials</p> <p>Fronted adverbials with the use of a comma (e.g. Later that day, I heard the bad news.)</p> |
| Text | Punctuation |
| <p>Paragraphs</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Noun and pronoun</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p>Past and present tense</p> <p>To write in past and present tense accurately and consistently.</p> | <p>Speech</p> <p>Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”]</p> <p>Apostrophe</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ name]</p> <p>Commas</p> <p>The use of commas after fronted adverbials</p> |
| Terminology | Prior Learning |
| Determiner | Singular |



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| Pronoun possessive pronoun adverbial | Plural Possessive Apostrophe Noun Noun phrase Preposition Adjectives Adverbials Pronoun comma |
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| Year 5 Writing to Explain | |
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| Text Types | Text Structure |
| Advert Letter Speech | 1. Use of 2nd person 2. Personal pronouns 3. Planned repetition 4. Facts & Statistics 5. Hyperbole |
| Sentences | |
| Use imperative verbs to convey urgency, • Buy it today! • Listen very carefully.... • Have a race in space and experience the death defying speeds and spins of the world famous 'Titan Tornado' go-kart circuit. • Don't forget Lemurland! Use rhetorical questions to engage the reader, • Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park? • Are bored children driving you crazy? | Use ambitious adjectives for positive descriptions • these adorable pets • ...a monumental structure... Use adverbials to convey sense of certainty,, • Surely we can all agree...? Use short sentences for emphasis • This has to stop! Vote for change! Adverbials |



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| <p>Use noun phrases to add detail and description, <ul style="list-style-type: none"> • Our fantastic resort has amazing facilities for everyone </p> <p>Use relative clauses to provide additional enticement <ul style="list-style-type: none"> • Our hotel, which has 3 swimming pools, overlooks a beautiful beach </p> | <ul style="list-style-type: none"> • Firstly, furthermore, however, nevertheless, consequently, in addition, in conclusion |
| <p>Grammar -word</p> | <p>Grammar – Sentence</p> |
| <p>Nouns/ adjective to verbs Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify]</p> <p>Verb prefixes Verb prefixes [for example dis-, de-, mis-, over-, and re-]</p> <p>Synonyms and Antonyms How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p> <p>Tenses –simple, perfect and progressive Use verb tenses consistently and correctly throughout their writing. (<i>simple, perfect, continuous</i> (also known as <i>progressive</i>), and <i>perfect continuous</i>. The perfect aspect is formed using the verb <i>to have</i>, while the continuous aspect is formed using the verb <i>to be</i>.)</p> | <p>Relative clause Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Adverbs and modal Verbs Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Passive and active voice Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house vs The window in the greenhouse was broken(by me)]</p> |
| <p>Sentences</p> | <p>Punctuation</p> |
| <p>Devices Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking paragraphs</p> | <p>Parenthesis Brackets, dashes or commas to indicate parenthesis</p> <p>Comma Use of commas to clarify meaning or avoid ambiguity</p> |



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| <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> | <p>Colon Use of a colon to introduce a list and use of semi-colons within lists</p> <p>Bullet Points Punctuation of bullet points to list information</p> |
| <p>Terminology</p> | <p>Prior Learning</p> |
| <p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity Subject Object Passive Active Past simple Past perfect Past progressive Present progressive</p> | <p>Noun Adjective Verb Prefix Relative pronoun Model verbs Adverbs Determiners</p> |

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| <p>Year 6 Writing to Explain</p> | |
| <p>Text Types</p> | <p>Text Structure</p> |



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| <p>Speech Letter Campaign</p> | <ol style="list-style-type: none"> 1. Use of 2nd person 2. Personal pronouns 3. Planned repetition 4. Facts & Statistics 5. Hyperbole |
| <p>Text</p> | |
| <p>Use imperative verbs to convey urgency,</p> <ul style="list-style-type: none"> • Buy it today! • Listen very carefully.... • Have a race in space and experience the death defying speeds and spins of the world famous 'Titan Tornado' go-kart circuit. • Don't forget Lemurland! <p>Use rhetorical questions to engage the reader,</p> <ul style="list-style-type: none"> • Are you bored at the weekend? Are your kids driving you mad? Then why not head down to Astro-Star Park? • Are bored children driving you crazy? <p>Use noun phrases to add detail and description,</p> <ul style="list-style-type: none"> • Our fantastic resort has amazing facilities for everyone <p>Use relative clauses to provide additional enticement</p> <ul style="list-style-type: none"> • Our hotel, which has 3 swimming pools, overlooks a beautiful beach | <p>Use ambitious adjectives for positive descriptions</p> <ul style="list-style-type: none"> • these adorable pets • ...a monumental structure... <p>Use adverbials to convey sense of certainty,,</p> <ul style="list-style-type: none"> • Surely we can all agree...? <p>Use short sentences for emphasis</p> <ul style="list-style-type: none"> • This has to stop! Vote for change! <p>Use of the subjunctive form for formal structure</p> <ul style="list-style-type: none"> • If I were you, I would... <p>Use semi-colons to structure repetition,</p> <ul style="list-style-type: none"> • Bring your friends; bring your children; bring the whole family! |
| <p>Grammar -word</p> | <p>Grammar– Sentence</p> |
| <p>Informal and formal vocabulary The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p>Subjunctive</p> | <p>Informal and formal structures The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he?</p> <p>Subjunctive Structures</p> |



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| Recognise vocabulary that is appropriate for formal speech and writing including subjunctive mood | Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech] |
| Text | Punctuation |
| <p>Linking paragraphs Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Devices Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> | <p>Semi Colon Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Hyphens How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover</p> |
| Terminology | Prior Learning |
| <p>Subjunctive ellipsis hyphen semi-colon bullet points Formal Informal</p> | <p>Synonyms Antonyms Passive Semi colon Colon Object Subject Passive Past progressive Past perfect Past simple Present progressive</p> |

