Heptonstall School – Literacy Writing Progression Grid (by Text Type)

Narrative – To Entertain

	Story, Narrative and Description			Poetry	
Purpose	To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge			To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge	
Common forms	**EYFS/KS1** Traditional tales/Fairy tales Familiar settings Well-known stories Science-fiction Fantasy Other Cultures Character Description	**KS2** Adventure Fables Humorous Mystery Historical Myths and Legends Fantasy Dilemmas Other Cultures Classics Flashbacks		**EYFS/KS1** Classics List and alphabet poetry Observational/themed poetry Performance poems and raps Rhyme	**KS2** Chants and tongue twisters Kennings Performance poetry and raps Puns and wordplay Riddles Acrostics Modern verse Similes Narrative

	Text Type Features	Grammatical Features	Reading Poetry	Performing Poetry	Creating Poetry
YR	• Show awareness of the different audience for writing. • Write different text forms for different purposes (e.g., lists, stories, instructions.) • Begin to discuss features of their own writing e.g., what kind of story have they written.	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. • Spell words by drawing on knowledge of known grapheme correspondences. • Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC • Spell irregular common (tricky) words e.g., he, she, we, be, me independently. • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly	• Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns	• Join in with class rhymes and poems, • Copy actions	• enjoy making up funny sentences and playing with words; • look carefully at experiences and choose words to describe; • make word collections or use simple repeating patterns
Y1	• Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.	• Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and … to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! • Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. • Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday.	• discuss own response and what the poem is about; • talk about favourite words or parts of a poem; • notice the poem's pattern	• perform in unison, following the rhythm and keeping time • imitate and invent actions	• invent impossible ideas, e.g. magical wishes; • observe details of first hand experiences using the senses and describe; • list words and phrases or use a repeating pattern or line.
Y2	• Narratives and retellings are told/ written in first or third person • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters.	• Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her… • Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. • Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. • Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.	• talk about own views, the subject matter and possible meanings; • comment on which words have most effect, noticing alliteration; • discuss simple poetry patterns	• perform individually or together; speak clearly and audibly. • use actions and sound effects to add to the poem's meaning	• experiment with alliteration to create humorous and surprising combinations; • make adventurous word choices to describe closely observed experiences; • create a pattern or shape on the page; use simple repeating phrases or lines as models

	• Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.	• Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and, so, because, when, if, that, or, but … to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight! • Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. • Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc.			
Y3	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)	• Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. • Adverbs e.g. first, then, after that, finally… are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative. • Using prepositions e.g. before, after, during, after, before, in, because of… enables the passage of time to be shown in the narrative and the narrative to be moved on. • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me… • Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close… etc. • Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys…	• describe the effect a poem has and suggest possible interpretations; • discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes; • explain the pattern of different simple forms	• perform individually or chorally; vary volume, experimenting with expression and use pauses for effect • use actions, voices, sound effects and musical patterns to add to a performance	• invent new similes and experiment with word play; • use powerful nouns, adjectives and verbs; experiment with alliteration; • write free verse; borrow or create a repeating pattern
Y4	• Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods…	• The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night…, in a distant field…. These should be punctuated using a comma. • The use of adverbials e.g. therefore, however cerates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g Sammy and John, they.. the boys… • Paragraphs are useful for organising the narrative into logical sections.	• describe poem's impact and explain own interpretation by referring to the poem; • comment on the use of similes and expressive language to create images, sound effects and atmosphere;	• vary volume, pace and use appropriate expression when performing • use actions, sound effects, musical patterns and images to enhance a poem's meaning • use language playfully to exaggerate or pretend;	• use similes to build images and identify clichés in own writing; • write free verse; use a repeating pattern; experiment with simple forms • discuss the poem's form and suggest the effect on the reader

	• Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives,	• Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship.			
Y5	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward.	• The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript. • Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.	• discuss poet's possible viewpoint, explain and justify own response and interpretation; • explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • explore imagery including metaphor and personification; compare different forms and describe impact	• vary pitch, pace, volume, expression and use pauses to create impact; • use actions, sound effects, musical patterns, images and dramatic interpretation	• invent nonsense words and situations and experiment with unexpected word combinations; • use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; • write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
Y6	• Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and nonsequentially (e.g. flashbacks) through the use adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward.	• By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. • Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • Colons, semi-colons and dashes can be used to separate and link ideas.	• interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes explain the impact of figurative and expressive language, including metaphor; comment on poems' structures and how these influence meaning	• vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form • use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	• use language imaginatively to create surreal, surprising, amusing and inventive poetry; use simple metaphors and personification to create poems based on real or imagined experience; • select pattern or form to match meaning and own voice

	Non-Narrative – To Inform			
	Inform			
	Instructions	Explanation	Recount	Report
Purpose	To tell how to do or make something To give information on how to complete a task To describe a process in chronological order	To explain why or how something happens To explain cause and effect To describe a scientific process sometimes in chronological order	To retell events in time order. To give an account of an event or experience To write in chronological order	To describe what things are like (were like) To inform the reader of a specific subject content
Common Forms	DIY Manual Sewing or Knitting Pattern Recipe Science Experiment Instructions and Packaging	Encyclopaedia entry Technical manual Science investigation Question and answer section	Letter Biography/Autobiography Write up of a trip Newspaper report Diary/Journal	Topic based school project Letter Science encyclopaedia Information Leaflet Magazine Article
YR	• Listen to and follow single instructions, and then a series of two and three instructions • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area	X	• Informally recount incidents in own life to other children or adults and listen to others doing the same. • Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. • Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.	• Distinguish between writing and drawing and write labels for pictures and drawings. • Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Y1	• Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing. • Write two consecutive instructions independently	X	• Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that. • Listen to others recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.	• Convey information and ideas in simple nonnarrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through.
Y2	• Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional	• After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process,		• Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write.

	texts and note their function, form and typical language features: • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive/value-laden language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. • Write simple instructions independently e.g. getting to school, playing a game	explain the same process orally also using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently.		• Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text
Y3	• Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader.	• Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.	• Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. 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 ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts.	• Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making.
Y4	• In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes).Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.	• Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs		• Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.

		– language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering • After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.		
Y5		• Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. • Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.	• Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. As he was running away he noticed..., possible supporting illustrations, degree of formality adopted and use of connectives. • Use the language features of recounts including formal language when recounting events orally. • Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.	• Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. • create multi-layered texts, including use of hyperlinks, linked web pages • Record and acknowledge sources in own writing. • Summarise a passage, chapter or text in a specific number of words. • Read a passage and retell it in your own words_
Y6	• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate.	• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.	• Distinguish between biography and autobiography, recognising the effect on the reader 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. • 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. • 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. • Use the language conventions and grammatical features of the different types of text as appropriate.	• In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain viewpoints • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue • Listen for language variations in formal and informal contexts • Identify the ways spoken language varies

Non-Narrative – To Persuade and Discuss

	Persuade	Discuss
	Persuasion	Discussion
Purpose	To make a case for a particular point of view To motivate, move or convince someone towards a certain opinion	To present arguments and information from different viewpoints To show for and against
Types/Examples	Advertisements Travel Brochure Political Pamphlet Complaint Letter Magazine Article	Write up of a debate Newspaper Article Leaflet giving balance argument Essay
YR	X	X
Y1	X	X
Y2	• As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.	X
Y3	• Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • 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.	X
Y4	• Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • 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	X

	- Both orally and in and writing to 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. - Use writing frames if necessary to back up points of view with illustrations and examples - To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to - the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples - Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. if..., then, on the other hand..; finally, so	
Y5	- Read and evaluate letters, e.g. from newspapers or magazines, 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 - 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 - Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information - From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. surely, it wouldn't be very difficult, persuasive definitions, e.g. no-one but a complete idiot...', the real truth is...'; rhetorical questions, e.g. are weexpected to?; pandering, condescension, concession, e.g. Naturally, it takes time for locall residents...'; deliberate ambiguities, e.g. probably the best in the world.. - Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state - Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points - Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) - Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.	- 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. - Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.
	- Through reading and analysis, recognise how persuasive 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 - 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 (using ICT and multi-modality where and when appropriate) –anticipating possible objections –harnessing the known views, interests and feelings of the audience - tailoring the writing to formal presentation where appropriate Use reading to:	- 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 Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. - First explore orally and then write a balanced report of a controversial issue: - Summarising fairly the competing views - Analysing strengths and weaknesses of different positions - Drawing reasoned conclusions where appropriate - Using formal language and presentation as appropriate Use reading to:

	−investigate conditionals deduction, speculation, supposition −build a bank of useful term and phrases for persuasion	• Investigate conditionals e.g. using if… then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition, speculation, supposition • Build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas..