British Section: Writing Purpose Curriculum

	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Discuss
Y1/2	Story Description Poetry	Recount Letter Instruction		
Y3/4	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Y5/6	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

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Writing to Entertain			
	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
KS1	**Text types:** stories (including retellings), descriptions, poetry, role–play **Text Features:** Time sequenced, begin to differentiate between past and present tense to suit purpose **Style ideas:** Focus on oral work to begin with, use opportunities to read own work out loud	**Use coordinating conjunctions to link two main ideas:** *They pulled and pulled at the turnip to get it out.* **Use noun phrases which add detail to description:** *very old grandma, brave woodchopper* **Use the progressive form for verbs:** *Goldilocks was walking through the woods.* **Use exclamation sentences where appropriate:** *What big eyes you have, Grandma!*	**Adverbials** First Then Next After Later The next day… **Conjunctions** and but so or when	**Use finger spaces between words** **Use capital letters & full stops to mark sentences** **Use capital letter for first person 'I'** **Use apostrophes to mark contractions, e.g. didn't** **Use exclamation marks, particularly in relation to speech** **Begin to use inverted commas to mark direct speech where appropriate.**

Writing to Entertain

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
LKS2	**Text Types:** Stories, Descriptions, Poetry, Characters/settings **Text Features:** Detailed description, use paragraphs to organize in time sequence **Style ideas:** Opportunities for comparing different forms of past tense (progressive and simple)	**Use fronted adverbials to show how/when an event occurs:** *Without a sound… After a moment…* **Use expanded noun phrases to add detail & description:** *…the dark gloomy cupboard under the stairs…* **Use subordinate clauses to add detail or context:** *Although Theseus was scared, he prepared to enter the maze.* **Use nouns & pronouns for clarity and cohesion:** *They crept into Minos's great labyrinth. Inside the maze...*	**Adverbials** Soon Meanwhile As, The next day Later Carefully Without a thought **Conjunctions** if when because while as until whenever once	**Use full punctuation for direct speech, including punctuation within and before inverted commas:** *Mum asked, "Will you be home for tea?"* **Secure use of apostrophes for possession, including for plural nouns.** **Use commas after fronted adverbials and subordinate clauses** **May begin to use dashes for emphasis**

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Writing to Entertain

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
UKS2	**Text Types:** Narrative, Descriptions, Poetry, Characters/setting **Text Features:** Detailed description, use paragraphs to organise in time sequence **Style ideas:** Use a range of tenses to indicate changes in timing, sequence, etc.	**Use subordinate clauses to add detail or context, including in varied positions:** *Although Theseus was scared, he prepared to enter the maze.* *Theseus, although he was scared, prepared to enter the maze.* **Use relative clauses to add detail or context:** *Amy grabbed the torch, which she'd strapped to her belt, quickly.* **Use a wide range of sentence structures to add interest.**	**Adverbials** Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers **Conjunctions** if when because while as until whenever once since although unless rather	**Use brackets for incidentals:** *Amy saw Katie (her best friend) standing outside.* **Use dashes to emphasise additional information:** *The girl was distraught - she cried for hours.* **Use colons to add further detail in a new clause:** *The girl was distraught: she cried for hours.* **Use semi-colons to join related clauses:** *Some think this is awful; others disagree.*

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Writing to Inform

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
KS1	**Text Types:** Recount, Letter, Instructions **Text Features:** Appropriate use of past and present tense **Style ideas:** Could use a writing frame to structure sections**,** may include images	**Use coordinating conjunctions to link two main ideas:** *Badgers sleep in the day and look for food at night.* **Use subordinating conjunctions in the middle of sentences:** *Badgers can dig well because they have sharp claws.* **Use noun phrases which inform:** *sharp claws, black fur* **Use commas to separate items in a list:** *You will need flour, eggs, sugar and water.* **Use exclamation sentences where appropriate:** *What a fantastic time we all had!*	**Adverbials** First Firstly Next After Later **Conjunctions** and but so or when if because	**Use finger spaces between words** **Use capital letters & full stops to mark sentences** **Use question mark:** *Did you know…?* **Use apostrophes to mark possession:** A badger's home is underground

Writing to Inform

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
LKS2	**Text Types:** Explanation, Recount, Letter, Biography, Newspaper articles **Text Features:** Paragraphs used to group related ideas, subheadings to label content **Style ideas:** May be built around a key image, use techniques to highlight key words (bold, underline, etc.)	**Use subordinating conjunctions to join clauses, including as openers:** *Although they have a fierce reputation, the Vikings weren't all bad.* **Use expanded noun phrases to inform:** *A tall dark-haired man was seen leaving the scene.* **Use commas to separate adjectives in a list:** *You will need flour, eggs, sugar and water.* **Use relative clauses to add further detail:** *We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.* **Begin to use present perfect tense to place events in time:** *This week we have visited the Science Museum*	**Adverbials** First Firstly Before After Later Soon Also In addition However **Conjunctions** when before after while because if	**Consolidate four main punctuation marks:** . , ! ? **Use capital letters for proper nouns** **Use commas to mark fronted adverbials:** *After lunch, we went into the museum* **Use commas to mark subordinate clauses:** *When he was a boy, Dahl did not like reading.* **Use inverted commas for direct speech** **Use bullet points to list items**

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Writing to Inform

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
UKS2	**Text Types:** Report, Recount, Biography, Newspaper article, Essay **Text Features:** Paragraphs used to group related ideas, heading/subheadings, use of technical vocabulary **Style ideas:** May include a glossary, sections may contain more than one paragraph	**Use subordinating conjunctions in varied positions:** *The Polar Bear, although it is large, can move at great speed.* **Use expanded noun phrases to inform:** *a tall dark-haired man with a bright-red cap* **Use relative clauses to add further detail:** *We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament.* **Begin to use passive voice to remain formal or detached:** *The money was stolen from the main branch.* **Begin to use colons to link related clauses:** *England was a good country to invade: it had plenty of useful land*	**Adverbials** Meanwhile At first After Furthermore Despite As a result Consequently Due to For example **Conjunctions** when before after while because if although as	**Use brackets or dashes to explain technical vocabulary** **Use semi-colons to punctuate complex lists, including when using bullet points** **Use colons to introduce lists or sections** **Use brackets or dashes to mark relative clauses** **Secure use of commas to mark clauses, including opening subordinating clauses** **Begin to use colons & semi-colons to mark clauses**

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Writing to Persuade

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
LKS2	**Text Types:** Advertising, Letter, Speech. Poster **Text Features:** Use of 2nd person, planned repetition, facts & statistics, adjectives for positive description **Style ideas:** Link to oracy, esp. for speeches, use of colour and images, esp. for advertising	**Use imperative verbs to convey urgency:** *Buy it today!* *Listen very carefully* **Use rhetorical questions to engage the reader:** *Do you want to have an amazing day out?* **Use noun phrases to add detail and description:** *Our fantastic resort has amazing facilities for everyone* **Use relative clauses to provide additional enticement:** *Our hotel, which has 3 swimming pools, overlooks a beautiful beach*	**Adverbials** Firstly Also In addition However On the other hand Therefore In conclusion **Conjunctions** if because unless so and but even if when	**Ensure use of capital letters for proper nouns** **Use ? ! for rhetorical / exclamatory sentences** **Use commas to mark relative clauses** **Use commas to make fronted adverbials and subordinate clauses:** *After your visit, you won't want to leave.* *Once you've tasted our delicious sandwiches, you'll be coming back for more*

Writing to Persuade

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
UKS2	**Text Types:** Advertising, Letter, Speech, Campaign **Text Features:** Use of 2nd person, personal pronouns, planned repetition, facts & statistics, hyperbole **Style ideas:** Link to oracy, esp. for speeches, use of colour and images, esp. for advertising	**Use imperative and modal verbs to convey urgency:** *Buy it today!* *This product will transform your life.* **Use adverbials to convey sense of certainty:** *Surely we can all agree…?* **Use short sentences for emphasis:** *This has to stop! Vote for change!* **Use of the subjunctive form for formal structure:** *If I were you, I would..*	**Adverbials** Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion **Conjunctions** if because although unless since even if rather whereas in order to whenever whether	**Use ? ! for rhetorical / exclamatory sentences** **Use colons and semi-colons to list features, attractions or arguments** **Use brackets or dashes for parenthesis, including for emphasis:** *This is our chance—our only chance—to make a difference.* **Use semi-colons for structure repetition:** *Bring your friends; bring your children; bring the whole family!*

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Writing to Discuss

	Text Types and Features	Grammar and Sentences	Adverbials and Conjunctions	Punctuation Content
UKS2	**Text Types:** Balanced argument, newspaper article, review **Text Features:** Appropriate use of cohesive devices, use of subjunctive form where needed **Style ideas:** use paragraphs to structure arguments, Maintain formal / impersonal tone	**Use modal verbs to convey degrees of probability:** *It could be argued… Some might say...* **Use relative clauses to provide supporting detail:** *The rainforest, which covers almost a third of South America…* **Use adverbials to provide cohesion across the text:** *Despite its flaws… On the other hand…* **Use expanded noun phrases to describe in detail:** *The dramatic performance by the amateur group was…* **Begin to use passive voice to maintain impersonal tone:** *The film was made using CGI graphics*	**Adverbials** Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion **Conjunctions** if because although unless since even if rather whereas in order to whenever whether	**Use brackets or dashes for parenthesis, including for emphasis:** *This performance—the first by such a young gymnast—was a masterpiece!* **Use semi-colons for to mark related clauses:** *Some argue … ; others say…* **Use commas to mark relative clauses** **Use colons and semi-colons to punctuate complex lists**