Hanley St Luke's Steps to Writing Progression (2026 – 2027)

Yr	Non Fiction Text Types						Fiction Genres
	Persuasion To argue a case from a particular point of view encouraging the reader/ listener to agree	**Explanation** To explain how or why	**Instructions** To ensure something is done correctly and a successful outcome achieved	**Recount** To retell events	**Non-Chronological Report/ Information Text** To provide detailed information about the way things are or were	**Discussion** To present a reasoned and balanced overview of an issue or controversial topic	**Narrative (Story/Descriptions)**
1	Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective Spring 2 ***Persuasive poster/advert – Come to London*** • Share examples of posters and watch some TV adverts • Model write persuasive phrases for London • Oral rehearsal of sentence structure • Joining words and joining clauses using 'and' and 'because' • Sequence sentences to form the poster • Use capital letters and full stops to demarcate sentences • Use capital letters for names and the pronoun I	Write a series of sentences to explain a simple, process based on first-hand experience	Summer 1 ***Real life Instructions - making fruit kebabs*** • Hook - Make Fruit Kebabs and discuss • Write a list of equipment • Write dictated sentences next to listed numbers. • Oral rehearsal of sentence structure • Continue to add sequenced sentences independently • Sentence stems given to support and key vocabulary • Joining words and joining clauses using 'and' and 'because' • Use capital letters and full stops to demarcate sentences	Autumn 6 ***Recount of Class trip to Brampton Museum*** • Orally recall the trip and Story map the trip • Add captions to the pictures • Spell plural nouns adding the suffixes –s or –es • Oral rehearsal of sentence structure • Joining words and joining clauses using 'and' and 'because' • Model how to write in *first person* • Sequencing sentences to form short passages • Use capital letters and full stops to demarcate sentences • Use capital letters for names and the pronoun I Spring 1 ***Postcard – London*** • Share examples of modelled postcards (purpose and audience) • Add captions to the pictures from the story • Oral rehearsal of	Summer 4 ***Fact File – animal linked to Science*** • Add captions to a picture of their chosen animal • Add adjectives • Oral rehearsal of sentence structure • Add suffixes to verbs • Write dictated sentences • Separate words with spaces • Use capital letters and full stops to demarcate sentences • Write simple sentences to describe their animal (word bank provided) • Join words and joining clauses using 'and' 'but'and 'because' expanding sentences • Use capital letters for names • Sequence sentences to form short passages • Discuss what they have written with the teacher or other pupils • Read their writing aloud, clearly enough to be heard by their peers and the		Autumn 1 ***Wanted Poster – The Wicked Wolf*** • Act out the story and portray characters and their motives • Label a picture of the Wicked Wolf • Add adjectives to the nouns • Oral rehearsal of sentence structure • Write dictated sentences • Separate words with spaces • Use capital letters and full stops to demarcate sentences • Write simple sentences to describe the Wolf (word bank provided) • Join words and joining clauses using 'and' – expanding sentences Autumn 2 ***Story Map – The Three Little Pigs*** • Orally retell 'The Three Little Pigs' and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event using pictures from the story • In pairs, order pictures from the story and orally retell • Chunk the story into the main events and model write key vocab for the first few events • Model how words can combine to make sentences and write a sentence for the first few events. • Continue to label main events from the book with captions – focusing on key vocabulary • Oral rehearsal of sentence structure • Separate words with spaces • Use capital letters, full stops, to demarcate sentences Autumn 3

				sentence structure • Joining words and joining clauses using 'and' and 'because' • Model how to write in first person • Sequence sentences to form short passages • Use capital letters and full stops to demarcate sentences • Use capital letters for names and the pronoun I Spring 3 Hook – Dragon in the cupboard ***Questions What's in the cupboard?*** • Oracy – class discussion. Model how to ask and answer questions in full sentences • Model write question starters (What, where, how, why, when) on the board and questions • Write captions for images of what is in the cupboard • Practice using a question mark • Add adjectives to the nouns • Oral rehearsal of sentence structure - record questions in talking tins • Write dictated sentences • Separate words with spaces • Use capital letters and full stops to	teacher		***Narrative Retell of The Three Little Pigs*** • Orally retell the story using the story map produced. • Use story language, sentence patterns and sequencing words to organise events • Recite part of the story supported by story boxes, pictures • Act out the story and portray characters and their motives • Oral rehearsal of sentence structure • Model write sentences next to a picture from the story. • Separate words with spaces • Use capital letters and full stops and question marks to demarcate sentences • Join words and joining clauses using 'and' – expanding sentences • Use of capital letters for names and the pronoun 'I' Autumn 4 ***Description – their favourite toy*** • Bring in their favourite toy and discuss why it is their favourite. • Draw a picture of their favourite toy and label it using phonics (model an example) • Model how words can combine to make sentences • Separate words with spaces • Introduction to capital letters, full stops, to demarcate sentences • Oral rehearsal of sentence structure • Write dictated sentences • Capital letters for personal pronoun I • Sentence stems to support Autumn 5 ***Description –older toy including captions*** • History – look at a range of older toys in groups and talk about them • Label together a picture of an older toy with captions – focusing on key vocabulary • Model how words can combine to make sentences • Separate words with spaces • Use capital letters, full stops, to demarcate sentences • Add adjectives to nouns

				demarcate sentences • Write questions to investigate what is in the cupboard. Start sentences with: What, How, Why, When, Where, Who • Join words and joining clauses using 'and' – expanding sentences • Sequence sentences to form short passages Spring 4 ***Letter – Alex writing to the dragon*** • Share examples of modelled letters (purpose and audience) • Story map – Alex writing to the dragon • Model how to write in first person • Oral rehearsal of sentence structure • Add suffixes to verbs • Joining words and joining clauses using 'and' and 'because' • Sequence sentences to form short passages • Use capital letters and full stops to demarcate sentences • Use capital letters for names and the pronoun I • Re-read what they have written to check that it makes sense Summer 3 ***Recount of the Peak Wildlife Park class visit***			• Oral rehearsal of sentence structure • Write dictated sentences • Join words and clauses using 'and'. • Make nouns plural with the suffixes s and es. • Write captions Summer 2 ***Innovative narrative Re-write of Handa's surprise changing the fruit and animals.*** • Orally imitate the story using story language, sentence patterns and sequencing words to organise events, (e.g.) then, next) • Innovate on patterns from the story orally including some story language • Write sentences to describe different fruits and animals • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Join words and joining clauses using 'and' – expanding sentences • Use capital letters for names and 'I' • Add suffixes to verbs • Use the prefix 'un' to change the meaning of verbs and adjectives • Write own version using a series of sentences to sequence events. • Use patterns and language from familiar stories in own writing • Write complete stories with a simple structure: beginning – middle – end • Use ideas from reading for some incidents and events. • Discuss what they have written with the teacher or other pupils • Read their writing aloud, clearly enough to be heard by their peers and the teacher

				• Story map the trip • Add captions to the pictures • Spell plural nouns adding the suffixes –s or –es • Oral rehearsal of sentence structure • Add suffixes to verbs • Use the prefix 'un' to change the meaning of verbs and adjectives • Joining words and joining clauses using 'and' 'but' and 'because' • Model how to write in *first person* • Sequencing sentences to form short passages • Use capital letters, full stops and exclamation marks to demarcate sentences • Use capital letters for names and the personal pronoun I • Discuss what they have written with the teacher or other pupils and make revisions • Read their writing aloud, clearly enough to be heard by their peers and the teacher			
2	Summer 2 ***Persuasive letter to the giant – healthy eating*** • Oracy – hot seating for characters in the book • Record thoughts and		Autumn 2 ***Instructions – Making Gingerbread men*** • Model read instructions and discuss purpose and features • Make the	Spring 3 ***Letter of thanks to Fire Service*** • Oracy – paired interviews about the Fires Service Visit and what they did and enjoyed	Spring 4 ***Information Text – The Great Fire of London*** • Discuss what to include and plan and record a key headings as a class		Autumn 1 ***Narrative re-tell of the Gingerbread Man*** • Orally re-tell familiar stories using narrative structure and considering their particular characteristics • Model read the story with pace and discuss • Dramatise parts of the story (mime, role play, freeze frame, improvisation)

	feelings of different characters • Match a viewpoint about healthy eating to the evidence • Write different sentence types: statement, command, exclamation and question (rhetorical) • Power of 3 adjectives • Use coordinating and subordinating conjunctions to extend ideas • Use progressive forms in present and past tense • Use imperative verbs • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate list when giving reasons • Apostrophes for singular possession Use the suffixes er and est as adjectives		Gingerbread men • Orally re-tell the steps for making the Gingerbread Men • Use commas to separate items in the 'materials/equipment needed' list • Write titles to show what the instructions are about • Generate synonyms for over-used imperative verbs • Make nouns which are compound • Functions of sentence types – command • Explore and generate negative commands (Do not) • Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) • Correct choice and use of present tense throughout • Teacher modelling how to proof read and proof read instructions with a partner Autumn 4 ***Persuasive Instructions – Making a delicious sandwich*** • Discuss what could be in the sandwich – illustrate with captions • Orally re-tell the steps for making their delicious	• Model how to write in first person • Functions of sentence – question and exclamations (What a wonderful day we had!) • Use a wider range of coordinating and subordinating conjunctions • Correct choice and use of past tense throughout writing • Turn adjectives into adverbs using ly • Use capital letters, full stops and question marks and exclamation marks • Commas in lists • Use capital letters for proper nouns • Proof read and make simple additions, revisions and corrections to their own writing	• Model write the introduction • Key vocabulary (and dual coding) recording on working wall • Children write sentences based on the class plan. • Functions of sentence types: statement, command and question • Use coordinating (and,or, but) and subordinating conjunctions (when, if, that, because) • Correct choice and use of present tense or past tense throughout writing • Use capital letters, full stops and question marks to demarcate sentences • Commas to separate items in a list • Apostrophes for singular possession • Explore and use capitalisation for common and proper nouns • Read aloud what they have written with appropriate intonation to make the meaning clear Summer 4 ***Information Text – Reginald Mitchell*** • Work in groups to organise sentences about Reginald Mitchell into groups of similar information • In groups plan one		• Paired reading of adaptive versions. • Identify main events and place on washing line/learning wall • Unpunctuated sentences • Collect high quality words and phrases to refer to and to support in their writing. • Deconstruct the story and identify setting, characters, problem and resolution. • Co-ordination (using or, and, but) • Embellish, if appropriate, with expanded noun phrases and character thoughts and feelings. • Use of capital letters and full stops to demarcate sentences • Retell the beginning of the story from their version of the text. • Recount the middle of story from their version of the text. • Recount the end of the story from their version of the text. Autumn 3 ***Innovative Re-tell of The Disgusting Sandwich*** • Model read the story with pace and discuss • Dramatise parts of the story (mime, role play, freeze frame, improvisation) • Paired reading of adaptive versions. • Retell the beginning, middle and end of the story matching the version of the text they have been reading. • Recount the middle of the story matching the version of the text they have been reading. • Deconstruct the story into its main events: • Embellish/substitute adjectives – opening, setting etc • Share modelled innovated text. Substitute for a crow – what was the bird doing? Add more detail. • Plan stories independently. • Make adjectives using suffixes such as 'ful' and 'less' • Write Noun phrases • Use of capital letters and full stops, question marks and exclamation marks to demarcate sentences Spring 1 ***Fire Poetry – Acrostic*** • Drama – movement and sound of fire,

			sandwich • Use commas to separate items in the 'materials/equipment needed' list • Write titles to show what the instructions are about • Create adjectives • Generate synonyms for over-used imperative verbs • Make nouns which are compound • Functions of sentence types – command • Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) • Correct choice and use of present tense throughout • Proof read instructions with a partner Summer 3 ***Instructions and Explanation – making a salad*** • Story map each stage of making the salad • Use commas to separate items in the 'materials/equipment needed' list • Write an explanation as an introduction to the instructions • Generate synonyms for over-used imperative verbs • Make nouns which are		paragraph (eg: introduction, childhood, education, Spitfire etc) • Functions of sentence types: statement, command, exclamation or question (rhetorical) • Write expanded noun phrases • Explore proper, common (general) and collective nouns • Use group planning notes to create sentences • Group sentences into sections of similar information • Use coordinating (and,or, but) and subordinating conjunctions (when, if, that, because) • Correct choice and use of present tense or past tense throughout writing • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes for singular possession • Explore and use capitalisation for common and proper nouns • Use simple headings for sections of the report • Use some features of written Standard English		• Generate words to describe fire • Learn the possessive apostrophe (singular) • Identify and use adjectives to describe nouns • Use the suffixes 'er' and 'est' in adjectives • Experiment with alliteration • Plan or say out loud what they are going to write about. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Use spacing between words that reflects the size of the letters • Draft sentences beginning with F I R E • Make revisions to sentences by adding adjectives and more detail • Write a published poem • Proof reed own writing Spring 2 ***Narrative re-tell of the story ' Toby and the Great Fire of London'*** • Introduce the book and make predictions • Explore older and subject specific vocabulary • Drama based on the book (role play, improvisation, freeze frame, hot seating) • Missing Punctuation focusing on capital letters, commas in lists and full stops. • Sequence story – with pictures • Oral re-tell of the story • Write sentence with co-ordinating conjunctions (FANBOYS) and subordinating conjunctions • Re-tell the stories with pictures and sentences • Add embellishment – adjectives/synonyms/ noun phrases • Write re-tell • Make corrections, additions and revisions Summer 1 ***Alternative ending of narrative*** • Teacher model reads with pace, prosody and accuracy. • Paired read of adaptive versions • Orally imitate the story using story language, sentence patterns and conjunctions to organise events • Drama based on the book • Oral re-tell of the story – whole class story map

			compound • Functions of sentence types – command • Explore and generate negative commands (Do not) • Use coordinating and subordinating conjunctions • Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) • Correct choice and use of present tense throughout • Evaluate writing with the teacher and other pupils • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Make simple additions, revisions and corrections to their own writing		• Read aloud what they have written with appropriate intonation to make the meaning clear		• Change the ending - share ideas as a class • Re-tell the story with an alternative ending with pictures and write sentences with co-ordinating and subordinating conjunctions based on images from the story. Children choose own ending or one planned as a class • Make nouns using suffixes such as 'ness' and er • Turn adjectives into adverbs using 'ly' • Plan or say out loud what they are going to write about • Write own ending to the story. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list • Use apostrophes for contraction and possession • Make simple additions, revisions and corrections to their own writing • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Make simple additions, revisions and corrections to their own writing • Read aloud what they have written with appropriate intonation to make the meaning clear
3	Spring 3 ***Persuasive Poster – Deforestation*** • After reading books and watching videos, create a group poster with facts about deforestation • Use alliteration and exaggeration • Further expand noun phrases by adding	Summer 3 ***Explanation - Pyramids*** • Study a range of explanations to understand their structure, vocabulary and grammar • Draft and edit by composing and rehearsing sentences orally progressively	Autumn 4 ***Scrapyard Menu*** • Study example menus – language and layout • Use prepositions (during, in, because of, before, after) • Use adverbs (next, soon, therefore) to sequence recipe • Use of conjunctions (when, while, after,	Autumn 2 ***Informal letter – character in the story (Iron Man)*** • Identify the purpose and audience of the letter • Consider how the character would speak and identify words and phrases from the book which	Spring 1 ***Fact File – Rainforest Animal*** • Read about different rainforest animals and magpie subject specific vocabulary (eg carnivore, diet, habitat) • In groups, make notes about an animal of their choice under		Autumn 1 ***Innovative Narrative re-tell (embellishment and explode the moment – setting and/or Troll)*** • Model read the story with effective prosody and pace. • Act out the story of the Three Billy Goat's Gruff. Freeze frame and hot seating. • Paired reading of adaptive versions. • Identify main events and place on washing line/learning wall • Collect high quality words and phrases to refer to and to support in their writing.

	adjectives and prepositions to modify the noun and really develop description • Use commas in lists and after fronted adverbials • Apostrophes for plural possession • Use statistics images, visual aids to reinforce persuasion Spring 4 ***Formal Letter – Deforestation*** • Identify language and organisational features of a formal letter • Magpie words and phrases used in a formal persuasive letter (Eg In my opinion, I believe …) • Agree purpose and audience of the letter and record sentences as a group to support their viewpoint • Use commas in lists and after fronted adverbials • Use preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency. • Learn how to present a letter (address, how to open and close a formal letter) • Use paragraphs to organise ideas	building a varied and rich subject specific vocabulary and an increasing range of sentence structures • Use prepositions and adverbs to express time, cause and place • Use the simple and perfect present tense • Use a range of co-ordinating and subordinating conjunctions • Use the apostrophe for singular possession • Use paragraphs to group related information • Add headings and subheadings • Include diagrams to support the explanation and to show reader awareness • Propose changes to grammar and vocabulary to improve consistency	because, soon, while) to express time and cause • Form sentences with co-ordinating conjunctions • Use present and past perfect verb forms effectively • Plan steps and write their menu Autumn 5 ***How to make a Woolly Mammoth*** • Follow instructions to make something (eg paper aeroplane) • Identify key vocabulary from the text • Use prepositions (during, in, because of, before, after) • Use adverbs (next, soon, therefore) to sequence recipe • Use of conjunctions (when, while, after, because, soon, while) to express time and cause • Form subordinate clauses using subordinating conjunctions • Use present and past perfect verb forms effectively • Write a list of equipment/materials • Plan and write instructions	they would use • Recap use of 'a' or 'an' • Use prepositions (during, in, because of, before, after), • Form subordinate clauses using subordinating conjunctions • Use rhetorical questions Summer 5 ***Diary Entry – Cinderella*** • Oracy – hot seating 'Cinderella' • Recap features of a diary • Recap using prepositions (during, in, because of, before, after) • Use of adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause • Relative clauses to show Cinderella's emotions • Plan diary into paragraphs considering feelings and thoughts about key events • Write diary concisely and to the point (consider diary purpose/audience) • Write finishing lines for a final paragraph that have a reflection on the day/events • Use present and past perfect verb forms	given headings • As a group, orally present the information about their animal to the class. • Use the present tense, including the perfect form • Use conjunctions, adverbs and prepositions to express time, place and cause • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Plan report into sections • Use headings and sub headings to organise the report • Write from memory simple sentences, dictated by the teacher • Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements Summer 4 ***Non Chronological Report – Egypt*** • Group together information (writing and pictures) about Egypt as this will form the sections/paragraphs of their writing. • In groups, orally present one section of the report to the		• Plan a re-tell of the story. • Use adjectives, noun phrases, powerful verbs and adverbs to add embellishment. • Use a and an correctly • Use noun phrases (determiner, adjective and noun) • Write sentences with more than one clause using a range of co-ordinating conjunctions • Write re-tell, with more detail by exploding the moment (setting and/or Troll) Autumn 2 ***Narrative – Re-tell of the opening (The Iron Man)*** • Role Play / Freeze frames for the Iron Man • Explore dilemmas for characters using drama • Consolidate and use vocabulary from the book • Annotate a picture of the Iron Man with words and phrases (appearance, movement, personality) • Use a and an correctly • Use adjectives, noun phrases, powerful verbs and adverbs to add embellishment. • Write sentences with more than one clause using a range of co-ordinating conjunctions • Write re-tell of the opening with a description of the Iron Man interwoven. • Make simple additions, revisions and proof reading corrections to own writing Autumn 3 ***Narrative – Retell conversation between Hogarth and his dad*** • Role play (dialogue) and hot seating to show understanding of character • Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. • Use inverted commas to punctuate direct speech • Use vocabulary of the characters in the story • Use co-ordinating and subordinating conjunctions • Use adverbs • Use the present perfect form of verbs instead of the simple past specifically in direct speech • Re-write the scene which included the conversation

	together so that one follows from another (opening, reason 1 with evidence, reason 2 with evidence, concluding persuasion) • Edit and revise in pairs Summer 2 ***Persuasive Travel brochure page - Egypt*** • Explore a range of travel brochures and identify language and organisational features • Magpie words and phrases used in a travel brochure • Group plan each section of the travel brochure • Practise using a range of persuasive techniques – alliteration, exaggeration, superlatives (est), rhetorical questions. • Form nouns using a range of prefixes • Use commas in lists and after fronted adverbials • Use preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency. • Plan the organisation of their travel brochure (provide a template as a			to reports events • Propose changes to grammar and vocabulary to improve consistency • Proof read for spelling and punctuation errors	class. • Use the present tense, including the perfect form • Use conjunctions, adverbs and prepositions to express time, place and cause • Extend the range of sentences with more than one clause by using a wider range of conjunctions • Plan writing and headings • Use headings and sub headings to organise the report • Write from memory simple sentences, dictated by the teacher • Present report with pictures, photographs and writing when considering the audience of the writing • Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements		• Make simple additions, revisions and proof reading corrections to own writing Spring 2 ***Innovative retell of key events – change the animal (including a setting description and dialogue)*** • In pairs have conversations as characters from the book. Record in talking tins • Role on the wall for different characters • Map out story – key events as a class • Magpie words and phrases from the story which show character • Write in speech bubbles added to pictures in the book • Use inverted commas to punctuate direct speech • Use a range of verbs for said • Use a range of adverbs and adverbial phrases • Write a short setting narrative to introduce the characters • Label pictures from the book, adding adjectives and noun phrases for detail • Story map a scene from the story. Add post-its with characters thoughts and feelings • Write retell with dialogue and setting description based on a scene from the story and using the story map Summer 1 ***Innovative narrative of The Egyptian Cinderella*** • Oracy – dramatise the story • In groups produce a story map – images given to support • Draft and edit by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Magpie words and phrases which can be used in their re-tell • Create settings, characters and plot in the planning • Use inverted commas to punctuate direct speech • Express time, place and cause using conjunctions, adverbs or prepositions

	scaffold) • Draft and write travel brochure • Edit and revise in pairs • Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear						• Plan and write their retell – changing the ending or one section of the story • Experiment with using similes, metaphors and onomatopoeia to create atmosphere • Write expanded noun phrases – determiner, adjectives, nouns and prepositions • Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements • Make simple additions, revisions and proof-reading corrections to own writing • Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
4	Autumn 2 ***Formal persuasive letter from Dumbledore to Harry*** • Oracy – formal speeches as if Dumbledore • Use connecting adverbs to link persuasive points together and provide further justification, • Use adverbs which show cause and effect. • Use paragraphs to organise ideas around a persuasive points, and counter-arguments • Order points to link them together so that one follows from another • Write a closing statement which repeats and reinforces the original/opening statement or viewpoint • Recap appropriate	Summer 3 ***Magic power Explanation*** • Orally re-tell their explanation in pairs or groups • Draw each stage of the explanation with annotations • Use prepositions and adverbs to express time, cause and place • Form nouns using a range of prefixes • Use coordinating and subordinating conjunctions to express time and cause • Form subordinate clauses using subordinating conjunctions • Use present perfect in the explanation instead of simple past • Use paragraphs to group related information • How and Why questions as headings and subheadings	Spring 3 ***Instructions – Linked to How to train your dragon*** • Write detailed list of equipment • Use technical vocabulary and language of the time • Use subordinate clauses and adverbials to express time and cause • Use commas after fronted adverbial • Use the conjunction 'if' to start complex sentences which give additional advice • Investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential • Investigate the use of nouns and pronouns in instructional texts and support the	Autumn 3 ***Recount Writing – Diary Entry (Harry's first day)*** • Hot seating – Harry • Find and use informal words and phrases which Harry uses in the book • Standard forms of English verb inflections (I was/ I did) • Use possessive pronouns (my, his, her, their) as determiners • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Apostrophes for plural possession • Use a wider range of subordinating conjunctions • Use prepositions (during, in, because of, before, after) and	Autumn 4 ***Non-Chronological Report – Quidditch*** • Drama – act out/improvise the game of Quidditch • Use Standard forms of English - verb agreements • Note how writing often moves from general to more specific detail through the use of determiners and subordination and coordination. • Understand and identify determiners • Use standard English • Use of a wider range of subordinating conjunctions • Use preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency • Explore expanded noun phrases • Use of paragraphs to		Autumn 1 ***First person narrative to include a character description of Albus Dumbledore*** • Work in role to 'interview' story characters. • Use some figurative language (similes) to build detail • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use fronted adverbial • Use commas after fronted adverbials • Use apostrophes for singular and plural possession • Use inverted commas and other punctuation to record direct speech. • Check appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Re-write a scene from the story which introduces the character. Show character through appearance, dialogue and actions. Include character descriptions designed to provoke sympathy or dislike in the reader • Edit and improve writing Autumn 5 ***Own Fantasy setting description*** • Use images/short video clip settings which create atmosphere • Use varied and rich vocabulary from the book which creates atmosphere and setting

	choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Use commas after fronted adverbials • Apostrophes for plural possession Summer 4 ***Persuasive poster – visit the Queen*** • Orally rehearse persuasion as if a radio or TV broadcast • Identify and use alliteration and exaggeration • Use preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency. • Expanded noun phrases further expanded by adding adjectives and prepositions to modify the noun and really develop description • Use commas in lists and after fronted adverbials • Apostrophes for plural possession • Use statistics images, visual aids to reinforce persuasion	• Conclude explanation effectively	children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity • Write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions	adverbs (next, soon, therefore) • Consistent use of the past tense • Use paragraphs to organise ideas around events from the day • Develop the final paragraph as a way of summarising the events and adding a personal reflection Spring 1 ***Informal letter – character from the story How to Train Your Dragon*** • Character development – role play • Vocabulary exploration – subject specific and text based • Select some words and phrases that support the 'theme' of the recount • Use a wider range of prepositions, adverbs and subordinating conjunctions to express time and cause • Write sentences with subordinate clauses • Use commas in lists and after fronted adverbials • Explore and manage the shift between past and present tense in recounts – what has happened and what you want to happen • Use paragraphs to	organise ideas around a theme with a linked introduction and conclusion Summer 1 ***Fact file – Mr Tumnus (Ch 2)*** • Freeze frames – Mr Tumnus • Use further prefixes and suffixes and understand how to add them • Place the possessive apostrophe accurately in words with regular and irregular plurals • Use the present perfect form of verbs instead of the simple past • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Collect and use examples of prepositional phrases to clarify physical features. • Explore similes (using 'as' and 'like') • Form subordinate clauses using subordinating conjunctions • Use paragraphs to group related material • Use headings and sub-headings to aid presentation • Proof read, edit and		• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Develop settings using adjectives and figurative language to evoke time, place and mood. • Use simple and progressive verb forms • Use fronted adverbial • Use commas after fronted adverbials • Use apostrophes for singular and plural possession • Edit and improve writing Spring 2 ***Narrative – write from a different characters perspective*** • Oracy – role play events from the story from the different character's perspective. • Using pictures from the book, record their thoughts and feelings about a particular event in the story. • Write in speech bubbles to show what the character might say at different points in the story. • Use inverted commas and other punctuation to record this as direct speech • Write sentences with subordinate clauses. • Use a range of prepositions, adverbs and conjunctions to link ideas • Model write a short section of the book from a different viewpoint and children continue this. • Use a story map to plan a section of the story from the different viewpoint. Consider what they were doing at different points in the story. • Writing their narrative in paragraphs • Edit and revise writing Spring 4 ***Narrative – mystery with dialogue (based on Jabberwocky)*** • Create a story map for Jabberwocky • Dramatise the poem using freeze frames • Write in role as a character from the poem • Plan writing into paragraphs • Use inverted commas and other punctuation to indicate direct speech • Use commas in lists and after fronted adverbials • Use different ways to introduce or connect

				organise ideas around a theme • Develop a linked introductory paragraph and concluding paragraph attraction for years to come.' Spring 2 ***Diary – 2 perspectives*** • Oracy – Character development – both (conscience ally, freeze frame, hot seating) • Explore words and phrases which show the personalities of both characters • Record words to show how they would both feel about a person or situation/event in the story • Use a range of prepositions, adverbs and conjunctions to link ideas • Use commas after fronted adverbials and in lists • Understand difference with 's' for plurals (books) and possessives (its) • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Apostrophes for plural possession • Sequence the same events chronologically (story map) and add	revise Summer 6 ***Non-Chronological Report – Lion*** • Research Lions and make notes as a group from a range of sources. • As a group – organise notes into sections containing information on the same theme. • Use Standard forms of English - verb agreements • Note how writing often moves from general to more specific detail through the use of determiners and subordination and coordination. • Use of a wider range of subordinating conjunctions • Use preposition phrases and subordinate clauses to indicate place, manner or frequency • Explore expanded noun phrases • Use paragraphs to organise ideas around a theme with a linked introduction and conclusion • Organise and present non chronological report to engage the reader (interesting headings and sub headings, diagrams, pictures and captions)		paragraphs • Develop settings using adjectives and figurative language to evoke time, place and mood. • Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Proof read, edit and revise Summer 5 ***Write as if a bird watching from above (Ch 14)*** • Plan and tell stories, varying voice and intonation to create effects and sustain interest. • Role play include dialogue to set the scene and present characters • Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. • Use vocabulary from the book • Express time, place and cause using conjunctions, adverbs or prepositions • Use inverted commas and other punctuation for direct speech • Plan their story - setting, characters and include a problem and resolution (plot) • Organise writing into paragraphs • Include description of a typical setting and characters. • Use written dialogue to move the plot on • Draft and edit by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Make simple additions, revisions and proof-reading corrections to own writing

				each characters thoughts and feelings • Use paragraphs to organise ideas around a theme – use the same structure in both diaries • Develop the final paragraph of each diary as a way of summarising the events of the day and writing a contrasting final reflection Summer 2 ***Diary – Susan or Edmund (Ch 4 or 5)*** • Oracy – Character development (role play) • Explore words and phrases which show the personalities of both characters • Use a range of prepositions, adverbs and conjunctions to link ideas • Use commas after fronted adverbials and in lists • Understand difference with 's' for plurals (books) and possessives (its) • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Apostrophes for plural possession • Use rhetorical questions • Use present and past			

				perfect verb forms to report events • Use paragraphs to organise ideas around a theme • Include this information concisely in own recounts. • Write finishing lines for a final paragraph which reflect on the day's events			
5	Autumn 5 ***Persuasive Leaflet – Travel Brochure – the island*** • Oracy – in groups plan and perform an adverts for the Island • Identify the purpose and audience of the leaflet • Use persuasive words and phrases to describe given pictures • Generate interesting headings, including those with alliteration • Plan section of the leaflet in groups (location/setting, accommodation, activities, food, facilities) • Use modal verbs • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning • Use rhetorical questions to emphasise viewpoint • Write captions	Spring 1 ***The Handy Handy Hand or own invention explanatory and persuasive text*** • Use relative clauses • Use commas to clarify meaning or avoid ambiguity • Brackets and commas to indicate parenthesis • Use devices to build cohesion within a paragraph (then, this, after) • Link ideas across paragraphs using adverbials of time, place and number or tense choices • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style Summer 1 ***Victorian Workhouse explanation text***		Autumn 1 ***Ship's Log*** • Read aloud with good pace and prosody extracts from Michael's Ship's Log. • Identify the language and organisational features of a Ship's Log from the examples in Kensuke's Kingdom and compare to a diary. • Record examples of technical language used in the book relating to sailing and the boat. • Map the journey Michael makes with his family • Choose a date and plan the events of the day, actions of the family (and Stella) and Michael's thoughts and feelings • Identify past tense verbs in the simple and progressive form • Use adverbs and modal verbs to indicate degrees of possibility • Use the apostrophe	Autumn 4 ***Non Chronological Report – Space*** • Research Space – books, video clips and safe research on the Internet (provide recommended sites) • Make notes • Group together similar information about an aspect of space • Magpie technical and descriptive vocabulary • Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Use colons to mark boundaries between independent clause • Write sentences with relative clauses • Use devices to build cohesion within a paragraph (then, after, that, this, firstly) • Use of adverbs of time (soon, later, after), place (nearby) to link ideas across		Autumn 2 ***Setting Description – Island*** • Read island descriptions – magpie words and phrase and identify language features. • Study different images of islands and annotate in groups • Synonym Wheel – colours, • Adjectives of intensity – size, shape, mood • Use figurative language for the island setting, including similes, metaphors, personification and onomatopoeia • Write sentences with relative clauses • Use commas accurately in lists and to separate clauses • Link ideas across paragraphs using adverbials of place Spring 3 ***Showing character through dialogue (Ch 12)*** • Use hot seating and freeze frames to explore different characters' points of view. • Orally re-tell the events at the Care Home from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. • Use adverts and adverbial phrases to link paragraphs • In writing, portray events happening simultaneously (Meanwhile…) • Link paragraphs in cohesive narrative using adverbs and adverbial phrases • Vary pace by using direct and reported speech. • Use dialogue to build character. • Develop characterisation by 'showing' the reader, not telling

	• Write an introductory and concluding paragraph which are linked Spring 2 ***Formal letter from Matilda to the Government (Ch 6)*** • Hot seating – Matilda • Identify formal and informal words and phrases • Use persuasive words and phrases • Use adverbs to indicate degrees of possibility. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Use formal vocabulary in writing • Use paragraphs to organise ideas with a linked opening and closing paragraph • Build cohesion within a paragraph (such as then, after that, this, firstly, as well as this) • Use rhetorical questions to emphasise viewpoint • Write an introductory paragraph explaining the issue/concern and action needed • Develop PEE paragraphs with a clear point, evidence and explain • Write a concluding	• In groups act out aspects of life in the Workhouse • Use relative clauses • Use of modal verbs to indicate degree of certainty • Use commas to clarify meaning or avoid ambiguity • Brackets, dashes and commas to indicate parenthesis • Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency • Link ideas across paragraphs using adverbials of time, place and number or tense choices		for contraction and possession • Use commas to indicate parenthesis, clarify meaning or avoid ambiguity. • Write an entry into the Ship's Log succinctly using vocabulary to match the context and purpose • Produce an edited Ship's Log entry which is decorate like Michael does in the book. Autumn 3 ***Contrasting Diary – Kensuke's Kingdom*** • Conscience Ally – Kensuke and Michael's differing views about certain situations • Identify words and phrases from the text which show both character's personalities • Role on the Wall for Kensuke and Michael • Recognise and use rhetorical questions, commands and exclamations • Use idioms and expressions to show feelings and character • Dual planning – both characters feelings about the same event • Link ideas across paragraphs using adverbials of time • Use adverbs and modal verbs to	paragraphs • Use of a range of layout devices to structure text: headings, subheadings and diagrams		• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs or modal verbs • Brackets, dashes or commas to indicate parenthesis Summer 3 ***Writing from a different character's perspective: Waterman's Arms (Ch 14)*** • Use improvisation and role-play to explore events in the Waterman's Arms from a different character's viewpoint • Orally re-tell events from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. • Use words and phrases from the book to show setting and character (language of the time) • Write a character description of Grimy Nick • Create atmosphere using similes, metaphors and personification • Write events happening simultaneously (Meanwhile…) • Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases • Use dialogue to show character. • Develop characterisation by showing the reader, not telling Summer 4 ***Monologue – Jim (After Ch 16)*** • Explore first person pronouns and writing in the first person • Use examples to help understand the style of a monologue and how it is a single voice. • Plan monologue into a beginning, middle and end • Synonyms – Jim's emotions about characters and events • Address the reader directly • Use the language and expressions of the time and of Jim ('em) • Include the voice of Shrimps (bruvver) as if Jim is thinking what he'd be saying • Ask rhetorical questions or using language as if the reader is taking part in a conversation with the writer.

	paragraph which reiterates the action needed			indicate degrees of possibility • Use the apostrophe for contraction and possession • Use dashes or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity. • Use the past tense consistently and future tense for the final paragraph Spring 4 ***Biography – Female scientist of choice*** • Research and make effective notes • Share with partner what they have learned about their scientist • Verb prefixes (bi, dis, de, mis-, over-, re) • Recap using relative clauses • Use an impersonal tome • Use devices to build cohesion within a paragraph (then, after, that, this, firstly) • Use adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs • Use past perfect and past progressive verb forms • Use brackets, dashes and commas to			

				indicate parenthesis • Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both • Use of commas to clarify meaning or avoid ambiguity • Use relevant and engaging headings to organise chronological writing Summer 2 **Diary of a child in a Victorian Workhouse** • Explore vocabulary of the time – colloquial and technical • Use modal verbs to indicate degree of certainty, adverbs of degree • Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. • Explore the use of reported speech in a diary • Explore the use of personal versus impersonal writing and decide when each is appropriate • Explore the use of short, simple sentences to			

				summarise; orientate the reader; dramatic impact • Devices to build cohesion within a paragraph (then, after, that, this, firstly) • Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs • Tense choice to link ideas (perfect and progressive forms, simple past & present tense) • Explore how dashes are less commonly used in more formal texts • Use of commas to clarify meaning or avoid ambiguity			
6	Summer 3 ***Formal letter – WWII*** • Understand difference between formal and informal vocabulary and structures • Use precise, technical vocabulary • Use the passive to gain support of an audience without dictating who should be responsible for making that action happen • Know the difference between structures typical of informal speech and	Summer 2 ***Explanatory Text with Instructions (WW2 link – Pasty)*** • Know the difference between formal and informal vocabulary and structures • Use subject specific WW2 vocabulary • Use the passive voice and the subjunctive form to ensure an impersonal tone • Use modal verbs to recommend and assert • Use embedded phrases and clauses for succinctness • Use of semi-colon, colon or dash to mark the boundary between independent clauses • Use of bullets, colons & semicolons to punctuate lists • Use different forms of the past and present tense • Plan an introduction and conclusion • Use of a range of layout devices to structure text (headings, subheadings, bullet points and		Autumn 2 ***Journalistic Writing - Newspaper report – Skelling*** • Use play on words for headlines • Write a lead sentence and an opening paragraph with the 5 W's. • Organised writing into sequenced, chronological paragraphs. • Write captions and a final comment • Know how to write impersonally • Maintain control over formality	Spring 4 ***Non Chronological Report – imaginary animal*** • Create a hybrid animal and produced a labelled sketch • Research features of the different animals • Group similar information together • Explore technical and descriptive vocabulary • Compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their	Autumn 3 ***Discursive writing - Debate (Home Schooling)*** • Hold a class debate – for/against and questions to ask. Sentence stems provided to support • Conjunctions and connecting adverbs to introduce, conclude, for and against • Use formal vocabulary and structures • Use modal verbs to indicate degree of certainty • Use the passive voice	Autumn 1 ***Narrative third person retell of Skellig when Michael first discovers Him in the Garage (Include setting and character description and atmosphere)*** • Hot Seating – Him • Roleplay conversations between characters • Character Role on the Wall • Explore synonyms and adjectives of intensity • Use language of the time – technical and descriptive • Use speech punctuation accurately • Use verb tenses consistently and correctly • First and third person pronouns • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character feel and adding detail of sights and sounds • Plan effectively and talk through plan • Use paragraphs to vary pace and emphasis.

	structures appropriate for formal speech and writing. • Use semi-colon, colon or dash to mark the boundary between independent clauses • Use a wider range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase, use of a wider range of adverbials, ellipsis) • Apply persuasive skills in a range of contexts/ structures • Vary and manage paragraphs in a way that support whole structure of the text Summer 4 ***Persuasive and informative Leaflet – Operation Spitfire*** • Class trip to the Museum • Create a page of information all about Operation Spitfire, grouping similar information together • 'AFOREST' persuasive techniques • Sentence types – command, exclamation, statement and question • Comparative and superlative adjectives • Formal and informal vocabulary and structures • Direct address and	diagrams) • Use a wide range of cohesive devices to link ideas across paragraphs	• Use the passive voice • Write succinctly using nominalisation • Use the subjunctive form • Include direct and reported speech • Use colons to introduce quotes • Use dashes in speech • Show character through quotes • Use a wide range of cohesive devices to link ideas across paragraphs • Use commas to separate clauses and avoid ambiguity • Include a level of bias in writing Spring 1 ***Diary – Stanley's Viewpoint*** • Hot seating – Michael • Understand the difference between formal and informal vocabulary and structures • Use apostrophes for possession and contraction • Recognise and use rhetorical questions, and exclamations • Use idioms and expressions to show feelings • Write sentences with relative clauses and commas for parenthesis • Use a range of cohesive devices to link ideas across paragraphs	interest throughout • Use the passive to avoid personalisation; avoid naming the agent of a verb and maintain an appropriate level of formality for the context and purpose of writing • Use a wider range of cohesive devices to link ideas across paragraphs o repetition of a word • Use of a range of layout devices to structure text: headings, subheadings, columns, bullet points. tables and diagrams • Use relative clauses to expand sentences • Use the semi-colon, colon or dash to mark the boundary between independent clauses • Use hyphens • Proof read work with a partner	• Use the subjunctive form • Use of a wider range of cohesive devices to link ideas across paragraphs, • Use the semi-colon, colon and dash to mark the boundary between independent clauses • Develop P.E.E paragraphs, expanding viewpoints Write detailed introductions and linked conclusions summarising points made.	• Use a variety of techniques to introduce characters and develop characterisation • Vary sentence length to achieve a particular effect • Use literary language and characterisation • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Use the semi-colon, colon and dash to mark the boundary between independent clauses • Use the colon to introduce a list and use of semi-colons within lists Autumn 4 ***Dialogue between characters (eg Michael, Mina, Coot and Leakey)*** • Roleplay conversations/arguments between characters • Punctuate speech accurately • Use dialogue to show character and advance the action • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character feel and adding detail of sights and sounds • Plan effectively and talk through plan • Use paragraphs to vary pace and emphasis. • Vary sentence length to achieve a particular effect • Use a variety of techniques to introduce characters and develop characterisation • Use dialogue at key points to move the story on or reveal new information. • Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Use the semi-colon, colon and dash to mark the boundary between independent clauses • When editing, reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Spring 3 ***Narrative - Writing from a different character's perspective (Holes)***

	quotes • Adverbs and modal verbs to indicate degrees of possibility • Bullet points, colons and semi colons to punctuate a list • Introduction, organised paragraphs which flow and a conclusion. • Develop alliterative and word play headings		(repetition of a word or phrase, wide range of adverbials for effect and ellipsis. • Opening and closing lines of paragraphs support movement across the text • Organise writing into sequenced paragraphs with and introduction and conclusion Spring 2 ***Informal letter – Stanley to his Mom*** • In pairs have a conversation as if Stanley and his mom • Know the difference between formal and informal vocabulary and structures • Use rhetorical questions, question tags, exclamations • Use idioms to show character and match the context • Use semi-colons, colons or dashes to mark the boundary between independent clauses • Organise letter into paragraphs with an impersonal opening and closing – matching the audience (Mom) and purpose (to reassure) • Use a wide range of cohesive devices to link ideas across paragraphs Summer 1			• Use improvisation and role play to explore the characters, setting and events in Holes (focus on Ch 10) • Use techniques learned from reading to create a setting by using expressive or figurative language, including personification, pathetic fallacy, similes and metaphors • Adjectives of intensity • Create a character backstory • Plan effectively and talk through plan • Use paragraphs to vary pace and emphasis. • Use dialogue to show character • Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase and grammatical connections • Use commas precisely • Use the semi-colon, colon and dash to mark the boundary between independent clauses . Summer 5 ***The Island – First person narrative and dialogue*** • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character feel and adding detail of sights and sounds • Use language of the time – technical and descriptive • Use literary language and characterisation • Plan effectively and talk through plan • Use paragraphs to vary pace and emphasis. • Vary sentence length to achieve a particular effect • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Use the semi-colon, colon and dash to mark the boundary between independent clauses • Use the colon to introduce a list and use of semi-colons within lists

			Letter with Narrative woven throughout – Once • Explore language of the time – WW2 • Role Play – Interview with the character • Use rhetorical questions, question tags, exclamations • Use idioms to show character and match the context of the letter • Use hyphens • Use dashes effectively • Plan letter and where to interweave narrative thoughts • Organise letter into paragraphs with an impersonal opening and closing – matching the audience and purpose • Use a wide range of cohesive devices to link ideas across paragraphs • Proof read to ensure consistency and accuracy in tense choices (simple, perfect and progressive)			