

Progression of Writing Text

Types



Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instructions Purpose – to inform	<p>Listen to and follow single instructions, and then a series of two and three instructions</p> <p>Verbalise instructions in order.</p> <p>Sequence and order pictures correctly.</p> <p>Write and label pictures. Write captions using phonic knowledge taught.</p> <p>Use language of time, that is, then, next, now.</p> <p>Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.</p> <p>Begin to use a capital letter and full stop when writing a sentence.</p>	<p>Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Write two consecutive instructions independently</p> <p>Use an introductory paragraph.</p> <p>Understand and use the format and layout of instructions correctly.</p> <p>Use a range of sequencing conjunctions such as next, firstly, finally etc.</p> <p>Use and understand imperative verbs and their role in commands.</p> <p>Use a final statement.</p> <p>Punctuate sentences using full stops and capital letters.</p> <p>Use a variation of punctuation learnt such as question marks and exclamation marks.</p>	<p>Consolidate Year 1 features, but further extend by -</p> <p>Listen to and follow a series of more complex instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams.</p> <p>Analyse some instructional 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</p> <p>Write simple instructions independently e.g. getting to school, playing a game</p>	<p>Read and follow instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>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.</p> <p>Evaluate effectiveness of instructions.</p> <p>Write clear written instructions using correct register and devices to aid the reader.</p> <p>Use bullet points correctly.</p> <p>Use a range of sequencing conjunctions such as first, next, then, finally etc. Integrate sub-headings within instructions.</p> <p>Create and use an introduction.</p>	<p>Consolidate Year 3 features, but further extend by -</p> <p>Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes).</p> <p>Compare these in terms of audience/purpose and form (structure and language features).</p> <p>Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.</p> <p>To include a list of equipment Needed - outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Consolidate work from previous learning.</p> <p>Can write accurate instructions for complicated processes.</p> <p>Can write imaginative instructions using flair and humour.</p> <p>Understand their audience and adjust formality accordingly.</p> <p>Use bullet points and/or numbered steps correctly.</p> <p>Create and use a concise and relevant introduction.</p> <p>Create and use chronological steps accurately.</p> <p>Use a range of sequencing conjunctions such as first, next, then, finally etc. Integrate sub-headings within instructions, for example, equipment, method etc.</p>	<p>Consolidate work from previous learning.</p> <p>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.</p> <p>Understand their audience and adjust formality accordingly. Use bullet points and/or numbered steps correctly. Create and use a concise and relevant introduction. Create and use chronological steps accurately. Use a range of sequencing conjunctions such as first, next, then, finally etc. Integrate sub-headings within instructions, for example, equipment, method etc.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recount – Purpose to inform</p>	<p>Verbally recall events in the order they happened.</p> <p>Order pictures, captions and sentences correctly. Use first, next, then, after that correctly.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event.</p> <p>Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.</p> <p>Begin to use a capital letter and full stop when writing a sentence.</p>	<p>Describe incidents from own using sequencing words and phrases such as then, after that.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>.</p> <p>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</p> <p>Written in the past tense.</p>	<p>Consolidate Year 1 features, but further extend by -</p> <p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>Describe events in chronological order.</p> <p>Detail the events using appropriate vocabulary.</p> <p>Use appropriate language and techniques to describe feelings and emotions.</p> <p>Use a range of conjunctions.</p> <p>Use action verbs.</p> <p>Use first or third person.</p> <p>Create and use an appropriate conclusion to summarise the overall impact.</p> <p>Use correct punctuation.</p>	<p>Consolidate Year 3 features, but further extend by –</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer’s emotions and responses.</p>	<p>Consolidate Year 4 features, but further extend by -</p> <p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer’s perspective.</p> <p>Use the language features of recounts including formal language when recounting events orally.</p>	<p>Consolidate previously taught features, but further extend by -</p> <p>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.</p> <p>The report is well constructed and answers the reader’s questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritized according to importance and a frame of response set up for the reply.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Letters Purpose – to inform EYFS/KS1, to persuade KS2</p>	<p>Writing short letters to others, using envelopes.</p> <p>Use letter writing language, for example, to, dear, from, date etc.</p> <p>Begin to show awareness of basic punctuation, that is, full stops, capital letters, question marks, exclamation marks and speech marks.</p> <p>Begin to use a capital letter and full stop when writing a sentence.</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Understand and use the layout of a letter correctly.</p> <p>Use paragraphs correctly.</p> <p>Understand the purpose of the letter they are writing.</p> <p>Understand who will be reading the letter and if the tone should be formal or informal.</p> <p>Punctuate sentences using full stops and capital letters.</p> <p>Use a variation of punctuation learnt such as question marks and exclamation marks.</p>	<p>Consolidate Year 1 features, but further extend by -</p> <p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Clear relevant introduction, summary and conclusion.</p> <p>Points about the visit/issue.</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences. Some letter layout features included.</p> <p>Begin to use words to persuade others when appropriate to particular writing purpose.</p> <p>Understand and use level of formality correctly, for example, writing to a friend versus writing to a Member of Parliament. That is, having an awareness of the reader.</p> <p>Understand and use the correct presentation for a letter, for example, Dear and from versus Yours Faithfully or Sincerely.</p> <p>Use correct punctuation.</p>	<p>Consolidate Year 3 features, but further extend by –</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All letter layout features included.</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.</p> <p>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</p> <p>Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument</p>	<p>Developed introduction, summary and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritized information.</p> <p>Purpose of letter clear and transparent for reader.</p> <p>Use the correct level of formal language used throughout to engage the reader.</p> <p>From reading, to collect and investigate use of persuasive devices such as words and phrases</p> <p>Understand how persuasive writing can be adapted for different audiences and purposes and how it can be incorporated into or combined with other text types.</p> <p>Use vocabulary and language specific for recipient.</p> <p>Use correct punctuation.</p>	<p>Consolidate Year 5 features, but further extend by –</p> <p>Letter well-constructed that uses persuasive language techniques to deliberately influence the listener.</p> <p>In written text, choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.</p>
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	<p>Writing about themselves.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>	<p>Create and use a relevant title.</p> <p>Developed introduction and conclusion including elaborated personal response.</p> <p>Description of events are detailed and engaging.</p> <p>The information is organised chronologically with clear signals to the reader about time, place and personal response.</p> <p>Purpose of the recount an experience revealing the writer's perspective.</p> <p>Use formal language and vocabulary.</p> <p>Use passive verbs.</p> <p>Use a range of techniques to assist in linking ideas across paragraphs.</p> <p>Use sub-headings (if appropriate).</p> <p>Create a clear and concise conclusion.</p>	<p>Consolidate learning from Year 5, but further extend by –</p> <p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Description and Narrative— Purpose to entertain</p>	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding that there is a character, setting, problem and finally a solution (fiction).</p> <p>Attempt own writing for various purposes, using features of different forms, including stories.</p>	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p> <p>Use patterns and language from familiar stories in own writing</p> <p>Write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p> <p>Imitate familiar stories by borrowing and adapting structures</p> <p>Write complete stories with a sustained, logical sequence of events</p> <p>Use past tense and 3rd person consistently</p> <p>Include setting</p> <p>Create characters, e.g. by adapting ideas about typical story characters</p> <p>Include some dialogue</p> <p>Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p> <p>Write complete stories with a full sequence of events in narrative order</p> <p>Include a dilemma or conflict and resolution</p> <p>Write an opening paragraph and further paragraphs for each stage of the story</p> <p>Use either 1st or 3rd person consistently</p> <p>Use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis</p> <p>Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution</p> <p>Use paragraphs to organise and sequence the narrative and for more extended narrative structures</p> <p>Use different ways to introduce or connect paragraphs, (e.g.) Sometime later...,</p> <p>Use details to build character descriptions and evoke a response</p> <p>Develop settings using adjectives and figurative language to evoke time, place and mood.</p>	<p>Sequence of plot may be disrupted for effect e.g. flashback</p> <p>Opening and resolution shape the story</p> <p>Structural features of narrative are included e.g. repetition for effect</p> <p>Paragraphs varied in length and structure.</p> <p>Pronouns used to hide the doer of the action e.g. it crept into the woods</p> <p>Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.</p> <p>Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases</p> <p>Adapt writing for a particular audience</p> <p>Aim for consistency in character and style.</p>	<p>The story is well constructed and raises intrigue.</p> <p>Dialogue is used to move the action on who heighten empathy for central character</p> <p>Deliberate ambiguity is set up in the mind of the reader until later in the text</p> <p>Plan quickly and effectively the plot, characters and structure of own narrative writing</p> <p>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</p> <p>Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds</p> <p>Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information</p> <p>Use two narrators to tell the story from different perspectives</p>
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Poetry – Purpose to entertain	<p>Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns</p> <p>Join in with class rhymes and poems,</p> <p>Copy actions</p> <p>Enjoy making up funny sentences and playing with words</p> <p>Look carefully at experiences and choose words to describe</p> <p>Make word collections or use simple repeating patterns</p>	<p>Discuss own response and what the poem is about</p> <p>Talk about favourite words or parts of a poem</p> <p>Notice the poems pattern</p> <p>Perform in unison, following the rhythm and keeping time</p> <p>Imitate and invent actions invent impossible ideas, e.g. magical wishes;</p> <p>Observe details of first hand experiences using the senses and describe</p> <p>List words and phrases or use a repeating pattern or line.</p>	<p>Talk about own views, the subject matter and possible meanings</p> <p>Comment on which words have most effect, noticing alliteration</p> <p>Discuss simple poetry patterns</p> <p>Perform individually or together; speak clearly and audibly.</p> <p>Use actions and sound effects to add to the poems meaning experiment with alliteration to create humorous and surprising combinations</p> <p>Make adventurous word choices to describe closely observed experiences</p> <p>Create a pattern or shape on the page; use simple repeating phrases or lines as models</p>	<p>Describe the effect a poem has and suggest possible interpretations</p> <p>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</p> <p>Explain the pattern of different simple forms perform individually or chorally; vary volume, experimenting with expression and use pauses for effect</p> <p>Use actions, voices, sound effects and musical patterns to add to a performance invent new similes and experiment with word play</p> <p>Use powerful nouns, adjectives and verbs; experiment with alliteration</p> <p>Write free verse; borrow or create a repeating pattern</p>	<p>Describe poems impact and explain own interpretation by referring to the poem</p> <p>Comment on the use of similes and expressive language to create images, sound effects and atmosphere; discuss the poems form and suggest the effect on the reader vary volume, pace and use appropriate expression when performing</p> <p>Use actions, sound effects, musical patterns and images to enhance a poems meaning use language playfully to exaggerate or pretend</p> <p>Use similes to build images and identify clichés in own writing</p> <p>Write free verse; use a repeating pattern; experiment with simple forms</p>	<p>Discuss poets possible viewpoint, explain and justify own response and interpretation</p> <p>Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning</p> <p>Explore imagery including metaphor and personification</p> <p>Compare different forms and describe impact vary pitch, pace, volume, expression and use pauses to create impact</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation invent nonsense words and situations and experiment with unexpected word combinations</p> <p>Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing</p> <p>Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour</p>	<p>Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes</p> <p>Explain the impact of figurative and expressive language, including metaphor</p> <p>Comment on poems structures and how these influence meaning vary pitch, pace volume, rhythm and expression in relation to the poems meaning and form</p> <p>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</p> <p>Use simple metaphors and personification to create poems based on real or imagined experience</p> <p>Select pattern or form to match meaning and own voice</p>
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<p style="text-align: center;">Explanation – Purpose to inform</p>	<p>Writing about experiences or truffle moments.</p>	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow’s nest... Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow’s nest... Dinosaurs were... .</p> <p>Main ideas organised in groups</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of subheadings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>	<p>Developed introduction and conclusion using all the layout features.</p> <p>Description of the phenomenon is technical and accurate.</p> <p>Generalized sentences are used to categorise and sort information for the reader.</p> <p>Purpose of the report is to inform the reader and to describe the way things are.</p>	<p>The report is well constructed and answers the reader’s questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>
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Newspaper – Purpose to inform	<p>Writing wanted or missing posters</p>	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques – time related words.</p> <p>A photo with a caption.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper.</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included.</p> <p>Bold eye-catching headline which includes alliteration.</p>	<p>Developed introduction and conclusion using all the newspaper's layout features.</p> <p>Paragraphs developed with prioritised information into columns.</p> <p>Subheadings are used as an organisational device.</p> <p>Formal language used throughout to engage the reader.</p> <p>Quotations are succinct/emotive.</p>	<p>Newspapers well-constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p> <p>Headlines include puns.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speech/Campaign Advert/leaflet/argument/poster – purpose to persuade</p>		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written in the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Points about subject/issue.</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading</p> <p>Topic sentences</p>	<p>Developed introduction and conclusion using all the argument or leaflet layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>View point is transparent for reader.</p> <p>Emotive language used throughout to engage the reader</p>	<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>
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<p style="text-align: center;">Argument/Review— Purpose to discuss</p>	<p>Experience and recognise that others sometimes think, feel and react differently from themselves.</p> <p>Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't)</p> <p>Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.</p>	<p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other.</p> <p>In reading explore how different characters might think, feel and react differently from themselves and from each other.</p>	<p>Through reading and in life situations, recognise, that different people (characters) have different thought/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.)</p> <p>Explore different views and viewpoints.</p>	<p>Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.)</p> <p>Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)</p>	<p>In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced.</p> <p>Continue to explore the expression of different views through discussion, role play and drama.</p>	<p>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.</p> <p>Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama.</p>	<p>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.</p> <p>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</p> <p>Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...</p> <p>Overall, help to build the ability to choose the</p>
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								appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.
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