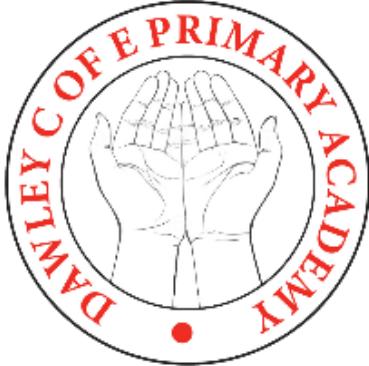


# Writing for Purpose



## The four writing purposes in KS1 & KS2

- **To entertain**
- **To persuade**
  - **To inform**
  - **To discuss**



# Writing to Entertain

## KSI

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>Stories (including re-tellings)</li><li>Description</li><li>Poetry</li><li>In-character/role</li></ul>	<ul style="list-style-type: none"><li>Time sequenced</li><li>Begin to differentiate between past and present tense to suit purpose</li></ul>	<ul style="list-style-type: none"><li>Focus on oral work first</li><li>Use opportunities to reading own work aloud</li></ul>

### Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas:  
*They pulled and pulled at the turnip to get it out.*
- Use **noun phrases** which add detail to description:  
*very old grandma, brave woodchopper*
- Use the **progressive form** for verbs:  
*Goldilocks was walking through the woods.*
- Use **exclamation sentences** where appropriate:  
*What big eyes you have, Grandma!*

#### Adverbials

First Then Next After Later  
The next day...

#### Conjunctions

and but so or when

### Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



# Writing to Entertain

## LKS2

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>• Stories</li><li>• Description</li><li>• Poetry</li><li>• Characters/settings</li></ul>	<ul style="list-style-type: none"><li>• Detailed description</li><li>• Use paragraphs to organise in time sequence</li></ul>	<ul style="list-style-type: none"><li>• Opportunities for comparing different forms of past tense (progressive and simple)</li></ul>

### Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs:  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description:  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context:  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion:  
*They crept into Minos's great labyrinth. Inside the maze....*

#### Adverbials

Soon      Without a thought,  
The next day...    Meanwhile,  
Later,      Carefully,    As...



#### Conjunctions

if      when      because  
while    as      until      whenever  
once

### Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**:  
*Mum asked, "Will you be home for tea?"*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses.
- May begin to use **dashes** for emphasis



# Writing to Entertain

## UKS2

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>Narrative</li><li>Description</li><li>Poetry</li><li>Characters/settings</li></ul>	<ul style="list-style-type: none"><li>Detailed description</li><li>Use paragraphs to organise in time sequence</li></ul>	<ul style="list-style-type: none"><li>Use a range of tenses to indicate changes in timing, sequence, etc.</li></ul>

### Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions:  
*Although Theseus was scared, he prepared to enter the maze.*  
*Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context:  
*Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a **wide range of sentence structures** to add interest.

#### Adverbials

Meanwhile   Later that day   Silently  
Within moments   All night   Nearby  
Under the treetops   Never before  
-ing openers   -ed openers

#### Conjunctions

if   when   because   while  
as   until   whenever   once  
since   although   unless   rather

### Punctuation Content

- Use **brackets** for incidentals:  
*Amy saw Katie (her best friend) standing outside.*
- Use **dashes** to emphasise additional information:  
*The girl was distraught - she cried for hours.*
- Use **colons** to add further detail in a new clause:  
*The girl was distraught: she cried for hours.*
- Use **semi-colons** to join related clauses:  
*Some think this is awful; others disagree.*



# Writing to Inform

## KS1

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>• Recount</li><li>• Letter</li><li>• Instructions</li></ul>	<ul style="list-style-type: none"><li>• Appropriate use of past and present tense.</li></ul>	<ul style="list-style-type: none"><li>• Could use a writing frame to structure sections</li><li>• May include images</li></ul>

### Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas:  
*Badgers sleep in the day and look for food at night.*
- Use **subordinating conjunctions** in the middle of sentences:  
*Badgers can dig well because they have sharp claws*
- Use **noun phrases** which inform:  
*sharp claws, black fur*
- Use **commas** to separate items in a list.
- Use **exclamation sentences** where appropriate:  
*What a fantastic time we all had!*

#### Adverbials

First Firstly Next After Later

#### Conjunctions

and but so or when  
if because

### Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences Use **question mark**:  
*Did you know...?*
- Use **apostrophes** to mark possession:  
*A badger's home is underground*



# Writing to Inform

## LKS2

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>Explanation</li><li>Recount</li><li>Biography</li><li>Letter</li><li>Newspaper article</li></ul>	<ul style="list-style-type: none"><li>Paragraphs used to group related ideas</li><li>Subheadings to label content</li></ul>	<ul style="list-style-type: none"><li>May be built around a key image</li><li>Use techniques to highlight key words (bold, underline etc.)</li></ul>

### Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers:  
*Although they have a fierce reputation, the Vikings weren't all bad.*
- Use **expanded noun phrases** to inform:  
*A tall dark-haired man was seen leaving the scene.*
- Use **commas** to separate adjectives in a list:  
*You will need flour, eggs, sugar and water.*
- Use **relative clauses** to add further detail:  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **present perfect** tense to place events in time:  
*This week we have visited the Science Museum.*

#### Adverbials

First Firstly Before After Later  
Soon Also In addition However

#### Conjunctions

when before after while  
because if

### Punctuation Content

- Consolidate four main punctuation marks (., ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
- Use **commas** to mark subordinate clauses
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



# Writing to Inform

## UKS2

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>Explanation</li><li>Recount</li><li>Biography</li><li>Newspaper article</li><li>Essay</li></ul>	<ul style="list-style-type: none"><li>Paragraphs used to group related ideas</li><li>Heading/subheadings</li><li>Use of technical vocabulary (tier 3)</li></ul>	<ul style="list-style-type: none"><li>May include a glossary</li><li>Sections may contain more than one paragraph</li></ul>

### Grammar and Sentences

- Use **subordinating conjunctions** in varied positions:  
*The Polar Bear, although it is large, can move at great speed.*
- Use **expanded noun phrases** to inform:  
*...a tall dark-haired man with a bright-red cap...*
- Use **relative clauses** to add further detail:  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **passive voice** to remain formal or detached:  
*The money was stolen from the main branch.*
- Begin to use **colons** to link related clauses:  
*England was a good country to invade: it had plenty of useful land.*

#### Adverbials

Meanwhile At first After  
Furthermore Despite As a result  
Consequently Due to For example

#### Conjunctions

when before after while  
because if although as

### Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



# Writing to Persuade

## LKS2

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>Advertising</li><li>Letter</li><li>Speech</li><li>Poster</li></ul>	<ul style="list-style-type: none"><li>Use of 2<sup>nd</sup> person</li><li>Planned repetition</li><li>Facts &amp; Statistics</li><li>Adjectives for positive description</li></ul>	<ul style="list-style-type: none"><li>Link to oracy, esp. for speeches</li><li>Use of colour and images, esp. for advertising</li></ul>

### Grammar and Sentences

- Use **imperative** verbs to convey urgency:  
*Buy it today!*                           *Listen very carefully....*
- Use **rhetorical questions** to engage the reader:  
*Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description:  
*Our fantastic resort has amazing facilities for everyone*
- Use **relative clauses** to provide additional enticement:  
*Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

#### Adverbials

Firstly    Also    In addition  
However    On the other hand  
Therefore    In conclusion



#### Conjunctions

if   because   unless   so  
and   but   even if   when

### Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use ? ! for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses:  
*After your visit, you won't want to leave.*

*Once you've tasted our delicious sandwiches, you'll be coming back for more!*



# Writing to Persuade

## UKS2

Text Types	Text Features	Other Style Ideas
<ul style="list-style-type: none"><li>Advertising</li><li>Letter</li><li>Speech</li><li>Campaign</li></ul>	<ul style="list-style-type: none"><li>Use of 2<sup>nd</sup> person</li><li>Personal pronouns</li><li>Planned repetition</li><li>Facts &amp; Statistics</li><li>Hyperbole</li></ul>	<ul style="list-style-type: none"><li>Link to oracy, esp. for speeches</li><li>Use of colour and images, esp. for advertising</li></ul>

### Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency:

*Buy it today!*

*This product will transform your life..*

- Use **adverbials** to convey sense of certainty:

*Surely we can all agree...?*

- Use **short sentences** for emphasis:

*This has to stop! Vote for change!*

- Use of the **subjunctive form** for formal structure:

*If I were you, I would...*

#### Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion



#### Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

### Punctuation Content

- Use ? ! for rhetorical / exclamatory sentences
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis:  
*This is our chance—our only chance—to make a difference.*
- Use **semi-colons** for structure repetition:  
*Bring your friends; bring your children; bring the whole family!*



# Writing to Discuss

## UKS2

### Text Types

- Balanced argument
- Newspaper article
- Review

### Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

### Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

### Grammar and Sentences

- Use **modal** verbs to convey degrees of probability
- Use **relative clauses** to provide supporting detail
- Use **adverbials** to provide cohesion across the text,  
*Despite its flaws...*                                   *On the other hand...*
- Use **expanded noun phrases** to describe in detail
- Begin to use **passive voice** to maintain impersonal tone:  
*The film was made using CGI graphics*

#### Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion

#### Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

### Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis:  
*This performance—the first by such a young gymnast—was a masterpiece!*
- Use **semi-colons** for to mark related clauses:  
*Some argue ... ; others say...*
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists