Writing for a Purpose

Guidance notes for the four writing purposes in KS1 & 2
# Writing to entertain (KS1)

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<th>Text Types</th>
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<th>Other Style Ideas</th>
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<td>✷ Stories (including re-tellings)</td>
<td>✷ Time sequenced</td>
<td>✷ Focus on oral work first</td>
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<td>✷ Descriptions</td>
<td>✷ Begin to differentiate between past and present tense to suit purpose</td>
<td>✷ Use opportunities to reading own work aloud</td>
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<tr>
<td>✷ Poetry</td>
<td>✷ In-character/role</td>
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## 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
- Stories
- Descriptions
- Poetry
- Characters/Settings

Text Features
- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas
- Opportunities for comparing different forms of past tense (progressive and simple)

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

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)

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<tr>
<th>Text Types</th>
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<tbody>
<tr>
<td>• Narrative</td>
<td>• Detailed description</td>
<td>• Use a range of tenses</td>
</tr>
<tr>
<td>• Descriptions</td>
<td>• Use paragraphs to organise</td>
<td>to indicate changes in timing, sequence, etc.</td>
</tr>
<tr>
<td>• Poetry</td>
<td>in time sequence</td>
<td></td>
</tr>
<tr>
<td>• Characters/settings</td>
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</tr>
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</table>

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**

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
- Recount
- Letter
- Instructions

Text Features
- Appropriate use of past and present tense

Other Style Ideas
- Could use a writing frame to structure sections
- May include images

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,
  *You will need flour, eggs, sugar and water.*
- Use **exclamation sentences** where appropriate,
  *What a fantastic time we all had!*

Adverbials
- First
- Firstly
- Next
- After
- Later

Conjunctions
- and
- but
- so
- or
- when
- if
- because

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
- Explanation
- Recount
- Letter
- Biography
- Newspaper article

#### Text Features
- Paragraphs used to group related ideas
- Subheadings to label content

#### Other Style Ideas
- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

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#### 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 Minster lives, before visiting the Houses of Parliament.*
- Begin to use **present perfect** tense to place events in time, *This week we have visited the Science Museum.*

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#### Adverbials
- First
- Firstly
- Before
- After
- Later
- Soon
- Also
- In addition
- However

#### Conjunctions
- when
- before
- after
- while
- because
- if

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#### Punctuation Content
- Consolidate four main punctuation marks (.,!,?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials, *After lunch, we went into the museum*
- Use **commas** to mark subordinate clauses, *When he was a boy, Dahl did not like reading.*
- Use **inverted commas** for direct speech
- Use **bullet points** to list items
## Writing to inform (UKS2)

### Text Types
- Report
- Recount
- Biography
- Newspaper article
- Essay

### Text Features
- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

### Other Style Ideas
- May include a glossary
- Sections may contain more than one paragraph

### 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
- Advertising
- Letter
- Speech
- Poster

## Text Features
- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

## Other Style Ideas
- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

## 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**
- Advertising
- Letter
- Speech
- Campaign

**Text Features**
- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

**Other Style Ideas**
- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

**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)

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| - Balanced argument  
- Newspaper article  
- Review  | - Appropriate use of cohesive devices  
- Use of subjunctive form where needed  | - Use paragraphs to structure arguments  
- Maintain formal / impersonal tone  |

## Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,  
  *It could be argued... Some might say...*
- Use **relative clauses** to provide supporting detail  
  *The rainforest, which covers almost a third of South America...*
- Use **adverbials** to provide cohesion across the text,  
  *Despite its flaws... On the other hand...*
- Use **expanded noun phrases** to describe in detail  
  *The dramatic performance by the amateur group was...*
- Begin to use **passive voice** to maintain impersonal tone,  
  *The film was made using CGI graphics*

## Adverbials

- Firstly  
- Furthermore  
- In addition  
- However  
- Nevertheless  
- Therefore  
- Consequently  
- In conclusion

## Conjunctions

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

## 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