Moorland Primary School: Progression on skills in Writing – Persuasion texts

(advert, leaflet, argument, speech)	Text structure	Sentence	Useful vocabulary	Word classes	Punctuation
Year 6	Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths Prepositional phrases used cleverly. e.g. In the event of a blackout	It appears that There can be no doubt that It is critical Fundamentally How can anyone believe this to be true? Does anyone really believe that? As everyone knows I cite, for example I would draw your attention to I would refer to On the basis of the evidence presented Phenomenal Unique Unmissable You will be Don't Take a moment to Isn't it time to? Worried about	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.

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Year 5	Developed introduction	Sentence length varied	It strikes me that	Noun	Consolidate all previous
	and conclusion using all	e.g short/long.	There is no doubt that	Locate and identify	learning.
	the argument or leaflet	Active and passive voice	I am convinced that	expanded noun phrases.	Brackets
	layout features.	used deliberately to	It appears	<u>Verbs</u>	Dashes
	Paragraphs developed	heighten engagement.	In my opinion	Use modal verbs.	Colons
	with prioritised	e.g. the café chairs were	Surely only a fool would	Prefixes for verbs; dis, de,	Semi colons
	information.	broken.	consider	mis, over, ise, ify.	
	View point is	Wide range of	In addition	Convert adjectives in	
	transparent for reader.	subordinate connectives	Furthermore	verbs using suffixes; ate,	
	Emotive language used	e.g. whilst, until, despite.	Moreover	ise, ify.	
	throughout to engage	Complex sentences that	My evidence to support	<u>Adjectives</u>	
	the reader.	use well known	this is	Choose appropriate	
		economic expression.	On balance	adjectives	
		e.g Because of their	Just think how	Connectives/conjunctions	
		courageous efforts, all	Now you can	Use a wide range of	
		the passengers were	For the rest of your life	connectives.	
		saved, which was	Unbelievable	<u>Tense</u>	
		nothing short of a	Outrageous	Change tense according	
		miracle.	Incredible	to features of the genre.	
		Persuasive statement are		<u>Adverbs</u>	
		used to change the		Know what an adverbial	
		readers opinion. E.g. you		phrase is.	
		will never need to		Fronted adverbials	
				Comma after fronted	
				adverbials.	
				Adverbials of time, place	
				and number.	

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Year 4 Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences Noun sand pronouns used for clarity and cohesion. Is it any wonder that Furthermore clauses e.g. Mhile we were at the park Is it any wonder that Furthermore and it is clear that to the theter. Paragraphs organised correctly into key ideas. Subheading Topic sentences Noun and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. In conclusion In summary The evidence presented Have you ever thought about? Do you think that? Fed up with? Year 3 Clear introduction. Simple sentences with Points about Variation in sentence structures e.g. While we were at the park It seems to me that on clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and propositional phrases. Verbs Standard English forms for verbs. Adjectives Connectives. Connectives. Tense Correct use of past and present tense. Adverbials Correct use of past and present tense. Adverbials Comma after fronted adv		The state of the s		9. 333.011 311 311113 111		
Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a? Year 3 Clear introduction. Links between key ideas in the letter. As we arrived Bit is clear that is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally Inconclusion In summary The evidence presented Have you ever thought about? Do you think that? Fed up with? Fed up with? Fed up with? Year 3 Clear introduction. Simple sentences with Surely It is clear that is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented Have you ever thought about? Do you think that? Fed up with? Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials Introduce possessive	Year 4		Variation in sentence	I believe that	Noun	Apostrophe to mark
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pacing Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. haven't you always longed for a? Year 3 Clear introduction. Inevitably Finally In conclusion In summary The evidence presented Have you ever thought about? Do you think that? Fed up with? Fed up with? Fed up with? Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbials Comma after fronted adverbials. Year 3 Clear introduction. Simple sentences with Surely Noun Introduce possessive		Topic sentences	very angry	Implore you to consider	phrases.	indicate direct speech.
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Phrase is. Fronted adverbials Comma after fronted adverbials. Year 3 Clear introduction. Simple sentences with Surely Noun Introduce possessive					<u>Adverbs</u>	
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Year 3 Clear introduction. Simple sentences with Surely Noun Introduce possessive					phrase is.	
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Year 3 Clear introduction. Simple sentences with Surely Noun Introduce possessive					Comma after fronted	
					adverbials.	
	Year 3	Clear introduction.	Simple sentences with	Surely	Noun	Introduce possessive
		Points about	extra description.	Obviously		apostrophes for plural
subject/issue Clearly prefixes. nouns.		subject/issue	·	Clearly	prefixes.	nouns.

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	Moor land i i illiai y oc	moor ir ogi ession on	skiiis ili Willing Tersuusio	/// TEXTS
Organis	ed into Some complex	x sentences Don't you think	Nouns and pronouns used	Introduce inverted
paragra	phs using when, if	, as etc. Firstly	to avoid repetition.	commas.
Sub-hea	nding used to Tense consiste	ent e.g. Secondly	<u>Verbs</u>	
organiz	e texts. modal verbs c	an/will Thirdly	Present perfect forms of	
	Adverbials	My own view is	verbs instead of 'the'	
	e.g. When the	ey have a My last point is	<u>Adjectives</u>	
	problem, we p	played after My final point is	Choose appropriate	
	tea.	Imagine	adjectives.	
	It was scary in	the tunnel. Consider	Connectives/conjunctions	5
	Start sentence	es with Enjoy	Express time and cause	
	verbs e.g. ima	gine,	(when, so, before, after,	
	consider, enjo	by.	while, because)	
			<u>Tense</u>	
			Correct and consistent	
			use of past and present	
			tense.	
			<u>Adverbs</u>	
			Introduce/revise adverbs.	
			Express time and cause;	
			then, next, soon.	
Year 2 Brief in	roduction and Subject/verb	sentences The biggest	<u>Noun</u>	Use spaces that reflect
conclus	ion. e.g. He was	The greatest	Form nouns using suffixes	the size of the letters.
Writter	In the present They were	The longest	and compounding.	Use full stops correctly.
tense.	It happened	The tallest	Expanded noun phrases	Use question marks
Main id	eas organised in Some modal v	verbs I think that	for description.	correctly.
groups.	introduced	I believe that	Add 'es' to nouns.	Use exclamation marks
	e.g. would, co	uld, should. Extraordinary	<u>Verbs</u>	correctly.
	Use simple ad	verbs Remarkable		Use capital letters

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			Trimary School Tro	9. 333.011 011 311113 111	withing to badolor	1 TOX TO
			Use simple noun phrases		Progressive form of verbs	Apostrophes for
			e.g. red shoes		in the past and present	contractions.
			Uses rhetorical		tense.	Possessive apostrophes
			questions.		Add 'es', 'ed' and 'ing' to	for singular nouns.
			Uses ambitious		verbs.	Commas to separate
			adjectives to grab the		<u>Adjectives</u>	
			reader's attention.		Add 'er' and 'est' to	
					adjectives where no	
					change is needed to root	
					word.	
					Connectives/conjunctions	
					Subordination – when, if,	
					that, because	
					Coordination – or, and,	
					but.	
					<u>Tense</u>	
					Correct and consistent	
					use of past and present	
					tense.	
					<u>Adverbs</u>	
					'ly' added to adjective to	
					form adverb.	
Υe	ear 1	Ideas are grouped	Simple connectives are	It was	<u>Noun</u>	Use spaces to separate
		together for similarity.	used to construct simple	Brilliant	What a noun is.	words.
		Writes in first person.	sentences e.g. and, but,	Best	Regular plural nouns with	Begin to use full stops.
			then, so.	Exciting	'er'	Begin to use exclamation
				The most	<u>Verbs</u>	marks.
				Super	Third person, first person	Begin to use exclamation
				Fantastic	singular.	marks.
				Great		

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	It will	Ending added to verbs	Capital letters for start of
	Now you can	where there is change to	sentence, names,
	Try	root.	personal pronouns.
		Simple past tense 'ed'	Read words with
		<u>Adjectives</u>	contractions.
		Add 'er' and 'est' to	
		adjectives where no	
		change is needed to root	
		word.	
		Connectives/conjunctions	
		Join words and sentences	
		using and/then.	
		<u>Tense</u>	
		Simple past tense 'ed'	