

## Making a choice for writing

Choose a **purpose** from the first column, then a **text type** within that purpose. Then choose the intended **audience**, and take note of the things to think about.

Make a plan for how your writing will achieve its purpose – what do you need to do and include?  
How should it be structured?

Purpose	Text Types	Audience	Things to think about
Writing to <b>entertain</b>	<input type="checkbox"/> Narrative <input type="checkbox"/> Poetry	Who is your reader? Age? <b>Likes/dislikes?</b> e.g. a story for a ten year old who likes adventures; a short story to scare my dad; a poem to cheer up a young child	<b>Viewpoint</b> – who is telling the story? Does this change during the narrative? <b>Time</b> – are you going to use chronological order, or build in flash-backs or move around in time? If poetry, what <b>structure</b> are you going to use?
Writing to <b>inform</b>	<input type="checkbox"/> Report <input type="checkbox"/> Recount (this could be a letter/diary) <input type="checkbox"/> Biography <input type="checkbox"/> Newspaper article	Who is your reader? Age? Do they have any <b>previous knowledge</b> of the subject? How much detail and technical vocabulary should you use?	Use <b>paragraphs</b> to group related ideas Include headings/subheadings Use <b>technical vocabulary</b> Some sections may have more than one paragraph Do you need a glossary?
Writing to <b>persuade</b>	<input type="checkbox"/> Advertising <input type="checkbox"/> Letter <input type="checkbox"/> Speech <input type="checkbox"/> Campaign	Who is your reader? Age? What is <b>important</b> to them? How can you use this knowledge to influence them?	Use <b>2nd person</b> – talk directly to your reader Use personal pronouns Planned <b>repetition</b> to make your points Include <b>facts &amp; statistics</b> Use hyperbole (exaggeration to make a point)
Writing to <b>discuss</b>	<input type="checkbox"/> Balanced argument <input type="checkbox"/> Newspaper article <input type="checkbox"/> Review	Who is your reader? Why are they <b>interested</b> in your subject? What do you want them to know/think once they've read your work?	Use of <b>cohesive devices</b> to effectively join your ideas together Use the <b>subjunctive form</b> Use <b>paragraphs</b> to structure arguments Maintain <b>formal / impersonal</b> tone

## Writing to entertain (UKS2)

### Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

### Text Features

- Detailed description
- Use paragraphs to organise in time sequence

### Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

### 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 (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 (UKS2)

### Text Types

- Advertising
- Letter
- Speech
- Campaign

### Text Features

- Use of 2<sup>nd</sup> 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)

### 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,  
*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

