



WRITING TO DISCUSS PROGRESSION

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PERSUADE						Balanced argument / debate write up	Balanced argument / debate write up
TEXT FEATURES						Appropriate use of cohesive devices Paragraphs to structure arguments Maintain a formal / impersonal tone	Use of subjunctive form where needed
GRAMMAR AND SENTENCE TEACHING						Modal verbs to convey degrees of possibility. Adverbials to provide cohesion across the text Relative clauses to provide supporting detail Expanded noun phrases to describe in detail Appropriate use of a wide range of sentence structures to retain interest or for effect. *Begin to use passive voice for impersonal tone.	Parenthesis Separating main clause with a subordinating clause. Commas to demarcate clauses and support the reader Use of the subjunctive form. Use of passive voice to maintain an impersonal tone.
ADVERBIALS AND CONJUNCTIONS						On the one hand, On the other hand, Furthermore, However, Consequently, Despite, As a result, Due to, For example, If, because, since, although, unless, even if, yet	Therefore, Nevertheless rather, whereas, in order to, whenever, whether,
PUNCTUATION						Secure use of commas to mark clauses, including opening subordinating clauses Commas to mark relative clauses. Brackets or dashes for parenthesis, including for emphasis *Colons and semi colons to separate clauses	Range and careful selection of parenthesis Colons and semi colons to punctuate complex sentences Semi-colons to mark related clauses (some; others)

* indicates where you can expose the children to this objective in WAGOLLs or your modelling, but you don't need to explicitly teach it, or expect the children to use it independently.