



# **TALK 4 WRITING**

## **Non Fiction TOOLKIT**

The STRUCTURE should be taught within the specified non-fiction unit.

The GRAMMATICAL FEATURES should be incorporated into the model text and explicitly taught within the unit which linked to age expected National Curriculum objectives.

Additional SPAG features linked to age expected National Curriculum objectives will need to be incorporated in line with the children's needs, but there should be no more than 5 features in total.



## Non Fiction toolkit—Persuasion

| Purpose              | To encourage, persuade or sell using a single point of view.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Advertisements, Publicity materials, Estate Agency Leaflets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS                 | Milestone 1 (KS1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Milestone 2 (LKS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Milestone 3 (UKS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Structure            | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                      | <ul style="list-style-type: none"> <li>Catchy title               <ul style="list-style-type: none"> <li>o The Red Class Crispy Biscuit</li> </ul> </li> <li>Opening sentence inviting readers               <ul style="list-style-type: none"> <li>o Try the Red Class Crispy biscuit.</li> </ul> </li> <li>A series of positive points to recommend the event or product               <ul style="list-style-type: none"> <li>o You will really like our biscuits because they are really crispy and delicious.</li> </ul> </li> <li>Conclusion               <ul style="list-style-type: none"> <li>o You are sure to enjoy these great biscuits, so come to our class and buy some today.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Title to hook reader               <ul style="list-style-type: none"> <li>o The Mary Rose – an unmissable experience</li> </ul> </li> <li>Introduction which invites the reader directly               <ul style="list-style-type: none"> <li>o Have you ever wondered...?</li> </ul> </li> <li>Main section setting out the points in favour, written in paragraphs</li> <li>Conclusion to round off               <ul style="list-style-type: none"> <li>o At the end of your visit why not enjoy...</li> </ul> </li> </ul>              | <ul style="list-style-type: none"> <li>Support views with reasons or evidence               <ul style="list-style-type: none"> <li>o According to the Daily Mail, more than 10,000 homes could face demolition if a proposed third runway is built at Heathrow.</li> </ul> </li> <li>Offer some counter arguments               <ul style="list-style-type: none"> <li>o Now some people might object that...,</li> </ul> </li> <li>Disguise opinions to sound like facts               <ul style="list-style-type: none"> <li>o It has frequently been claimed that...</li> </ul> </li> </ul>                                                                                                                                                  |
| Grammatical Features | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                      | <ul style="list-style-type: none"> <li>Conjunctions to persuade               <ul style="list-style-type: none"> <li>o if, then</li> </ul> </li> <li>Adjectives               <ul style="list-style-type: none"> <li>o delicious, crispy, fascinating, gripping</li> </ul> </li> <li>Simple or compound sentences with correct punctuation               <ul style="list-style-type: none"> <li>o The biscuits are delicious. The biscuits are delicious because of the smooth, creamy filling.</li> </ul> </li> <li>Present tense</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Informal language               <ul style="list-style-type: none"> <li>o Join us for a great day out...</li> </ul> </li> <li>Boasting and exaggeration               <ul style="list-style-type: none"> <li>o The UK's first...,</li> <li>• Short sentences</li> <li>o Don't wait...</li> </ul> </li> <li>Complex sentences to combine information               <ul style="list-style-type: none"> <li>o Although the Mary Rose was on the seabed for many years, she is still the most beautiful ship of her type</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Modal verbs               <ul style="list-style-type: none"> <li>o may, might, should, could</li> </ul> </li> <li>Powerful adjectives and superlatives               <ul style="list-style-type: none"> <li>o ghastly, appalling</li> </ul> </li> <li>Rhetorical questions               <ul style="list-style-type: none"> <li>o Who would believe that...?</li> </ul> </li> <li>Alliteration               <ul style="list-style-type: none"> <li>o silly and short-sighted, cheap and cheerful</li> </ul> </li> <li>Similes and metaphors               <ul style="list-style-type: none"> <li>o Like a desert at night..., Parking bikes in narrow spaces is a piece of cake.</li> </ul> </li> </ul> |



## Non Fiction toolkit—Information (non chronological reports)

| Purpose                                                                                                                                                                                                                                    | To inform                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                              | EXAMPLES Encyclopaedia entry, Leaflet                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS                                                                                                                                                                                                                                       | Milestone 1 (KS1)                                                                                                                                                                                                                                                                                                                                                                                                                                            | Milestone 2 (LKS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Milestone 3 (UKS2)                                                                                                                                                                                                                                                                                                                              |
| Structure                                                                                                                                                                                                                                  | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Structure                                                                                                                                                                                                                                                                                                                                       |
| <b>Using real experience</b> <ul style="list-style-type: none"> <li>Title</li> <li>Sentence to say what the text is about</li> <li>o Tractors are very big.</li> <li>• Fact about the topic</li> <li>o Farmers drive a tractor.</li> </ul> | <b>Using a familiar topic</b> <ul style="list-style-type: none"> <li>Opening introduces reader to the topic</li> <li>o Guinea pigs are small, friendly creatures that some people keep as pets</li> <li>Chunks of related information about the topic</li> <li>o Appearance, Food, Caring for your pet</li> <li>Conclusion with amazing fact</li> <li>o Buttercups are poisonous to guinea pigs so be careful if you keep your pet in the garden.</li> </ul> | <b>Drawing on other subjects in the curriculum</b> <ul style="list-style-type: none"> <li>Opening sentence to capture interest</li> <li>o Dinosaurs roamed the earth millions of years ago.</li> <li>Detailed, related information written in paragraphs</li> <li>o Types, Appearance, Where found, Habitat, Diet</li> <li>Conclusion with a memorable fact to leave the reader thinking</li> <li>o The closest living relative to a dinosaur is a chicken</li> </ul> | <b>Milestone 2 plus additional, extended information</b>                                                                                                                                                                                                                                                                                        |
| Grammatical Features                                                                                                                                                                                                                       | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                                         | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Features                                                                                                                                                                                                                                                                                                                                        |
| Spell using sounds in the correct order                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Factual simple and compound sentences. o Guinea pigs are small. They mainly eat grass and sometimes grow so fat they can hardly walk.</li> <li>Connecting words to link and add information</li> <li>o and, also, as well as</li> <li>Exclamation mark for amazing fact</li> <li>o Guinea pigs fear the buzzing noise that bees make!</li> <li>Present tense</li> </ul>                                               | <ul style="list-style-type: none"> <li>Wider range of connectives</li> <li>o Generalisers – all, many, the majority</li> <li>o Add information – as well as, additionally</li> <li>o Cause and effect – because, this means that</li> <li>Commas for lists</li> <li>Technical vocabulary</li> <li>Complex sentences</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Opinions as well as facts</li> <li>o Some people used to believe that...</li> <li>Vary sentence structure</li> <li>o Complex sentences</li> <li>o Sentences with lists of three eg. Dinosaurs are known for their roaring, ferocious nature and carnivorous appetite.</li> <li>o Exclamations</li> </ul> |



## Non Fiction toolkit—Instruction

| Purpose                                                                                                                                                                                                                                                   | To instruct                                                                                                                                                                                                                                                                                                              | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | EXAMPLES Recipe, game instructions, direc-                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS                                                                                                                                                                                                                                                      | Milestone 1 (KS1)                                                                                                                                                                                                                                                                                                        | Milestone 2 (LKS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Milestone 3 (UKS2)                                                                                                                                                                                                                                              |
| Structure                                                                                                                                                                                                                                                 | Structure                                                                                                                                                                                                                                                                                                                | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Structure                                                                                                                                                                                                                                                       |
| <b>Using real experience</b> <ul style="list-style-type: none"> <li>Title</li> <li>o How to get to the moon</li> <li>Time connectives</li> <li>o First, next, then, after that</li> <li>Short sentences</li> <li>o Turn the rocket blaster on.</li> </ul> | <b>Using a familiar topic</b> <ul style="list-style-type: none"> <li>Title</li> <li>o How to get to the moon</li> <li>Sequential connectives to order ideas o First, Second, Third etc</li> <li>Short sentences to inform</li> <li>o Turn the rocket blaster on.</li> <li>Pictures to make instructions clear</li> </ul> | <ul style="list-style-type: none"> <li>Title to grab attention</li> <li>o How to make soup for a giant</li> <li>Introduction to hook the reader</li> <li>o Have you ever wondered how to...?</li> <li>Connectives to order ideas</li> <li>o Firstly, secondly, thirdly</li> <li>Short sentences using imperative verbs</li> <li>o Carefully chop the vegetables into bite sized pieces.</li> <li>Conclusion to summarise</li> <li>o Follow these instructions carefully and you will never need to...</li> </ul> | <b>Milestone 2 plus</b> <ul style="list-style-type: none"> <li>Opening sentence to explain who the instructions are for</li> <li>o These instructions are intended to be read by adults over the age of 18.</li> <li>Flowcharts to aid understanding</li> </ul> |
| Grammatical Features                                                                                                                                                                                                                                      | Grammatical Features                                                                                                                                                                                                                                                                                                     | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Features                                                                                                                                                                                                                                                        |
| Sounds in order to spell                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Short, clear sentences.</li> <li>• Verbs</li> <li>o Turn, shake, fold</li> <li>Connectives</li> <li>o and, but, so, that</li> <li>Commas for lists</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>Wider range of connectives</li> <li>o who, which</li> <li>Variety of sentence openings</li> <li>Imperative verbs</li> <li>Bullet points</li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Modal verbs</li> <li>o may, might, should, could, would</li> <li>Use of semi colons, colons and dashes</li> </ul>                                                                                                        |



## Non Fiction toolkit—Recount

| Purpose                                                                                                                                                                                          | To retell a past event                                                                                                                                                                                                                                                                                                                                                                                            | Examples                                                                                                                                                                                                                                                                                                                                                              | EXAMPLES Newspaper Report, Diary, Police Report, Sports Commentary                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS                                                                                                                                                                                             | Milestone 1 (KS1)                                                                                                                                                                                                                                                                                                                                                                                                 | Milestone 2 (LKS2)                                                                                                                                                                                                                                                                                                                                                    | Milestone 3 (UKS2)                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Structure                                                                                                                                                                                        | Structure                                                                                                                                                                                                                                                                                                                                                                                                         | Structure                                                                                                                                                                                                                                                                                                                                                             | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Using real experience</b></p> <ul style="list-style-type: none"> <li>Title</li> <li>o How to get to the moon</li> <li>Time connectives</li> <li>o First, next, then, after that</li> </ul> | <ul style="list-style-type: none"> <li>Opening</li> <li>o When? Who? What? Where?</li> <li>Middle section to expand opening and describe the events in detail</li> <li>o We went by coach after lunch. The fire officer, who was called Mr Bunday, showed us the fire engine.</li> <li>Conclusion to round it off and show how it felt</li> <li>o I liked the blue flashing light and the siren but...</li> </ul> | <ul style="list-style-type: none"> <li>Milestone 1 plus:</li> <li>Paragraphs to steer readers through the sequence</li> </ul>                                                                                                                                                                                                                                         | <p><b>See Milestone 1 &amp; 2</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Grammatical Features                                                                                                                                                                             | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                              | Grammatical Features                                                                                                                                                                                                                                                                                                                                                  | Features                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Sounds in order to spell</li> <li>Complete sentences</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Conjunctions</li> <li>o but, because, then</li> <li>Time connectives</li> <li>o Firstly, secondly, later that day</li> <li>Expanded noun phrases</li> <li>o Flashing, blue light</li> <li>Past tense</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>Connectives to add information</li> <li>o Also, additionally, furthermore</li> <li>Past tense</li> <li>o Simple past – We climbed up the slope o Continuous past – While we were climbing up the slope...</li> <li>Complex sentences</li> <li>o The beaver, with the rope between his teeth, began chewing hungrily</li> </ul> | <ul style="list-style-type: none"> <li>Third person</li> <li>o They weren't happy that they'd arrived far later than expected that day.</li> <li>Technical vocabulary</li> <li>o The tractors ran on diesel fuel and had specially designed caterpillar tracks.</li> <li>Direct and reported speech</li> <li>o "Don't put your fingers near the machinery," said our Guide.</li> <li>o Our Guide told us to keep our fingers away from the machinery.</li> </ul> |



## Non Fiction toolkit—Explanation

| Purpose              | To answer a 'how' or 'why' question.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXAMPLES How to... How does... Why does... Why was...                                                                                                                                                                                                                                                                                                                                                    |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS                 | Milestone 1 (KS1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Milestone 2 (LKS2)                                                                                                                                                                                                                                                                                                                                                                                                                           | Milestone 3 (UKS2)                                                                                                                                                                                                                                                                                                                                                                                       |
| Structure            | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                    | Structure                                                                                                                                                                                                                                                                                                                                                                                                |
|                      | <ul style="list-style-type: none"> <li>Title</li> <li>o Why wouldn't Little Red Hen share her bread?</li> <li>Opening sentence to introduce the topic               <ul style="list-style-type: none"> <li>o Bees are important because they make honey.</li> </ul> </li> <li>List of events or reasons               <ul style="list-style-type: none"> <li>o First she asked all of the animals to help plant the seeds but they all said no. Then...</li> </ul> </li> <li>Conclusion links back to the title               <ul style="list-style-type: none"> <li>o Because no one would help her, she kept the bread for herself</li> </ul> </li> </ul> | <b>Milestone 1 plus:</b> <ul style="list-style-type: none"> <li>Title that captures interest</li> <li>o Beware, foxes can bite!</li> <li>Opening sentence written as a question</li> <li>o Did you know that foxes have more teeth than a human?</li> </ul>                                                                                                                                                                                  | <b>Milestone 2 plus:</b> <ul style="list-style-type: none"> <li>Opening linked to personal experience               <ul style="list-style-type: none"> <li>o No doubt you will have seen a suspension bridge...</li> </ul> </li> <li>Opinion as well as fact               <ul style="list-style-type: none"> <li>o Some people still believe that...</li> </ul> </li> <li>Diagrams or charts</li> </ul> |
| Grammatical Features | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                         | Features                                                                                                                                                                                                                                                                                                                                                                                                 |
|                      | <ul style="list-style-type: none"> <li>Connectives               <ul style="list-style-type: none"> <li>o Then, before, when, because</li> </ul> </li> <li>Simple or compound sentences with correct punctuation               <ul style="list-style-type: none"> <li>o The animals were angry. The Little Red Hen didn't care because she'd eaten all of the bread and didn't feel hungry anymore.</li> </ul> </li> <li>Present tense</li> </ul>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Generalisers               <ul style="list-style-type: none"> <li>o Cause and effect - this means that, as a result</li> </ul> </li> <li>Expanded noun phrases               <ul style="list-style-type: none"> <li>o The slinky, sable coat of a fox camouflages against the forest backdrop very well.</li> </ul> </li> <li>Technical language, explaining what it means where necessary</li> </ul> | <ul style="list-style-type: none"> <li>Simile to illustrate               <ul style="list-style-type: none"> <li>o A tree's bark is like our skin...</li> </ul> </li> <li>Vary sentence structure and length</li> </ul>                                                                                                                                                                                  |



## Non Fiction toolkit—Discussion

| Purpose              | To present a balanced overview of an issue.                                                                                                                                                                                                                                                                                                                                                                                | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXAMPLES Film or Book Review, Pros and cons of a proposed course of action                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS                 | Milestone 1 (KS1)                                                                                                                                                                                                                                                                                                                                                                                                          | Milestone 2 (LKS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Milestone 3 (UKS2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Structure            | Structure                                                                                                                                                                                                                                                                                                                                                                                                                  | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                      | <ul style="list-style-type: none"> <li>Title o Should we keep animals in the classroom?</li> <li>Opening sentence to introduce the issue<br/>o We have been discussing whether we should...</li> <li>List points in favour</li> <li>o Some of us think we should keep animals in the classroom. Our reasons are...</li> <li>Change viewpoint</li> <li>o On the other hand...</li> <li>Ending o We think that...</li> </ul> | <p><b>Milestone 1 plus:</b></p> <ul style="list-style-type: none"> <li>Title written as a question</li> <li>o Should school uniform be worn in Primary Schools?</li> <li>Opening paragraph to interest the reader in the topic o Since the arrival of school uniform, there has been much discussion about...</li> <li>Series of points in favour</li> <li>Series of points against</li> <li>Reasoned conclusion</li> <li>o It seems that there are both pros and cons to wearing school uniform.</li> </ul> | <p><b>Milestone 2 plus:</b></p> <ul style="list-style-type: none"> <li>Opening explains why you are discussing an issue</li> <li>o Since last Summer, people have been arguing about whether or not to build a new supermarket next door to our school. We think everyone should be clear about the reasons before a decision is made.</li> <li>Indirect, reported speech</li> <li>o It has been said that...</li> <li>Address reader directly o You may be wondering why...</li> </ul> |
| Grammatical Features | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                       | Grammatical Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                      | <ul style="list-style-type: none"> <li>Conjunctions to join ideas</li> <li>o but, if, then</li> <li>Simple or compound sentences with correct punctuation</li> <li>o The biscuits are delicious. The biscuits are delicious because of the smooth, creamy filling.</li> <li>Present tense</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>Generalisers o some, most, everyone</li> <li>Connecting words and phrases to guide the reader</li> <li>o Furthermore, moreover, however, on the other hand</li> <li>Complex sentences to combine information and create emphasis</li> <li>o Relative clauses – School uniform shops, who are eager to make a profit</li> <li>o Subordinate clauses – While many people think it is a good thing, others think...</li> </ul>                                           | <ul style="list-style-type: none"> <li>Vary sentence structure – complex to combine information, short sentences for effect, sentence openers</li> <li>Passive voice</li> <li>o It could be said that...</li> <li>Hypothetical</li> <li>o If it were to be approved...</li> <li>Connecting words and phrases to show uncertainty</li> <li>o It is possible that, perhaps, another possible reason</li> </ul>                                                                            |