

CURRICULUM PROGRESSION MAP SUBJECT - WRITING

Skills	Nursery and EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Writing Intent:</p> <p>To be able to show a range of different writing skills, over a range of engaging and varied text types, often linked to ‘Power of Reading’ texts. Teachers are to take these skills and apply them into lesson tasks, including starters and plenaries. Skills are recapped as the children progress through the school in order to ensure confidence and mastery.</p>							
<p>Instruction writing</p>	<ul style="list-style-type: none"> Title • Simple, easy vocabulary • Time Adverbials • Bossy (Imperative) verbs • Use OF Numbered points or bullet points 	<ul style="list-style-type: none"> • Title • Simple, easy vocabulary • Time Adverbials • Bossy (Imperative) verbs • Use of numbered points or bullet points • Written in correct order and make sense • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Title • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams • Written in correct order and make sense • Use commas to separate items in a list 	<ul style="list-style-type: none"> • Title • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams with annotations (GD – Labelled alongside imperatives / LA/SEN/EAL – pictorial instructions and captions) • Written in the second person • Written in the correct order and makes sense 	<ul style="list-style-type: none"> Title • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams • Written in the second person • Written in correct order and make sense • Adverbs • Only necessary detail • Appropriate vocabulary related to the subject 	<ul style="list-style-type: none"> • Title • Subheadings: Equipment / ingredients / instructions / method • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams (GD) • High-level adverbs • Range of conjunctions to write longer sentences • Written in correct order and make sense • Written in correct order and make sense 	<ul style="list-style-type: none"> • Title • Subheadings: Equipment / ingredients / instructions / method • Time Adverbials • Imperative verbs • Numbered / Bullet points • Labelled diagrams (GD) • High-level adverbs • Range of conjunctions to write longer sentences • Written in correct order and make sense • Using a range of different sentence structures and a range of punctuation
<p>Diary Entry</p>	<ul style="list-style-type: none"> • Be able to write ‘I’ in relation to first person • Be able to recount events (verbally first) • To be able to use basic adjectives – such as colours and sizes, to describe 	<ul style="list-style-type: none"> • Write in first person • Retell the important events that have taken place • Simple adjectives to describe feelings • Written in chronological order • Time adverbials: then, first 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Some emotive language • Use exclamation sentences where appropriate (What a fantastic time we had!) 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time adverbials 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials 	<ul style="list-style-type: none"> • Write in first person • Describe the important events that have taken place • Emotive language • Thoughts and feelings • Written in chronological order • Time and fronted adverbials

	<p>what they have seen</p> <ul style="list-style-type: none"> • Time adverbials: then, first • An introduction to tense: past, present and future 	<ul style="list-style-type: none"> • Written in past tense 	<ul style="list-style-type: none"> • Written in chronological order • Time adverbials • Informal language / chatty style • Written in past tense 	<ul style="list-style-type: none"> • Understanding the difference between formal and informal and adopting an informal tone • Written in past tense • Include a date at the beginning 	<ul style="list-style-type: none"> • Time adverbials • Informal language / chatty style • Written in past tense • Appropriate beginning and sign off 	<ul style="list-style-type: none"> • Informal language / chatty style • Written in past tense • Appropriate beginning and sign off • Paragraphs • Commas 	<ul style="list-style-type: none"> • Informal language / chatty style • Written in past tense • Appropriate beginning and sign off • Paragraphs • Commas to separate subordinate clauses • Range of punctuation • Use of appropriate synonyms
<p>Story Writing</p>	<ul style="list-style-type: none"> • Beginning • Middle • End • Characters • Setting • Some introductory adjectives to describe 	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Begin to describe the character's feelings and emotions • Include simple adjectives and, verbs. • Use noun phrases which add detail to description • Use coordinating conjunctions to link two main ideas (and, because) • <u>Begin</u> to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> • Include an opening paragraph which describe characters and setting • Include a problem or dilemma • Describe the character's feelings and emotions • Use of inverted commas for speech • Include adjectives, verbs and adverbs. • Include some synonyms and similes • Write in paragraphs • Use coordinating conjunctions to link two main ideas • Use noun phrases which add detail to description • Use the progressive form for verbs (Goldilocks <u>was</u> walking through the woods) • Use exclamation sentences where appropriate (What big eyes you have, Grandma!) • Use nouns and pronouns for clarity and cohesion • Begin to use inverted commas to mark direct speech where appropriate 	<ul style="list-style-type: none"> • Planning Stage - Story Map • Interesting start which 'hooks' the reader • Include an opening paragraph which describe characters and setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes and alliteration • Write in paragraphs and include multiclaue sentences • Use fronted adverbials to show how / when an event occurs 	<ul style="list-style-type: none"> • Planning Stage - Story Map • Interesting start which 'hooks' the reader • Include an opening paragraph which describe characters and setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions using high-level emotive language • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes and alliteration • Write in paragraphs and include multiclaue sentences • Use fronted adverbials to show how / when an event occurs 	<ul style="list-style-type: none"> • Planning Stage - Story Map • Interesting start which 'hooks' the reader • Include an opening paragraph which describe characters and setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes and alliteration • Write in paragraphs and include multiclaue sentences • Use fronted adverbials to show how / when an event occurs • Use nouns and pronouns for clarity and cohesion 	<ul style="list-style-type: none"> • Planning Stage - Story Map • Interesting start which 'hooks' the reader • Include an opening paragraph which describe characters and setting • Include a build up to a problem which increases tension. • Include a problem or dilemma • Describe the character's feelings and emotions • Include speech to move the events of the story forward. • Use of inverted commas for speech • Include powerful adjectives, verbs and adverbs. • Include a range of synonyms, similes, personification, metaphor and alliteration • Write in paragraphs and include multiclaue sentences • Use fronted adverbials to show how / when an event occurs • Use nouns and pronouns for clarity and cohesion

				<ul style="list-style-type: none"> • Use nouns and pronouns for clarity and cohesion 	<ul style="list-style-type: none"> • Use nouns and pronouns for clarity and cohesion • Include an increased range of punctuation, including dashes and brackets 	<ul style="list-style-type: none"> • Include an increased range of punctuation, including dashes, brackets, semi-colons • Use a variety of different sentence structures • Apply synonyms and antonyms 	<ul style="list-style-type: none"> • Include an increased range of punctuation, including dashes, brackets, semi-colons and colons • Use a variety of different sentence structures • Apply synonyms and antonyms
Informal letter writing	<ul style="list-style-type: none"> • Dear.... • Chatty language • Informal ending – from, Best Wishes 	<ul style="list-style-type: none"> • Senders address at the top right • Dear.... • Write a greeting: Hope you are well. • Chatty language • Write details • Informal ending – from, Best Wishes 	<ul style="list-style-type: none"> • Senders address at the top right • Dear.... • Write a greeting • Chatty language • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Chatty, friendly language • Ask questions • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Chatty, friendly language • Ask questions • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Include recipient's address • Dear.... • Write a greeting • Informal language • Ask questions • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Include recipient's address • Dear.... • Write a greeting • Informal language • Ask questions, including rhetorical • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs
Non-chronological report	<ul style="list-style-type: none"> • Title • Picture / diagram • Sentences linked to the pictures to explain 	<ul style="list-style-type: none"> • Title • Opening sentence that explains what the report is about • Picture / diagram • Sentences linked to the pictures 	<ul style="list-style-type: none"> • Written in the present tense and the third person. • Use coordinating conjunctions to link two main ideas (and, because) • Information which is factual and accurate. • Pictures / diagrams • Subheadings • Topic-specific vocabulary • Use noun phrases which inform • Use apostrophes to mark possession 	<ul style="list-style-type: none"> • Appropriate use of past and present tense • Paragraphs used to group related ideas: TiP ToP • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the present tense and the third person. • Use coordinating conjunctions to link two main ideas. • Use subordinating conjunctions in the middle of sentences. • Information which is factual and accurate. 	<ul style="list-style-type: none"> • Paragraphs used to group related ideas. • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the present tense and the third person. • Range of adverbials and conjunctions • Technical, subject-specific vocabulary • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the appropriate tense and the third person. • Range of adverbials and conjunctions • Technical vocabulary, subject-specific • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including as openers 	<ul style="list-style-type: none"> • Paragraphs used to group related ideas • Subheadings to label content • Opening paragraph that explains what the report is about. • Written in the appropriate tense and the third person. • Range of adverbials and conjunctions • Technical vocabulary, subject-specific • Information which is factual and accurate. • Pictures / diagrams • Use of subordinating conjunctions to join clauses, including as openers

				<ul style="list-style-type: none"> • Pictures / diagrams • Use noun phrases which inform • Use apostrophes to mark possession 		<ul style="list-style-type: none"> • A range of different sentence structures 	<ul style="list-style-type: none"> • A range of different sentence structures • Formal style and use of passive voice
Recount	<ul style="list-style-type: none"> • Time adverbials (first, next, after, later) • First person • Describe what has happened • Chronological order. 	<ul style="list-style-type: none"> • Who, what, when, where and why in a few sentences. • Time adverbials (first, firstly, next, after, later) • Written in the past tense • First person. • Chronological order. • Start to use coordinating and conjunctions: and / because 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials (first, firstly, next, after, later) • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Use exclamation sentences where appropriate • Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) • Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) • End the recount with a closing statement 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) • Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) • End the recount with a closing statement 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials and other appropriate adverbials (eg, place and fronted adverbials) • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) • Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) • End the recount with a closing statement 	<ul style="list-style-type: none"> • An introduction which answers who, what, when, where and why. • time adverbials and other appropriate adverbials (eg, place and fronted adverbials) • Written in the past tense. • First person. • Describe clearly what has happened. • Chronological order. • Begin to use present perfect tense to place events in time (This week we have visited the Science Museum..) • Use relative clauses to add further detail (we went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament..) • End the recount with a closing statement
Advert	<p>Not required under National Curriculum. However, if teachers believe an advert would be a beneficial piece to complete to help support writing, try to include the following:</p> <ul style="list-style-type: none"> • A name for the product • What is good about the product: why should someone buy it? • Use of 2nd person (You) • Add some basic adjectives to describe the product • Include a picture (Higher level children to annotate the picture) 			<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully • Include persuasive language - exaggerate to make the product sound appealing • Use of 2nd person • Include noun phrases to add detail and 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Describe the benefits of the product fully – specific and key information • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Use of Alliteration • Describe the benefits of the product fully – specific and key information • Modal Verbs • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person 	<ul style="list-style-type: none"> • Include a snappy slogan to make the product sound interesting or exciting. • Use of Alliteration • Describe the benefits of the product fully – specific and key information • Modal Verbs • Include persuasive language -exaggerate to make the product sound appealing • Use of 2nd person

		<p>adjectives for positive description</p> <ul style="list-style-type: none"> • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture. 	<ul style="list-style-type: none"> • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something) 	<ul style="list-style-type: none"> • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something) • Introduce AFOREST techniques 	<ul style="list-style-type: none"> • Include noun phrases to add detail and adjectives for positive description • Use imperative verbs to convey urgency (Buy it today! Listen very carefully...) • Use rhetorical questions to engage the reader • Include informative diagram or picture • Price (if selling something) • Use of AFOREST techniques to make the advert persuasive
<p>Newspaper</p>	<p>Not required under National Curriculum. However, if teachers believe a newspaper would be a beneficial piece to complete to help support writing, try to include the following:</p> <ul style="list-style-type: none"> • A heading / title • Time and place adverbials • A recount of events: what happened? • Include a picture • Year 2: Consider who, where, why, what and when? 	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. <ul style="list-style-type: none"> • Quotes from eye witness / key person in the report. • A picture with a caption. • Include emotive and descriptive language. <ul style="list-style-type: none"> • Direct and indirect speech - inverted commas where appropriate 	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. <ul style="list-style-type: none"> • Quotes from eye witness / key person in the report. • A picture with a caption. • Include emotive and descriptive language. <ul style="list-style-type: none"> • Direct and indirect speech - inverted commas where appropriate 	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Short subheading to add detail • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. <ul style="list-style-type: none"> • Quotes from eye witness / key person in the report. • A picture with a caption. • Include unbiased and descriptive language. • Direct and indirect speech - inverted commas where appropriate • Use of relative clauses • Use of expanded noun phrases to inform 	<ul style="list-style-type: none"> • Catchy headline which may include a pun or alliteration. • Short subheading to add detail • Write in the past tense and the third person. • Chronological order. • Orientation - opening paragraph which answers the questions who, what, when and where. • Paragraphs which answer the questions why and how. • Reorientation - final paragraph which looks ahead to the future. <ul style="list-style-type: none"> • Quotes from eye witness / key person in the report. • A picture with a caption. • Include unbiased and descriptive language. • Direct and indirect speech - inverted commas where appropriate • Use of relative clauses • Use of expanded noun phrases to inform

			<ul style="list-style-type: none"> • Use of relative clauses • Use of expanded noun phrases to inform • Use of subordinating conjunctions 	<ul style="list-style-type: none"> • Use of relative clauses • Use of expanded noun phrases to inform • Use of subordinating conjunctions 	<ul style="list-style-type: none"> • Use of subordinating conjunctions 	<ul style="list-style-type: none"> • Use of subordinating conjunctions
<p>Persuasive writing checklist</p>	<p>Not required under National Curriculum. However, if teachers believe a piece would be a beneficial piece to complete to help support writing, try to include the following (depending on the type of persuasive text selected)</p> <ul style="list-style-type: none"> • An argument about something they are interested in • An explanation as to why that thing is good or bad • Adverbials of time (then, now) • Appropriate connecting words: I think this because... 	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like: Some believe that... In my opinion... Therefore... For this reason... I feel that.. I am sure that... Firstly... Secondly... • Points out the arguments for and against • Facts and statistics • Facts that support the evidence given 	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like: Some believe that... In my opinion... Therefore... Moreover... For this reason... I feel that.. Surely... I am sure that... Firstly... Secondly... It is certain... • Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. • Points out the for and against • Facts and statistics • Has facts that support the evidence given • Rhetorical Questions - Ask the reader 	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like: Some believe that... In my opinion... Therefore... Moreover... For this reason... I feel that.. Surely... I am sure that... Firstly... Secondly... It is certain... • Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. • Points out the for and against • Facts and statistics • Has facts that support the evidence given • Rhetorical Questions - Ask the reader 	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like: Some believe that... In my opinion... Therefore... Moreover... For this reason... I feel that.. Surely... I am sure that... Firstly... Secondly... It is certain... • Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. • Points out the for and against • Facts and statistics • Has facts that support the evidence given • Rhetorical Questions - Ask the reader questions 	<ul style="list-style-type: none"> • Persuasive texts come in many different forms. Some include advertisements, letters, debates, articles and reports. • Their main purpose is to persuade the reader to see an argument from their point of view and change their mind, buy or support something. • An introductory paragraph that states the argument • Words like: Some believe that... In my opinion... Therefore... Moreover... For this reason... I feel that.. Surely... I am sure that... Firstly... Secondly... It is certain... • Each paragraph states a reason or opinion and then is followed by 2 or 3 pieces of evidence to support it. • Points out the for and against • Facts and statistics • Has facts that support the evidence given • Rhetorical Questions - Ask the reader questions that encourages them to think

			<p>questions that encourages them to think</p> <ul style="list-style-type: none"> • A strong concluding paragraph that sums up the main argument 	<p>questions that encourages them to think</p> <ul style="list-style-type: none"> • A strong concluding paragraph that sums up the main argument 	<p>that encourages them to think</p> <ul style="list-style-type: none"> • A strong concluding paragraph that sums up the main argument • Use of AFOREST if appropriate 	<ul style="list-style-type: none"> • A strong concluding paragraph that sums up the main argument • Use of AFOREST if appropriate
Balanced argument	<p>Not required under National Curriculum. However, if teachers believe an argument would be a beneficial piece to complete to help support writing (especially as a plenary for lessons) consider the following:</p> <ul style="list-style-type: none"> • Use class discussion to first form a basis of what ‘for’ and ‘against’ means and that there are 2 sides to an argument • Ask children to think about their own opinions on a topic: Eg: wearing school uniform. Discuss as a class why it is a good thing and why it is a bad thing. • Link to a text if possible. Eg: Is this character bad? Or were they just doing what they needed to do? • Children to practice writing down their own opinion, understanding the difference between fact and opinion (Year 3,4) • Use conjunctions to present both sides of an argument: I believe this, however I understand that.... (Year 3,4) 				<ul style="list-style-type: none"> • Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion. • Balanced conclusion • Persuasive sentence starters • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion 	<ul style="list-style-type: none"> • Include 4 paragraphs • introduces the argument • the argument from one point of view • the argument from the other point of view • the most important argument which gives your opinion. • Balanced conclusion • Persuasive and appropriate sentence starters • Generalisers • Written in 3rd person • Include conjunctions to link sentences together • Include phrases of debate • Include technical vocabulary including facts. • Use modal verbs to convey degrees of probability • Use of relative clauses to provide supporting detail • Use adverbials to provide cohesion
Formal letter	<p>Not required under National Curriculum. Focus on informal letter writing guidance instead. If teachers want to make the letter more formal, promote the use of more formal language rather than a chatty tone.</p>	<ul style="list-style-type: none"> • Senders address at the top right • Dear.... • Write a greeting • Chatty language • Write details <ul style="list-style-type: none"> • Informal ending – from, Best Wishes 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Use a formal tone and standard English • Ask questions 	<ul style="list-style-type: none"> • Senders address at the top right • Date under the address • Dear.... • Write a greeting • Use a formal tone and standard English • Ask questions 	<ul style="list-style-type: none"> • Your address at the top of the right hand side of the page. • Their address on the left hand side of the page. • The date on the right hand side of the page, underneath your address. • Dear Sir/Madam or Dear Mr/Miss/Mrs... 	<ul style="list-style-type: none"> • Your address at the top of the right hand side of the page. • Their address on the left hand side of the page. • The date on the right hand side of the page, underneath your address. • Dear Sir/Madam or Dear Mr/Miss/Mrs...

		<ul style="list-style-type: none"> • Use question marks and exclamation marks 	<ul style="list-style-type: none"> • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Write details • Informal ending – from, Best Wishes • Use question marks and exclamation marks • Use paragraphs 	<ul style="list-style-type: none"> • Paragraph to explain why you are writing. • Paragraph to explain the problem • Paragraph to say what you want them to do about it • Concluding paragraph • Yours faithfully / Sincerely followed by your name • Use of adverbials to convey sense of certainty (Surely we can agree...?) • Use of short sentences to emphasis • Use of the subjunctive form for formal structure (If I were you, I would...) 	<ul style="list-style-type: none"> • Paragraph to explain why you are writing. • Paragraph to explain the problem • Paragraph to say what you want them to do about it • Concluding paragraph • Yours faithfully / Sincerely followed by your name • Use of adverbials to convey sense of certainty (Surely we can agree...?) • Use of short sentences to emphasis • Use of the subjunctive form for formal structure (If I were you, I would...)
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