Caedmon Progression of Genres											
Narrative Writing: Short stories, play scripts and poetry											
	EYFS	KS1		KS2							
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
_	Retelling of a known	Retelling of a	Retelling of a	Retelling of a	Adventure story	Suspense story	Fantasy story				
∭ ∭	story	familiar story	known story	known story	Fantasy Story	Mystery	Historical story				
arn Ho	Traditional tales	Retelling a	Retelling of a	Adventure story /	Play script	Adventure story	Extended story				
n × ×		known story	familiar story	comic			Character				
ong narrative task (Warm Write and Hot Write)		Adventure story	Character	Play script			description				
e ta			description								
Long narrative tasks (Warm Write and Hot Write)			And humorous								
S			story								
	Could do the	Could do the	Could do the	Could do the	Could do the	Could do the	Could do the				
	following:	following:	following:	following:	following:	following:	following:				
	Simple description	Description of a	Description of a	Write a letter	Write a letter	Book blurbs	Book blurbs				
	of a favourite part of	character	character	from point of view	from point of	Alternative endings	Alternative endings				
(0	the story.	Description of	Description of	a character in the	view a character	Story openings	Story openings				
	Simple description	the setting	the setting	story.	in the story.	Character sketches	Character sketches				
(Ta	of a character or	Description of an	Description of an	Alternative	Alternative	Setting descriptions	Setting descriptions				
sk i	setting.	event in a story	event in a story	endings	endings	Suspense	Suspense				
Short narrative tasks (Task Designs)	Description of a	Write an event in	Write an event in	Story openings	Story openings	paragraphs	paragraphs				
ve	favourite part of the	a story from a	a story from a	Character	Character	Action paragraphs	Action paragraphs				
tas s)	story.	character's point	character's point	sketches	sketches	Descriptions of	Descriptions of				
Š		of view.	of view.	Setting	Setting	objects, people,	objects, people,				
				descriptions	descriptions	places and events	places and events				
				A short scene	Action paragraphs						
				from a play	A short scene						
					from a play						

Poetry	Singing simple rhymes Finishing nursery rhymes	List Poems Prayers (RE) Riddles, poems on similar themes, puzzles, jokes, tongue twisters.	List Poems Prayers (RE) Shape poem Riddles, poems on similar themes, puzzles, jokes, tongue twisters.	Performance poetry Shape poems Could do Calligrams Haiku /Cinquain List poems Kennings	Performance poetry Shape poems Could do Calligrams Haiku /Cinquain List poems Kennings	Classic poems Narrative poems Performance poems Free verse poems Poems that reflect on an issue	Classic poems Narrative poems Performance poems Free verse poems Poems that reflect on an issue
Recount:	To retell events of an ou	uting or an event fro	m history.				
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form	Diary writing Description of a significant event, e.g. birthday, school trip, Christmas holidays etc. Letter Sequencing events on a timeline	Letter Description of a favourite holiday, trip or event. Book review Postcard	Letter Diary writing Description of a visit, trip or weekend event. Recount of a school visit. Postcard	Letter Detailed postcard	Formal letter Newspaper report Diary	Diary Formal letter Newspaper report Biography Detailed postcard	Diary Formal letter Biography

	Verbs in the past	Verbs in the past	Verbs in the past	Verbs in the past			
	tense	tense	tense	tense	tense	tense	tense
	First person	Powerful verbs	Powerful verbs	Powerful verbs	Powerful verbs	Powerful verbs	Powerful verbs
		Interesting	Interesting	Interesting	Interesting	Interesting	Interesting
		adjectives	adjectives	adjectives	adjectives	adjectives	adjectives
		Sequential	Sequential	Sequential fronted	Adventurous	Adventurous	Adventurous
		fronted	fronted	adverbials	adverbs	adverbs	adverbs
La		adverbials	adverbials	First person	Sequential	Sequential fronted	Sequential fronted
Language featui		First person	First person		fronted adverbials	adverbials	adverbials
guage					First person	First person	First person
					Paragraphs	Paragraphs	Paragraphs
4 9					An introductory	An introductory	An introductory
organisational o be taught					paragraph, which	paragraph, which	paragraph, which
gan ta					answers: Who is it	answers: Who is it	answers: Who is it
anisatio taught					about? What	about? What	about? What
ht					happened? When	happened? When	happened? When
<u>a</u>					and where did it	and where did it	and where did it
					happen? Why was	happen? Why was it	happen? Why was it
					it interesting?	interesting?	interesting?
					A simple	Reported speech	Reported
					concluding	A concluding	speech
					sentence	paragraph	A concluding
							paragraph

	Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared	Describe incidents from their own experience in an audible voice using sequencing words and phrases such as	Read personal recounts and begin to recognise the generic structure, e.g. ordered sequence of	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the	Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives and	Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set	Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person,
Progression	composition with an adult such as retelling, substituting or extending leading to simple independent writing.	'then', 'after that' and listen to other children's recounts and ask relevant questions.	events, use of words like: first, next, after, when. Write simple first person recounts linked to topics of interest or personal experience using the language of texts read as models for own writing, maintaining consistency in tense and person.	sequence of the main events. Read examples of third person recounts such as: newspapers, letters and diaries.	including detail expressed in ways which will engage the reader.	the scene, chronological sequence, varied but consistent use of past tense. Consistent degree of formality adopted and a varied use of adverbials. To write contrasting recounts based on the same subject, e.g. before and after an event, one event two opposing viewpoints.	distinguishing between fact and opinion, distinguishing between implicit and explicit points of view. Develop skills of biographical writing in role of historical characters, preparing a CV, a biographical account based on research, police description, school report, obituary.
	Instructions: To tell so	omeone how to do c					
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Form	Instructions Recipe Rules	Instructions	Recipe - DT Rules - PSHE	Instructions Recipe - DT Rules - PSHE	Instructions - Recipes Rules - PSHE		
Language and organisational features to be taught	Title- a statement of what is to be achieved Numbered steps	Title- a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Expanded noun and conjunction sentences	Title- a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Expanded noun and conjunction sentences	Title- a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Expanded noun and conjunction sentences Adjectives and adverbs added for clarity rather than effect Fronted adverbials- first, next, then, finally	Title- a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Expanded noun and conjunction sentences Adjectives and adverbs added for clarity rather than effect Fronted adverbials- first, next, then, finally	Title- a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Expanded noun and conjunction sentences Adjectives and adverbs added for clarity rather than effect Fronted adverbialsfirst, next, then, finally Extra information in boxes, e.g. safety advice, interesting associated facts	Title- a statement of what is to be achieved List of equipment Numbered steps Imperative verbs Present tense Second person Expanded noun and conjunction sentences Adjectives and adverbs added for clarity rather than effect Fronted adverbialsfirst, next, then, finally Extra information in boxes, e.g. safety advice, interesting associated facts

Listen to and follow Listen to and Listen to and Read and Read and single instruction follow a single follow a single compare compare and then a series of more detailed more detailed examples of examples of instructional texts instructional texts two and three instruction and a instruction and a instructions. longer series of longer series of evaluating their evaluating their effectiveness. effectiveness. Give oral simple simple instructions when instructions. instructions. Work in small Work in small Think out and playing games. Think out and groups to prepare groups to prepare Read and follow give clear single give clear single a set of a set of simple classroom oral instructions. oral instructions. instructions. instructions. instructions on Routinely read Routinely read Write clear Write clear labels with and follow and follow written written additional pictures written written instructions using instructions using of symbols. classroom labels classroom labels correct language correct language and organisational and Attempt to write carrying carrying instructions on instructions. instructions. features. organisational Progression Read and follow Include a suitable features. labels, for instance Read and follow introduction and Include a suitable in the role play area. short series of short series of conclusion. introduction and instructions in instructions in shared context. shared context. conclusion. Contribute to Contribute to class composition class composition of of instructions with teacher instructions with scribing. teacher scribing. Identify and note Identify and note typical language typical language and and organisational organisational features. features. Write simple Write simple consecutive consecutive instructions instructions independently independently and finish with and finish with

		concluding statement.	concluding statement.				
	Explanation: To expla	in how something w	orks.				
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Labelled diagram Sorting activities Sequencing pictures	Science: Sorting activities Sequencing	Science: Description Labelled diagram	Science: Labelled diagrams and flowcharts	Information booklet	Leaflet Letter	Leaflet Letter
Form	Flowchart	pictures Flowchart Description Labelled diagram			Science and non- chronological report: Labelled diagrams and flowcharts	Science and non- chronological report: Labelled diagrams and flowcharts	Science and non- chronological report: Labelled diagrams and flowcharts

	Present tense	Present tense	Present tense	Present tense	Present tense	Present tense	Present tense
	Some technical	Some technical	Some technical	Formal and	Formal and	Formal and	Formal and
	vocabulary	vocabulary	vocabulary	impersonal style	impersonal style	impersonal style	impersonal style
		Fronted	Fronted	Third person	Third person	Third person	Third person
		adverbials e.g.	adverbials e.g.	Technical	Technical	Technical	Technical
		next, first, then,	next, first, then,	vocabulary	vocabulary	vocabulary	vocabulary
		etc	etc	Introductory	Introductory	Introductory and	Introductory and
e				paragraph	paragraph	concluding	concluding
Langı orgar features				Bullet points if	Bullet points if	paragraph	paragraph
Language and organisational tures to be tau				appropriate	appropriate	Bullet points if	Bullet points if
nis:				Fronted adverbials	Fronted	appropriate	appropriate
ge : atio				Appropriate	adverbials	Connective	Connective
and ional				openers e.g. The	Appropriate	sentences	sentences
and onal taught				reason is that	openers e.g. The	Causal sentence	Causal sentence
#				This results in	reason is that	openings, e.g. The	openings, e.g. The
				This causes	This results in	reason is that This	reason is that This
				Paragraphs	This causes	results in This	results in This
				Introductory	Paragraphs	causes	causes
				statement and	Introductory	Consequently	Consequently
				concluding	statement and	Paragraphs	Paragraphs
				sentence	concluding	Subheadings if	Subheadings if
					sentence	appropriate	appropriate

Progression	Talk about why things happen and how things work; ask questions and speculate. Listen to someone explain a process and ask questions. Give oral explanations, e.g. why and how they made a construction.	Read captions, pictures and diagrams on wall displays and in simple books that explain a process and use the pictures to explain the process orally and in writing. After carrying out a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the	Read captions, pictures and diagrams on wall displays and in simple books that explain a process and use the pictures to explain the process orally and in writing. After carrying out a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the	Read and analyse a range of explanatory texts to identify key features. Distinguish between explanatory texts, recounts and reports while recognising that an information book might contain examples of all these forms. Orally summarise processes using notes contained in flowcharts and cyclical diagrams when appropriate. Write explanatory	Read and analyse a range of explanatory texts to identify key features. Distinguish between explanatory texts, recounts and reports while recognising that an information book might contain examples of all these forms. Orally summarise processes using notes contained in flowcharts and cyclical diagrams when appropriate.	Read and analyse a range of explanatory texts and be aware of key language and organisational features. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared writing. Independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and	Read and analyse a range of explanatory texts and be aware of key language and organisational features. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared writing. Independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and
Progression	construction.	a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or	out a practical activity, e.g. experiment, investigation, construction task, contribute to creating a flowchart or	contain examples of all these forms. Orally summarise processes using notes contained in flowcharts and cyclical diagrams	contain examples of all these forms. Orally summarise processes using notes contained in flowcharts and cyclical diagrams	class topic using shared writing. Independently plan, compose, edit and refine explanatory texts, using reading as a source,	class topic using shared writing. Independently plan, compose, edit and refine explanatory texts, using reading as a source,
	Non-chronological Re	port : To describe th	e way something is	or the way things are			
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

•	Labels	Non-	Non-	Non-chronological	Wider curriculum	Wider curriculum	Non-chronological
	Menus	chronological	chronological	report:	Non-	Non-chronological	report:
	Lists	report:	report:	A description	chronological	report:	Note taking
	Pictures with	A description	A description	Diagrams and	report:	Note taking	Labelled diagrams
	captions	Diagrams and	Diagrams and	labels	A description	Labelled diagrams	Comparison
		labels	labels	Pictures with	Diagrams and	A comparative	Description
П		Pictures with	Pictures with	captions	labels	report between two	
Form		captions	captions	Lists	Pictures with	items	
5		Lists	Lists	Charts and tables	captions	Leaflet	
			Charts and tables		Lists	Description of	
					Charts and tables	historical event,	
						experiment,	
						meaningful	
						personal event,	
						famous person etc.	

	Present tense	Present tense					
	(except historical		(except historical				
	' ·	1 '	, ,	' '	, ,	(except historical	1 ' '
	reports)	reports)	reports)	reports)	reports)	reports)	reports)
		Factual writing	Factual writing	Factual writing	Factual writing	Third person/ first	Third person/ first
		often involving	often involving	often involving	often involving	person	person
		technical words	technical words	technical words	technical words	Factual writing	Factual writing
		and phrases.	and phrases.	and phrases	and phrases	often involving	often involving
ا ا		Bullet points	Bullet points			technical words and	technical words and
Language featui						phrases	phrases
guage featur						Introduction and	Introduction and
						conclusion	conclusion
_ <u> </u>						Use of headings and	Use of headings and
organisational o be taught						subheadings to split	subheadings to split
ani e ta						up the report into	up the report into
anisatic taught						sections	sections
						Use of paragraphs	Use of paragraphs
<u>a</u>						within subsections	within subsections
						Adjectives and	Adjectives and
						adverbs to engage	adverbs to engage
						and excite the	and excite the
						reader	reader
						Avoid flowery	Avoid flowery
						description	description
						Impersonal voice	Impersonal voice

Progression

Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions. (What does she eat? Has she a favourite toy?) Ask similar probing questions to elicit a fuller description from someone else. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.

Find out about a subject by listening and following text as information books are read or a video is watched. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject based on own experience e.g. food, pets. Write a simple information report by writing sentences to describe aspects of the subject.

Find out about a subject by listening and following text as information books are read or a video is watched. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject based on own experience e.g. food, pets. Write a simple information report by writing sentences to describe aspects of the subject.

After a practical activity or undertaking some research in books or on the web. take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general, e.g. a particular dog and dogs in general. Read texts containing information in a simple report format. Assemble information on another subject and use the text as a template for writing a report

on it using

After a practical activity or undertaking some research in books or on the web. take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general, e.g. a particular dog and dogs in general. Read texts containing information in a simple report format. Assemble information on another subject and use the text as a template for writing a report

on it using

Analyse a number of report texts and identify key language and organisational features. Teacher demonstrates research and notemaking techniques using information and ICT texts on a subject. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques. Write own report independently based on notes from several sources. Secure understanding of

Analyse a number of report texts and identify key language and organisational features. Teacher demonstrates research and notemaking techniques using information and ICT texts on a subject. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques. Write own report independently based on notes from several sources. Secure understanding of the form, language

	Τ	T	T	T	T	T	
				appropriate	appropriate	the form, language	conventions and
				language to	language to	conventions and	grammatical
				present and	present and	grammatical	features of
				categorise ideas.	categorise ideas.	features of	information
						information	reports.
						reports.	Write reports as
						Write reports as	part of a
						part of a	presentation on a
						presentation on a	non-fiction subject.
						non-fiction subject.	Choose the
						Choose the	appropriate style
						appropriate style	and form of writing
						and form of writing	to suit a specific
						to suit a specific	purpose and
						purpose and	audience, drawing
						audience, drawing	on knowledge of
						on knowledge of	different non-fiction
						different non-fiction	text types.
						text types.	
	Persuasion: To argue	the case for a point	of view			71	
	rerodución. To digue	the case for a point	or view				
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Letter	Letter	Letter	Letter	Letter	Leaflet	Leaflet
	Invitation	Invitation (areas)		Poster	Leaflet	Letter	Letter
Form	Message	Message (areas)				Wider curriculum -	Wider curriculum -
3						PowerPoint	PowerPoint
						presentation	presentation

	Present tense	Present tense	Present tense	Present tense	Present tense	Present tense	Present tense
	Simple points	Fronted	Fronted	Fronted adverbials	Fronted	Fronted adverbials	Fronted adverbials
	Appropriate details	adverbials	adverbials	Introductory	adverbials	Introductory	Introductory
		Simple points	Simple points	statement setting	Introductory	paragraph setting	paragraph setting
		Appropriate	Appropriate	out the argument	statement setting	out the argument	out the argument
		details	details	and a concluding	out the argument	and a concluding	and a concluding
딥				statement	and a concluding	paragraph	paragraph
Language featui				Some points	statement	An elaborated	An elaborated
iago atu				elaborated with	Some points	argument with	argument with
				evidence	elaborated with	evidence per	evidence per
숙절				Formal and	evidence	paragraph	paragraph
organisational				impersonal style	Formal and	Formal and	Formal and
anis				Third person	impersonal style	impersonal style	impersonal style
isatic				Technical	Third person	Third person	Third person
tior				vocabulary	Technical	Technical	Technical
<u>a</u>				Exaggerated	vocabulary	vocabulary	vocabulary
				language	Exaggerated	Exaggerated	Exaggerated
				Emotive words	language	language	language
				and powerful	Emotive words	Emotive words and	Emotive words and
				adjectives	and powerful	powerful adjectives	powerful adjectives
					adjectives	Rhetorical	Rhetorical
						questions	questions

Progression

Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways, e.g. pictures of food that make them want to eat things. Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognise what is happening. Give oral explanations from real life or from stories of why and how they can persuade or be persuaded.

Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do Through games and role-play begin to explore what it means to persuade and be persuaded and what different methods might be effective. Create simple persuasive texts to persuade others to think, do or buy something. Continue to explore persuading and being persuaded in a variety of real-life situations through role-play and drama.

Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do Through games and role-play begin to explore what it means to persuade and be persuaded and what different methods might be effective. Create simple persuasive texts to persuade others to think. do or buy something. Continue to explore persuading and being persuaded in a variety of real-life

situations

and drama.

through role-play

Read and analyse a range of persuasive texts to identify key language and organisational features. Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can be most convincingly be presented and how statistics, graphs, images can be used to support and reinforce arguments. To present a point of view both orally and in writing linking points persuasively and selecting style and vocabulary

Read and analyse a range of persuasive texts to identify key language and organisational features. Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can be most convincingly be presented and how statistics. graphs, images can be used to support and reinforce arguments. To present a point of view both orally and in writing linking points persuasively and

selecting style

Through reading and analysis, recognise how persuasive arguments are constructed to be effective through: the expression, sequence and linking of points; providing persuasive examples, illustration and evidence; preempting or answering potential objections; appealing to the known views and feelings of the audience. Orally, in writing and using a multimedia package, construct effective persuasive arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of

Through reading and analysis, recognise how persuasive arguments are constructed to be effective through: the expression, sequence and linking of points; providing persuasive examples, illustration and evidence; preempting or answering potential objections; appealing to the known views and feelings of the audience. Orally, in writing and using a multimedia package, construct effective persuasive arguments that: use persuasive techniques; develop a point logically and effectively: anticipate possible objections; harness the known views of

	Discussion : To presen	t arguments for and	against an issue	appropriate to the listener/reader. Design an advert on paper and on screen.	and vocabulary appropriate to the listener/reader. Design an advert on paper and on screen.	the audience. Overall participate in whole class debates using the conventions and language of debate including standard English. Draw on knowledge of different text types and combine where appropriate.	the audience. Overall participate in whole class debates using the conventions and language of debate including standard English. Draw on knowledge of different text types and combine where appropriate.
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form				Poster Letter	Leaflet Letter	Speech (balanced argument) Leaflet Letter	Speech (balanced argument) Leaflet Letter

,
se Present tense
n Third person
eral and Formal, general and
style impersonal style
Elaborated
ooth for arguments both for
and against
erbials Fronted adverbials
ı- Four paragraphs:
ements, introduction,
ent both arguments for,
arguments against
and conclusion
present Introduction-
int general statements,
briefly present both
o back sides of the
t argument
Conclusion- present
own viewpoint
summarising
arguments to back
up viewpoint

Through reading Read and evaluate Read and analyse Read and evaluate a wider range of a range of letters intended to and analysis, simple discussion discussion texts inform, protest, recognise how texts, explaining to identify key complain, persuade opposing and evaluating language and and discuss arguments are organisational considering constructed to be responses orally. Begin to use features. language and effective through: Distinguish words, pictures organisational the expression, sequence and and other between texts features. which try to To compare writing linking of points; communication modes to discuss discuss and those which informs, providing with others when that simply persuades and persuasive appropriate to persuade, whilst discusses examples, particular writing recognising that considering for illustration and purposes. some texts might example the evidence; pre-Through role-play contain examples deliberate use of empting or Progression and drama of each of these. ambiguity, halfanswering potential explore particular Analyse how two truth, bias, how objections; debating points of view can opinion can be appealing to the scenarios. be most disguised to seem known views and convincingly be like fact. feelings of the presented and Select and evaluate audience. how statistics. a range of texts in Orally and in graphs, images print and other writing, construct can be used to media for effective arguments support and presenting two that: use persuasive reinforce opposing views, techniques; develop arguments. clarity and quality a point logically and of information. To present two effectively; points of view From reading, anticipate possible both orally and in collect and objections; harness writing linking investigate use of the known views of points debating devices the audience. persuasively and such as words and Overall participate selecting style phrases, rhetorical in whole class

		and vocabulary	questions and	debates using the
		appropriate to	adverbials.	conventions and
		the	Write individual,	language of debate
		listener/reader.	group or class	including standard
			articles for real	English.
			purposes.	Draw on knowledge
			Understand how	of different text
			discussion writing	types and combine
			can be adapted for	where appropriate.
			different audiences	
			and purposes, and	
			how it can be	
			combined with	
			other text types.	