

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
Long narrative tasks (Warm Write and Hot Write)	Retelling of a known story Traditional tales	Retelling of a familiar story Retelling a known story Adventure story	Retelling of a known story Retelling of a familiar story Character description And humorous story	Retelling of a known story Adventure story / comic Play script	Adventure story Fantasy Story Play script	Suspense story Mystery Adventure story	Fantasy story Historical story Extended story Character description
Short narrative tasks (Task Designs)	Could do the following: Simple description of a favourite part of the story. Simple description of a character or setting. Description of a favourite part of the story.	Could do the following: Description of a character Description of the setting Description of an event in a story Write an event in a story from a character's point of view.	Could do the following: Description of a character Description of the setting Description of an event in a story Write an event in a story from a character's point of view.	Could do the following: Write a letter from point of view a character in the story. Alternative endings Story openings Character sketches Setting descriptions A short scene from a play	Could do the following: Write a letter from point of view a character in the story. Alternative endings Story openings Character sketches Setting descriptions Action paragraphs A short scene from a play	Could do the following: Book blurbs Alternative endings Story openings Character sketches Setting descriptions Suspense paragraphs Action paragraphs Descriptions of objects, people, places and events	Could do the following: Book blurbs Alternative endings Story openings Character sketches Setting descriptions Suspense paragraphs Action paragraphs Descriptions of objects, people, places and events

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
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Recount: To retell events of an outing or an event from 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

<p style="text-align: center;">Language and organisational features to be taught</p>	<p>Verbs in the past tense First person</p>	<p>Verbs in the past tense Powerful verbs Interesting adjectives Sequential fronted adverbials First person</p>	<p>Verbs in the past tense Powerful verbs Interesting adjectives Sequential fronted adverbials First person</p>	<p>Verbs in the past tense Powerful verbs Interesting adjectives Sequential fronted adverbials First person</p>	<p>Verbs in the past tense Powerful verbs Interesting adjectives Adventurous adverbs Sequential fronted adverbials First person Paragraphs An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? A simple concluding sentence</p>	<p>Verbs in the past tense Powerful verbs Interesting adjectives Adventurous adverbs Sequential fronted adverbials First person Paragraphs An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? Reported speech A concluding paragraph</p>	<p>Verbs in the past tense Powerful verbs Interesting adjectives Adventurous adverbs Sequential fronted adverbials First person Paragraphs An introductory paragraph, which answers: Who is it about? What happened? When and where did it happen? Why was it interesting? Reported speech A concluding paragraph</p>
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Progression	<p>Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending leading to simple independent writing.</p>	<p>Describe incidents from their own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' and listen to other children's recounts and ask relevant questions.</p>	<p>Read personal recounts and begin to recognise the generic structure, e.g. ordered sequence of 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.</p>	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of the main events. Read examples of third person recounts such as: newspapers, letters and diaries.</p>	<p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives and including detail expressed in ways which will engage the reader.</p>	<p>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set 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.</p>	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, 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.</p>
	Instructions: To tell someone how to do or make something.						
	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 adverbials- first, 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 adverbials- first, next, then, finally Extra information in boxes, e.g. safety advice, interesting associated facts

Progression	<p>Listen to and follow single instruction and then a series of two and three instructions. Give oral instructions when playing games. Read and follow simple classroom instructions on labels with additional pictures of symbols. Attempt to write instructions on labels, for instance in the role play area.</p>	<p>Listen to and follow a single more detailed instruction and a longer series of simple instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Identify and note typical language and organisational features. Write simple consecutive instructions independently and finish with</p>	<p>Listen to and follow a single more detailed instruction and a longer series of simple instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Identify and note typical language and organisational features. Write simple consecutive instructions independently and finish with</p>	<p>Read and compare examples of instructional texts evaluating their effectiveness. Work in small groups to prepare a set of instructions. Write clear written instructions using correct language and organisational features. Include a suitable introduction and conclusion.</p>	<p>Read and compare examples of instructional texts evaluating their effectiveness. Work in small groups to prepare a set of instructions. Write clear written instructions using correct language and organisational features. Include a suitable introduction and conclusion.</p>		
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		concluding statement.	concluding statement.				
Explanation: To explain how something works.							
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form	Labelled diagram Sorting activities Sequencing pictures Flowchart	Science: Sorting activities Sequencing pictures Flowchart Description Labelled diagram	Science: Description Labelled diagram	Science: Labelled diagrams and flowcharts	Information booklet Science and non-chronological report: Labelled diagrams and flowcharts	Leaflet Letter Science and non-chronological report: Labelled diagrams and flowcharts	Leaflet Letter Science and non-chronological report: Labelled diagrams and flowcharts

<p style="text-align: center;">Language and organisational features to be taught</p>	<p>Present tense Some technical vocabulary</p>	<p>Present tense Some technical vocabulary Fronted adverbials e.g. next, first, then, etc</p>	<p>Present tense Some technical vocabulary Fronted adverbials e.g. next, first, then, etc</p>	<p>Present tense Formal and impersonal style Third person Technical vocabulary Introductory paragraph Bullet points if appropriate Fronted adverbials Appropriate openers e.g. The reason is that... This results in... This causes... Paragraphs Introductory statement and concluding sentence</p>	<p>Present tense Formal and impersonal style Third person Technical vocabulary Introductory paragraph Bullet points if appropriate Fronted adverbials Appropriate openers e.g. The reason is that... This results in... This causes... Paragraphs Introductory statement and concluding sentence</p>	<p>Present tense Formal and impersonal style Third person Technical vocabulary Introductory and concluding paragraph Bullet points if appropriate Connective sentences Causal sentence openings, e.g. The reason is that... This results in... This causes... Consequently... Paragraphs Subheadings if appropriate</p>	<p>Present tense Formal and impersonal style Third person Technical vocabulary Introductory and concluding paragraph Bullet points if appropriate Connective sentences Causal sentence openings, e.g. The reason is that... This results in... This causes... Consequently... Paragraphs Subheadings if appropriate</p>
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Progression	<p>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.</p>	<p>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 process. Produce a simple flowchart or cyclical diagram independently.</p>	<p>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 process. Produce a simple flowchart or cyclical diagram independently.</p>	<p>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 texts independently with appropriate introductory statement and conclusion.</p>	<p>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 texts independently with appropriate introductory statement and conclusion.</p>	<p>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 impersonal style.</p>	<p>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 impersonal style.</p>
	Non-chronological Report: To describe the way something is or the way things are.						
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Form	<p>Labels Menus Lists Pictures with captions</p>	<p>Non-chronological report: A description Diagrams and labels Pictures with captions Lists</p>	<p>Non-chronological report: A description Diagrams and labels Pictures with captions Lists Charts and tables</p>	<p>Non-chronological report: A description Diagrams and labels Pictures with captions Lists Charts and tables</p>	<p>Wider curriculum Non-chronological report: A description Diagrams and labels Pictures with captions Lists Charts and tables</p>	<p>Wider curriculum Non-chronological report: Note taking Labelled diagrams A comparative report between two items Leaflet Description of historical event, experiment, meaningful personal event, famous person etc.</p>	<p>Non-chronological report: Note taking Labelled diagrams Comparison Description</p>
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<p style="text-align: center;">Language and organisational features to be taught</p>	<p>Present tense (except historical reports)</p>	<p>Present tense (except historical reports) Factual writing often involving technical words and phrases. Bullet points</p>	<p>Present tense (except historical reports) Factual writing often involving technical words and phrases. Bullet points</p>	<p>Present tense (except historical reports) Factual writing often involving technical words and phrases</p>	<p>Present tense (except historical reports) Factual writing often involving technical words and phrases</p>	<p>Present tense (except historical reports) Third person/ first person Factual writing often involving technical words and phrases Introduction and conclusion Use of headings and subheadings to split up the report into sections Use of paragraphs within subsections Adjectives and adverbs to engage and excite the reader Avoid flowery description Impersonal voice</p>	<p>Present tense (except historical reports) Third person/ first person Factual writing often involving technical words and phrases Introduction and conclusion Use of headings and subheadings to split up the report into sections Use of paragraphs within subsections Adjectives and adverbs to engage and excite the reader Avoid flowery description Impersonal voice</p>
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Progression

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Progression</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>Analyse a number of report texts and identify key language and organisational features. Teacher demonstrates research and note-making 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</p>	<p>Analyse a number of report texts and identify key language and organisational features. Teacher demonstrates research and note-making 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</p>
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				appropriate language to present and categorise ideas.	appropriate language to present and categorise ideas.	the form, language conventions and grammatical features of information reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	conventions and grammatical features of information reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.
Persuasion: To argue the case for a point of view							
	Nursery / Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form	Letter Invitation Message	Letter Invitation (areas) Message (areas)	Letter	Letter Poster	Letter Leaflet	Leaflet Letter Wider curriculum - PowerPoint presentation	Leaflet Letter Wider curriculum - PowerPoint presentation

<p style="text-align: center;">Language and organisational features to be taught</p>	<p>Present tense Simple points Appropriate details</p>	<p>Present tense Fronted adverbials Simple points Appropriate details</p>	<p>Present tense Fronted adverbials Simple points Appropriate details</p>	<p>Present tense Fronted adverbials Introductory statement setting out the argument and a concluding statement Some points elaborated with evidence Formal and impersonal style Third person Technical vocabulary Exaggerated language Emotive words and powerful adjectives</p>	<p>Present tense Fronted adverbials Introductory statement setting out the argument and a concluding statement Some points elaborated with evidence Formal and impersonal style Third person Technical vocabulary Exaggerated language Emotive words and powerful adjectives</p>	<p>Present tense Fronted adverbials Introductory paragraph setting out the argument and a concluding paragraph An elaborated argument with evidence per paragraph Formal and impersonal style Third person Technical vocabulary Exaggerated language Emotive words and powerful adjectives Rhetorical questions</p>	<p>Present tense Fronted adverbials Introductory paragraph setting out the argument and a concluding paragraph An elaborated argument with evidence per paragraph Formal and impersonal style Third person Technical vocabulary Exaggerated language Emotive words and powerful adjectives Rhetorical questions</p>
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Progression

<p>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.</p>	<p>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 it. 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.</p>	<p>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 it. 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.</p>	<p>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</p>	<p>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</p>	<p>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; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Orally, in writing and using a multi-media package, construct effective persuasive arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of</p>	<p>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; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Orally, in writing and using a multi-media package, construct effective persuasive arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of</p>	<p>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; pre-empting or answering potential objections; appealing to the known views and feelings of the audience. Orally, in writing and using a multi-media package, construct effective persuasive arguments that: use persuasive techniques; develop a point logically and effectively; anticipate possible objections; harness the known views of</p>
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				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.
Discussion: To present arguments for and against an issue							
	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

<p style="text-align: center;">Language and organisational features to be taught</p>				<p>Present tense Third person Formal and impersonal style Simple arguments both for and against Simple introduction and concluding sentence Fronted adverbials</p>	<p>Present tense Third person Formal and impersonal style Simple arguments both for and against Simple introduction and concluding statement Four paragraphs: introduction, arguments for, arguments against and conclusion Fronted adverbials</p>	<p>Present tense Third person Formal, general and impersonal style Elaborate arguments both for and against Fronted adverbials Introduction-general statements, briefly present both sides of the argument Conclusion- present own viewpoint summarising arguments to back up viewpoint</p>	<p>Present tense Third person Formal, general and impersonal style Elaborated arguments both for and against Fronted adverbials Four paragraphs: introduction, arguments for, arguments against and conclusion Introduction-general statements, briefly present both sides of the argument Conclusion- present own viewpoint summarising arguments to back up viewpoint</p>
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Progression

Read and evaluate a wider range of simple discussion texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to discuss with others when appropriate to particular writing purposes. Through role-play and drama explore particular debating scenarios.

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

Read and evaluate letters intended to inform, protest, complain, persuade and discuss considering language and organisational features. To compare writing which informs, persuades and discusses considering for example the deliberate use of ambiguity, half-truth, bias, how opinion can be disguised to seem like fact. Select and evaluate a range of texts in print and other media for presenting two opposing views, clarity and quality of information. From reading, collect and investigate use of debating devices such as words and phrases, rhetorical

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

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