

# Writing for a Purpose

Guidance notes for the four writing purposes in KS1 & 2



# Writing to entertain (KS1)

## Text Types

- ◆ Stories (including re-tellings)
- ◆ Descriptions
- ◆ Poetry
- ◆ In-character/role

## Text Features

- ◆ Time sequenced
- ◆ Begin to differentiate between past and present tense to suit purpose

## Other Style Ideas

- ◆ Focus on oral work first
- ◆ Use opportunities to reading own work aloud

## Grammar and Sentences

- ◆ Use **coordinating conjunctions** to link two main ideas, *They pulled and pulled at the turnip to get it out.*
- ◆ Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper*
- ◆ Use the **progressive form** for verbs, *Goldilocks was walking through the woods.*
- ◆ Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

## Adverbials

First Then Next After Later  
The next day...



## Conjunctions

and but so or when

## Punctuation Content

- ◆ Use **finger spaces** between words
- ◆ Use **capital letters** & **full stops** to mark sentences
- ◆ Use **capital letter** for first person 'I'
- ◆ Use **apostrophes** to mark contractions, e.g. *didn't*
- ◆ Use **exclamation marks**, particularly in relation to speech
- ◆ Begin to use **inverted commas** to mark direct speech where appropriate.



# Writing to entertain (LKS2)

## Text Types

- ◆ Stories
- ◆ Descriptions
- ◆ Poetry
- ◆ Characters/settings

## Text Features

- ◆ Detailed description
- ◆ Use paragraphs to organize in time sequence

## Other Style Ideas

- ◆ Opportunities for comparing different forms of past tense (progressive and simple)

## Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,  
*Without a sound... After a moment...*
- Use **expanded noun phrases** to add detail & description  
*...the dark gloomy cupboard under the stairs...*
- Use **subordinate clauses** to add detail or context  
*Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion  
*They crept into Minos's great labyrinth. Inside the maze....*

## Adverbials

Soon Meanwhile As...  
The next day... Later...  
Carefully Without a thought...



## Conjunctions

if when because while  
as until whenever once

## Punctuation Content

- ◆ Use full punctuation for direct speech, including punctuation within and before **inverted commas**,  
*Mum asked, "Will you be home for tea?"*
- ◆ Secure use of **apostrophes** for possession, including for plural nouns.
- ◆ Use **commas** after fronted adverbials and subordinate clauses
- ◆ May begin to use **dashes** for emphasis



# Writing to entertain (UKS2)

## Text Types

- ◆ Narrative
- ◆ Descriptions
- ◆ Poetry
- ◆ Characters/settings

## Text Features

- ◆ Detailed description
- ◆ Use paragraphs to organise in time sequence

## Other Style Ideas

- ◆ Use a range of tenses to indicate changes in timing, sequence, etc.

## Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.  
*Although Theseus was scared, he prepared to enter the maze.*  
*Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context,  
*Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide range of sentence structures to add interest

## Adverbials

Meanwhile Later that day Silently  
Within moments All night Nearby  
Under the treetops Never before  
-ing openers -ed openers

## Conjunctions

if when because while  
as until whenever once  
since although unless rather

## Punctuation Content

- ◆ Use **brackets** for incidentals,  
*Amy saw Katie (her best friend) standing outside.*
- ◆ Use **dashes** to emphasise additional information,  
*The girl was distraught - she cried for hours.*
- ◆ Use **colons** to add further detail in a new clause,  
*The girl was distraught: she cried for hours.*
- ◆ Use **semi-colons** to join related clauses,  
*Some think this is awful; others disagree.*



# Writing to inform (KS1)

## Text Types

- ◆ Recount
- ◆ Letter
- ◆ Instructions

## Text Features

- ◆ Appropriate use of past and present tense

## Other Style Ideas

- ◆ Could use a writing frame to structure sections
- ◆ May include images

## Grammar and Sentences

- ◆ Use **coordinating conjunctions** to link two main ideas,  
*Badgers sleep in the day and look for food at night.*
- ◆ Use **subordinating conjunctions** in the middle of sentences,  
*Badgers can dig well because they have sharp claws*
- ◆ Use **noun phrases** which inform,  
*sharp claws, black fur*
- ◆ Use **commas** to separate items in a list,  
*You will need flour, eggs, sugar and water.*
- ◆ Use **exclamation sentences** where appropriate,  
*What a fantastic time we all had!*

## Adverbials

First Firstly Next After Later

## Conjunctions

and but so or when  
if because

## Punctuation Content

- ◆ Use **finger spaces** between words
- ◆ Use **capital letters** & **full stops** to mark sentences
- ◆ Use **question mark**,  
*Did you know...?*
- ◆ Use **apostrophes** to mark possession,  
*A badger's home is underground*



# Writing to inform (LKS2)

## Text Types

- ◆ Explanation
- ◆ Recount
- ◆ Letter
- ◆ Biography
- ◆ Newspaper article

## Text Features

- ◆ Paragraphs used to group related ideas
- ◆ Subheadings to label content

## Other Style Ideas

- ◆ May be built around a key image
- ◆ Use techniques to highlight key words (bold, underline, etc.)

## Grammar and Sentences

- ◆ Use **subordinating conjunctions** to join clauses, including as openers,  
*Although they have a fierce reputation, the Vikings weren't all bad.*
- ◆ Use **expanded noun phrases** to inform,  
*A tall dark-haired man was seen leaving the scene.*
- ◆ Use **commas** to separate adjectives in a list,  
*You will need flour, eggs, sugar and water.*
- ◆ Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- ◆ Begin to use **present perfect** tense to place events in time,  
*This week we have visited the Science Museum.*

## Adverbials

First Firstly Before After Later  
Soon Also In addition However

## Conjunctions

when before after while  
because if

## Punctuation Content

- ◆ Consolidate four main punctuation marks ( . , ! ? )
- ◆ Use **capital letters** for proper nouns
- ◆ Use **commas** to mark fronted adverbials  
*After lunch, we went into the museum*
- ◆ Use **commas** to mark subordinate clauses  
*When he was a boy, Dahl did not like reading.*
- ◆ Use **inverted commas** for direct speech
- ◆ Use **bullet points** to list items



# Writing to inform (UKS2)

## Text Types

- ◆ Report
- ◆ Recount
- ◆ Biography
- ◆ Newspaper article
- ◆ Essay

## Text Features

- ◆ Paragraphs used to group related ideas
- ◆ Heading/subheadings
- ◆ Use of technical vocabulary

## Other Style Ideas

- ◆ May include a glossary
- ◆ Sections may contain more than one paragraph

## Grammar and Sentences

- ◆ Use **subordinating conjunctions** in varied positions,  
*The Polar Bear, although it is large, can move at great speed.*
- ◆ Use **expanded noun phrases** to inform,  
*...a tall dark-haired man with a bright-red cap...*
- ◆ Use **relative clauses** to add further detail  
*We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- ◆ Begin to use **passive voice** to remain formal or detached,  
*The money was stolen from the main branch.*
- ◆ Begin to use **colons** to link related clauses,  
*England was a good country to invade: it had plenty of useful land.*

## Adverbials

Meanwhile At first After  
Furthermore Despite As a result  
Consequently Due to For example

## Conjunctions

when before after while  
because if although as

## Punctuation Content

- ◆ Use **brackets** or **dashes** to explain technical vocabulary
- ◆ Use **semi-colons** to punctuate complex lists, including when using bullet points
- ◆ Use **colons** to introduce lists or sections
- ◆ Use **brackets** or **dashes** to mark relative clauses
- ◆ Secure use of **commas** to mark clauses, including opening subordinating clauses
- ◆ Begin to use **colons** & **semi-colons** to mark clauses



# Writing to persuade (LKS2)

## Text Types

- ◆ Advertising
- ◆ Letter
- ◆ Speech
- ◆ Poster

## Text Features

- ◆ Use of 2<sup>nd</sup> person
- ◆ Planned repetition
- ◆ Facts & Statistics
- ◆ Adjectives for positive description

## Other Style Ideas

- ◆ Link to oracy, esp. for speeches
- ◆ Use of colour and images, esp. for advertising

## Grammar and Sentences

- ◆ Use **imperative** verbs to convey urgency,  
*Buy it today!      Listen very carefully...*
- ◆ Use **rhetorical questions** to engage the reader,  
*Do you want to have an amazing day out?*
- ◆ Use **noun phrases** to add detail and description,  
*Our fantastic resort has amazing facilities for everyone*
- ◆ Use **relative clauses** to provide additional enticement  
*Our hotel, which has 3 swimming pools, overlooks a beautiful beach*

## Adverbials

Firstly   Also   In addition  
However   On the other hand  
Therefore   In conclusion



## Conjunctions

if   because   unless   so  
and   but   even if   when

## Punctuation Content

- ◆ Ensure use of **capital letters** for proper nouns
- ◆ Use **? !** for rhetorical / exclamatory sentences
- ◆ Use **commas** to mark relative clauses
- ◆ Use **commas** to make fronted adverbials and subordinate clauses  
*After your visit, you won't want to leave.*  
*Once you've tasted our delicious sandwiches, you'll be coming back for more!*





# Writing to persuade (UKS2)

## Text Types

- ◆ Advertising
- ◆ Letter
- ◆ Speech
- ◆ Campaign

## Text Features

- ◆ Use of 2<sup>nd</sup> person
- ◆ Personal pronouns
- ◆ Planned repetition
- ◆ Facts & Statistics
- ◆ Hyperbole

## Other Style Ideas

- ◆ Link to oracy, esp. for speeches
- ◆ Use of colour and images, esp. for advertising

## Grammar and Sentences

- ◆ Use **imperative** and **modal** verbs to convey urgency,  
*Buy it today! This product will transform your life..*
- Use **adverbials** to convey sense of certainty,,  
*Surely we can all agree...?*
- Use **short sentences** for emphasis  
*This has to stop! Vote for change!*
- Use of the **subjunctive form** for formal structure  
*If I were you, I would...*

## Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion



## Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

## Punctuation Content

- ◆ Use ? ! for rhetorical / exclamatory sentences
- ◆ Use **colons** and **semi-colons** to list features, attractions or arguments
- ◆ Use **brackets** or **dashes** for parenthesis, including for emphasis  
*This is our chance—our only chance—to make a difference.*
- ◆ Use **semi-colons** for structure repetition,  
*Bring your friends; bring your children; bring the whole family!*



# Writing to discuss (UKS2)

## Text Types

- ◆ Balanced argument
- ◆ Newspaper article
- ◆ Review

## Text Features

- ◆ Appropriate use of cohesive devices
- ◆ Use of subjunctive form where needed

## Other Style Ideas

- ◆ Use paragraphs to structure arguments
- ◆ Maintain formal / impersonal tone

## Grammar and Sentences

- ◆ Use **modal** verbs to convey degrees of probability,  
*It could be argued... Some might say...*
- ◆ Use **relative clauses** to provide supporting detail  
*The rainforest, which covers almost a third of South America...*
- ◆ Use **adverbials** to provide cohesion across the text,  
*Despite its flaws... On the other hand...*
- ◆ Use **expanded noun phrases** to describe in detail  
*The dramatic performance by the amateur group was...*
- ◆ Begin to use **passive voice** to maintain impersonal tone,  
*The film was made using CGI graphics*

## Adverbials

Firstly Furthermore In addition  
However Nevertheless Therefore  
Consequently In conclusion



## Conjunctions

if because although unless  
since even if rather whereas  
in order to whenever whether

## Punctuation Content

- ◆ Use **brackets** or **dashes** for parenthesis, including for emphasis  
*This performance—the first by such a young gymnast—was a masterpiece!*
- Use **semi-colons** for to mark related clauses,  
*Some argue ... ; others say...*
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists

