



## Our Lady School Curriculum

### English- writing genres

Reception				
Unit/Topic	Early Learning Outcomes	Sticky knowledge	New vocabulary	Stimulus
Lists, labels and captions	<p>Communication and Language</p> <ul style="list-style-type: none"> <li>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> <li>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</li> </ul> <p>Physical Development</p> <ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</li> </ul> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>To write one/two words that are phonetically plausible to describe.</p> <p>To write a series of words in a list sometimes using adjectives to support description.</p>	Describing word	Shopping lists  The Gingerbread Man
Recount		<p>To write in the past tense.</p> <p>To write phonetically plausible short sentences that can be decoded by an adult.</p>	Past tense	Weekly news
Instructions		<p>To write simple instructions based on a practical activity.</p>	Order Numbered step Bossy verb	Cooking
Rhyming		<p>To write simple <i>cvc/ccvc/cvcc</i> words that rhyme.</p>	Rhyme Same	Silly soup
Narrative Traditional tales		<p>To understand that stories have different characters in.</p> <p>To write phonetically plausible short sentences that can be decoded by an adult.</p> <p>To demark sentences with a capital letter and a full stop.</p> <p>To use familiar story language in writing.</p>	Beginning Middle End Character Good Bad/evil Describing word	Goldilocks and the three bears  Jack and the beanstalk  The enormous turnip  The little red hen



## Our Lady School Curriculum

### English- writing genres

Year 1				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> <li>• Stories with predictable phrasing</li> <li>• Fairy tales</li> <li>• Contemporary fiction</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Match graphemes for all phonemes</li> <li>• Read accurately by blending sounds</li> <li>• Read words with very common suffixes</li> <li>• Read contractions &amp; understand purpose</li> <li>• Read phonics books aloud</li> <li>• Link reading to own experiences</li> <li>• Join in with predictable phrases</li> <li>• Discuss significance of title &amp; events</li> <li>• Make simple predictions</li> </ul>	To write simple sentences with repeated and predictable phrases to support structure.  To write a simple three part narrative (beginning, middle, end).  To write own version of a familiar story using simple sentences and sentences with conjunctions.	Adjective Noun phrase Verb Conjunction Repetitive phrase Beginning Middle End Problem Sentence opener	The Gingerbread Man  Monkey and me  We're going on a bear hunt  Six dinner Sid  Jack and the beanstalk  Traction Man
Recount	Writing <ul style="list-style-type: none"> <li>• Name letters of the alphabet</li> <li>• Spell very common 'exception' words</li> <li>• Spell days of the week</li> <li>• Use very common prefixes and suffixes</li> <li>• Form lower case letters correctly</li> <li>• Form capital letters and digits</li> <li>• Compose sentences orally before writing</li> <li>• Read own writing to peers or teachers</li> <li>• Re-read writing to check for sense</li> </ul>	To write simple first person recounts based on personal experiences.	Time openers Time adverbials Sequence Chronological order	The Key Stage One Nativity
Instructions	<ul style="list-style-type: none"> <li>• Use very common prefixes and suffixes</li> <li>• Form lower case letters correctly</li> <li>• Form capital letters and digits</li> <li>• Compose sentences orally before writing</li> <li>• Read own writing to peers or teachers</li> <li>• Re-read writing to check for sense</li> </ul>	Following a practical experience, write up the instructions for a simple task.	Bossy verb Numbered steps Order	How to make a peg doll  How to wash a woolly mammoth
Explanation	<i>Begin to join handwriting when pencil control and letter formation are secure</i>	To draw pictures to illustrate a simple process and write several sentences to support the explanation of the process.	Diagram Caption Title Technical vocabulary	How to grow a bean
Poetry <ul style="list-style-type: none"> <li>• Rhyming couplets</li> <li>• Vocabulary building</li> </ul>	Spellings  National Curriculum Year 1 Spellings and revision of Reception spellings	Read, write and perform free verse inspired by different stimuli.  To use all five senses to describe.  Recite familiar poems by heart.	Rhyme Adjective Noun phrase Verb Sense	Autumn  Remembrance Day  Where teachers keep their pets
Reports	Speaking & listening <ul style="list-style-type: none"> <li>• Listen &amp; respond appropriately</li> <li>• Ask relevant questions</li> </ul> Maintain attention and participate	To write a series of sentences to describe aspects of one topic. To use non-chronological report features when writing.	Heading Subheading Photo Caption Technical vocabulary	Weather (linked to our topic)



## Our Lady School Curriculum

### English- writing genres

Year 2				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> <li>• Fairy tales</li> <li>• Stories with recurring language</li> <li>• Myths- creation stories</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Develop phonics until decoding secure</li> <li>• Read common suffixes</li> <li>• Read and re-read phonic-appropriate books</li> <li>• Read common 'exception' words</li> <li>• Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li>• Become familiar with, and retell, stories</li> <li>• Ask &amp; answer questions; make predictions</li> <li>• Begin to make inferences</li> </ul>	To write a re-telling of a traditional story and to use a familiar story as a model to write a new story.	Expanded noun phrase Problem Solution/resolution Conjunction Synonym Tense	Rapunzel
		To write a myth based on a story read before.		To write stories with a five part structure: beginning, build up, problem, resolution and ending.
Recount	Writing <ul style="list-style-type: none"> <li>• Spell by segmenting into phonemes</li> <li>• Learn to spell common 'exception' words</li> <li>• Spell using common suffixes, etc</li> <li>• Use appropriate size letters and spaces</li> <li>• Develop positive attitude and stamina for writing</li> <li>• Begin to plan ideas for writing</li> <li>• Record ideas sentence-by-sentence</li> <li>• Make simple additions and changes after proof-reading</li> </ul>	To write in the first person in order to re-tell historical events.	Tense First person Time openers Time adverbials Sequence Chronological order	Florence Nightingale (History link)
Instructions		To use time adverbials to support sequence.		
Explanation	Grammar <ul style="list-style-type: none"> <li>• Use . ! ? and '               </li> <li>• Use simple conjunctions</li> <li>• Begin to expand noun phrases</li> <li>• Use some features of standard English</li> </ul>	To write a series of fiction-based and non-fiction-based instructions, including diagrams.	Title Bossy verb Numbered steps Diagram Label Chronological order Expanded noun phrase Synonym Negative command	Monsters: An owners guide  Flowers and growing (Science link)
Poetry <ul style="list-style-type: none"> <li>• Calligrams</li> <li>• Vocabulary building</li> <li>• Poetry appreciation</li> </ul>	Spellings National Curriculum Year 2 Spellings and revision of Year 1 spellings  Speaking & Listening <ul style="list-style-type: none"> <li>• Articulate and justify answers</li> </ul>	To produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	Diagram Caption Title Technical vocabulary	Weather calligrams – shape  Michael Rosen
		Read, write and perform free verse inspired by different stimuli.		



## Our Lady School Curriculum

### English- writing genres

Reports	<ul style="list-style-type: none"> <li>Initiate and respond to comments</li> <li>Use spoken language to develop understanding</li> </ul>	<p>To assemble information on a subject through research.</p> <p>To sort and categorise information; use comparative language to describe and differentiate.</p> <p>To use when, if, that and because to explain how or why something happens.</p>	Research Heading Subheading Photo Diagram Caption Technical vocabulary Label Question mark	Sharks
Persuasion		<p>To write a series of sentences, on the same topic, using persuasive vocabulary.</p> <p>To use commas to separate a list of ideas.</p> <p>To use a simple introduction and conclusion to a persuasive argument.</p>	Persuasive vocabulary Comma List Expanded noun phrase	A letter to Mrs Nicholson

Year 3					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus	
Narrative <ul style="list-style-type: none"> <li>Fables</li> <li>Alternate fairy tales</li> <li>Adventure stories</li> <li>Stories with imaginary worlds</li> </ul>	Reading <ul style="list-style-type: none"> <li>Use knowledge to read 'exception' words</li> <li>Read range of fiction and non-fiction</li> <li>Use dictionaries to check meaning</li> <li>Prepare poems and plays to perform</li> <li>Check own understanding of reading</li> <li>Draw inferences and make predictions</li> <li>Retrieve and record information from non-fiction books</li> <li>Discuss reading with others</li> </ul> Writing <ul style="list-style-type: none"> <li>Use prefixes and suffixes in spelling</li> <li>Use dictionary to confirm spellings and meanings</li> <li>Write simple dictated sentences</li> <li>Use handwriting joins appropriately</li> <li>Plan to write based on familiar forms</li> <li>Rehearse sentences orally for writing</li> <li>Use varied rich vocabulary</li> <li>Create simple settings &amp; plot</li> </ul>	To write a new fable to convey a moral.  To write an alternative version of a traditional fairy tale.  To write an adventure story focussing on plot.	Paragraph Tense Person Conjunction Synonym	I'll take you to Mrs Cole  Fantastic Mr Fox  Hodgeheg	
Play writing			To write a perform a play based on a familiar story.	Script Line Stage direction Character Colon	
Recount			To write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in engaging ways.	Impersonal style Formal Past tense Paragraph	News/sport reports
Instructions			To write and evaluate a range of instructions, including directions.	Directional language Heading Sub heading Precise expanded noun phrase	Sport



## Our Lady School Curriculum

### English- writing genres

	<ul style="list-style-type: none"> <li>Assess effectiveness of own and others' writing</li> </ul>			
Explanation	<p>Grammar</p> <ul style="list-style-type: none"> <li>Use range of conjunctions</li> <li>Use perfect tense</li> <li>Use range of nouns and pronouns</li> <li>Use time connectives</li> <li>Introduce speech punctuation</li> <li>Know language of clauses</li> </ul>	To create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.	Flowchart Relevant Fronted adverbial Sequential order Preposition	The weather cycle (geography link)
Poetry <ul style="list-style-type: none"> <li>Limerick</li> <li>Vocabulary building</li> <li>Haiku, tanka and kennings</li> <li>Poet appreciation</li> </ul>	<p>Spellings</p> <p>National Curriculum Spellings selected from the Year 3 and Year 4 word list and revision of Year 2 spellings</p> <p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>Give structured descriptions</li> <li>Participate actively in conversation</li> <li>Consider and evaluate different viewpoints</li> </ul>	<p>Read, write and perform free verse.</p> <p>To recite a familiar limerick by heart.</p> <p>To read and write haiku, tanka and kennings.</p> <p>To research and respond to a poet.</p>	Title Line Rhyme 5-7-5 Alliteration Syllable Simile	<p>The truth about teachers</p> <p>The bug chant</p> <p>Animal poetry</p> <p>Benjamin Zephaniah</p>
Reports		<p>To research and use note-taking techniques using information and ICT texts on a chosen subject.</p> <p>To use spidergrams to help organise information.</p>	Note taking Phrase Spidergram Generalised noun phrase Introduction Conclusion Compare Contrast	
Persuasion		To present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	Persuasive vocabulary Conjunction Adverb Logical conjunction Tense	<p>A letter to Father Christmas</p> <p>A letter to my new teacher</p>



## Our Lady School Curriculum

### English- writing genres

Year 4				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> <li>• Greek myths</li> <li>• Story settings</li> <li>• Stories with a theme</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Secure decoding of unfamiliar words</li> <li>• Read for a range of purposes</li> <li>• Retell some stories orally</li> <li>• Discuss words &amp; phrases that capture the imagination</li> <li>• Identify themes &amp; conventions</li> <li>• Retrieve and record information</li> <li>• Make inferences and justify predictions</li> <li>• Recognise a variety of forms of poetry</li> <li>• Identify and summarise ideas</li> </ul>	To write a Greek myth focusing on effective characterisation.  To link dialogue to effective characterisation, interweaving speech and action.  To write using a personal experience as a story theme, in an autobiographical style.	Autobiographical Myth Paragraph Action Speech Fronted adverbial Onomatopoeia Powerful noun Mood and atmosphere Adventurous simile Direct speech Plural possession	Aesop's fables  Harry Potter  The Orchard book of Greek myths  Stories from Africa and Korea
Play writing	Writing <ul style="list-style-type: none"> <li>• Correctly spell common homophones</li> <li>• Increase regularity of handwriting</li> <li>• Plan writing based on familiar forms</li> <li>• Organise writing into paragraphs</li> <li>• Use simple organisational devices</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Evaluate own and others' writing</li> <li>• Read own writing aloud</li> </ul>	To write a perform a play based on a familiar story.	Script Line Stage direction Character Colon	The Twits
Recount	Grammar <ul style="list-style-type: none"> <li>• Use wider range of conjunctions</li> <li>• Use perfect tense appropriately</li> <li>• Select pronouns and nouns for clarity</li> <li>• Use and punctuate direct speech</li> <li>• Use commas after fronted adverbials</li> </ul>	To write a first-person, newspaper-style, recount using historical knowledge.	Informal First person 5W's Conclusion Tense shift Past Present Direct speech	Rosa Parks
Instructions		To write a set of instructions including a title, 'you will need' and introduction section.	Heading Sub heading Precise expanded noun phrase	How to play a game
Explanation	Spellings  National Curriculum Spellings selected from the Year 3 and Year 4 word list and revision of Year 3 spellings	To create a flow chart to explain how something new works e.g. an invention.  To use note taking to support research.  To use an impersonal style when writing	Impersonal Formal Introductory paragraph Process	Until I met Dudley  How do things work?
Poetry <ul style="list-style-type: none"> <li>• Riddles</li> <li>• Word play</li> <li>• Free verse</li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li>• Articulate and justify opinions</li> <li>• Speak audibly in standard English</li> </ul> Gain, maintain and monitor interest of listeners	Read, write and perform free verse.  To read and write riddles.	Simile Metaphor Alliteration Powerful noun Exaggerate	Michael Rosen  Isabel  The child who was wild



## Our Lady School Curriculum

### English- writing genres

Reports		To write own report independently based on research from a range of different sources.	Pronoun Technical vocabulary Subordinating conjunction	Our teeth  Mayan Gods (History link)
Persuasion		To assemble and sequence points in order to plan a presentation on one point of view.  To use graphs and diagrams to support one point of view.	Graph Precise vocabulary Logical conjunction Persuasive effect Introduction Paragraph Logical order Conclusion	Magazine advert
Discussion		To consider different sides to an argument.  To decide on the course of action that should be taken from different sides.  To summarise reasons from different sides of an argument.	Side Argument Summarise Statement For Against Prepositional phrase Fronted adverbial with comma	



## Our Lady School Curriculum

### English- writing genres

Year 5				
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus
Narrative <ul style="list-style-type: none"> <li>• Classic fiction</li> <li>• Legends</li> <li>• Suspense and mystery</li> <li>• Literacy heritage</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Apply knowledge of morphology and etymology when reading new words</li> <li>• Read and discuss a broad range of genres and texts</li> <li>• Identify and discuss themes</li> <li>• Make recommendations to others</li> <li>• Learn poetry by heart</li> <li>• Draw inference and make predictions</li> <li>• Discuss authors' use of language</li> <li>• Retrieve and present information from non-fiction texts</li> <li>• Formal presentation and debates</li> </ul>	To reflect on a main character of a legend from different view points.  To retell a story from several different perspectives.  To develop skills of atmosphere building.  To explore a text in detail in order to mirror the style of an author when writing.  To use a theme and plot from a text to create own contemporary version.	Bracket Dash Morphology Etymology Modal verb Passive verb Tension Suspense Time/place/manner adverbial Cohesive device Relative clause Prepositional phrase Mood/atmosphere	The Jungle Book  The abandoned house  The firework makers daughter  The Hobbit
Recount	Writing <ul style="list-style-type: none"> <li>• Secure spelling, including homophones, prefixes, silent letters, etc</li> <li>• Use a thesaurus</li> <li>• Legible, fluent handwriting</li> <li>• Plan writing to suit audience and purpose</li> <li>• Develop character, setting and atmosphere in narrative</li> </ul>	To compose a biographical account based on research.	Biography Levels of formality Tense shift Atmosphere Relative clause Interest Impact Contrasting audience	Wonder  The boy at the back of the classroom
Instructions	<ul style="list-style-type: none"> <li>• Use organisational and presentational features</li> <li>• Use consistent appropriate tense</li> <li>• Proof-reading</li> <li>• Perform own compositions</li> </ul>	To write a set of detailed instructions with an introduction and conclusion	Structural features Relative clause Bracket Dash Comma Ambiguity	How to make a magic potion
Explanation	Grammar <ul style="list-style-type: none"> <li>• Use expanded noun phrases</li> <li>• Use modal and passive verbs</li> <li>• Use relative clauses</li> <li>• Use commas for clauses</li> <li>• Use brackets, dashes and commas for parenthesis</li> </ul> Spellings	To write an explanation linked to a geographical topic explaining scientific processes.	Impersonal Formal Introductory paragraph Process Layout device Time Cause Fronted adverbial	How to be an explorer (Geography link)
Poetry <ul style="list-style-type: none"> <li>• Spoken word</li> <li>• Rap</li> </ul>	National Curriculum Spellings selected from the Year 5 and Year 6 word list and revision of Year 4 spellings	To read and respond to cinquains.	Imagery Building images Powerful noun/adjective/verb	The Highway Man  Famous spoken verse



## Our Lady School Curriculum

### English- writing genres

<ul style="list-style-type: none"> <li>• Narrative poetry</li> <li>• Cinquain</li> </ul>	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• Give well-structured explanations</li> <li>• Command of Standard English</li> <li>• Consider and evaluate different viewpoints</li> </ul> <p>Use appropriate register</p>	<p>To experiment when writing different types of poetry.</p> <p>To research a particular poet and express a personal response to their poetry.</p> <p>To recite a familiar poem by heart.</p>	<p>Nonsense word Unexpected word combination</p>	
<p>Reports</p>		<p>To write a report in the form of an information leaflet in which two or more subjects are compared.</p>	<p>Leaflet Comparison Expanded noun phrase Compare Contrast</p>	<p>Mo Farrah- famous athletes</p>
<p>Persuasion</p>		<p>To show a through range of writing and understanding of how persuasive writing can be adapted for different purposes and audiences.</p>	<p>Audience Purpose Complex sentence Modal verb Statistic External validation</p>	<p>Why should Y5 be allowed a class pet?</p>
<p>Discussion</p>		<p>To write a balanced discussion.</p> <p>To present two sides of an argument following a debate.</p>	<p>Debate Balanced discussion Justify View Relative clause Modal verb Reason Generic statement</p>	<p>Should under 18's be allowed a mobile phone?</p>



## Our Lady School Curriculum

### English- writing genres

Year 6					
Unit/Topic	National Curriculum objectives	Sticky knowledge	New vocabulary	Stimulus	
Narrative <ul style="list-style-type: none"> <li>• Range of fiction genres</li> <li>• Genre swap stories</li> <li>• Creating setting</li> <li>• Characterisation</li> <li>• Atmosphere</li> <li>• Autobiographical narratives</li> </ul>	Reading <ul style="list-style-type: none"> <li>• Read a broad range of genres</li> <li>• Recommend books to others</li> <li>• Make comparisons within/across books</li> <li>• Support inferences with evidence</li> <li>• Summarising key points from texts</li> <li>• Identify how language, structures, etc contribute to meaning</li> <li>• Discuss use of language, including figurative</li> <li>• Discuss and explain reading, providing reasoned justification for views</li> </ul> Writing <ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology in spelling</li> <li>• Develop legible personal handwriting style</li> <li>• Plan writing to suit audience and purpose; use models of writing</li> <li>• Develop character and setting in narrative</li> <li>• Select grammar and vocabulary for effect</li> <li>• Use a wide range of cohesive devices</li> <li>• Ensure grammatical consistency</li> </ul> Grammar <ul style="list-style-type: none"> <li>• Use appropriate register/style</li> <li>• Use the passive voice for purpose</li> <li>• Use features to convey and clarify meaning</li> <li>• Use full punctuation</li> <li>• Use language of subject/object</li> </ul> Spellings	To write a range of short stories in different genres.  To revisit core skills from narrative writing in previous years to support cohesion, structure and grammar.  To write a single extended narrative based on one theme.  To develop characterisation, setting description and atmosphere.  To edit and redraft a piece of writing.	Cohesive device Hyphen Dash Effect Reader Impact Semi-colon Levels of formality Subjunctive form Passive voice Question tag Authors style Authors voice Genre specific feature Personification Oxymoron Hyperbole Speech for effect	The Lion and the Unicorn (History link)  Goodnight Mr Tom (History link)  Alma  The Shirt Machine  Malorie Blackman	
Recount			To write in a role adapting a distinctive voice.  To write a biographical recount describing a person from a different perspective.	Cohesive device Passive voice Dramatic effect Tense shift Relative clause Colon Semi-colon	Diary of a war evacuee  RAF Hendon (trip/history link)
Explanation			To report and present findings from a scientific enquiry including conclusions, causal relationships and explanations of and degree of trust in results.	Formal Technical vocabulary	Why do we have a taxonomic system (science link)
Poetry <ul style="list-style-type: none"> <li>• Gothic poetry</li> <li>• War poetry</li> <li>• Monologues</li> <li>• Vocabulary building</li> </ul>			To read, write and perform free verse.  To mirror and magpie a poets techniques to inspire own writing.  To read and respond to famous monologues.	Hyperbole Precise word choice Atmosphere Poets voice	Beyond the Lines  In Flanders Fields  The Raven  The Highway Man



## Our Lady School Curriculum

### English- writing genres

Reports	<p>National Curriculum Spellings selected from the Year 5 and Year 6 word list and revision of Year 5 spellings</p> <p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• Use questions to build knowledge</li> <li>• Articulate arguments and opinions</li> <li>• Use spoken language to speculate, hypothesise and explore</li> <li>• Use appropriate register and language</li> </ul>	<p>To write a report on a non-fiction subject.</p> <p>To choose the appropriate style and form of writing to suit the purpose and audience.</p> <p>To use prior knowledge of non-fiction text types to support writing.</p>	<p>Style Formal Level of formality Passive voice Purpose Audience Cohesion</p>	<p>Sir Captain Tom</p> <p>The Spiderwick Field Guide</p> <p>Famous singers</p>
Persuasion		<p>To construct an argument in note and in full text form to persuade others on own point of view.</p> <p>To present own persuasive case to class/group.</p> <p>To use standard English appropriately and effectively.</p>	<p>Audience Standard English Formal vs informal Passive voice Link and build Question tag Emotive language Power of three Repetition Counter argument</p>	<p>Goodnight Mr Tom</p> <p>Political speeches</p> <p>Plastic pollution- Greta Thunberg</p>
Discussion		<p>To take part in a debate.</p> <p>To follow up a debate with a write-up which presents and evaluates the opinions of different viewpoints.</p>	<p>Evaluation Differing view Support Oppose Quotation Consistent tone</p>	