

Writing to inform: Informal letters – Year 3.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Main ideas grouped into paragraphs and shaped around time and place.</p> <p>Topic sentences used.</p> <p>Some letter layout features included.</p> <p>Audience and purpose: <u>Personal/informal letter:</u> Someone you know well. Purpose: to make contact. To communicate as necessary. To entertain and amuse To show you are thinking about your reader – for example: enquires about family, references to shared memories.</p>	<p><u>Informal letter:</u> Simple and compound sentences used with extra description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, or (informal conjunctions)</p> <p>Some examples of complex (subordinate clauses used) Using subordinating conjunctions in the middle of sentences: when, if, as, because, while.</p> <p>Appropriate use of tense.</p> <p>Written in the first person. (I/me)</p> <p>Some examples of rhetorical questions.</p> <p>The use of proper nouns to name people, places and things.</p> <p>Powerful adjectives, verbs and adverbs.</p> <p>Adverbial phrases, For example: When they have a problem,</p> <p>Contractions used (can't, isn't)</p>	<p>I hope that...</p> <p>I think that...</p> <p>I imagine that...</p> <p>By the way...</p>	<p><u>Noun</u> To form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of the past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon, after, later.</p>	<p>Use finger spaces between words.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Capital letters for proper nouns.</p> <p>Use a question mark and exclamation mark if appropriate.</p> <p>Use commas to separate items in a list.</p> <p>To sometimes use an apostrophe for omission. (contractions)</p>

Writing to inform: Informal letters – Year 4.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion.</p> <p>Points about the visit/issue.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Links between key ideas in the letter.</p> <p>Topic sentences used.</p> <p>All letter layout features included.</p> <p>Audience and purpose: <u>Personal/informal letter:</u> Someone you know well. Purpose: to make contact. To communicate as necessary. To entertain and amuse To show you are thinking about your reader – for example: enquires about family, references to shared memories.</p>	<p><u>Informal letter:</u> Simple and compound sentences used with extra description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, or (informal conjunctions)</p> <p>Subordinate clauses used. Using subordinating conjunctions to join clauses and used as openers: when, if, as, because, while.</p> <p>Appropriate use of tense.</p> <p>Written in the first person. (I/me)</p> <p>Powerful adjectives, verbs and adverbs.</p> <p>Use of rhetorical questions.</p> <p>Adverbial phrases, For example: When they have a problem,</p> <p>Conversational tone / phrases used – anyway, after all, by the way</p> <p>Contractions used (can't, isn't) The use of proper nouns to name people, places and things.</p>	<p>To tell you the truth...</p> <p>I must tell you about...</p> <p>To be honest...</p> <p>I expect that...</p> <p>I didn't expect...</p> <p>As it happened...</p>	<p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English for verb inflections and pronouns.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense including the use of the present perfect tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p>	<p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> <p>Apostrophe for omission (contractions – didn't, couldn't)</p> <p>Apostrophe for singular possession to mark plural nouns. (plural possession)</p>

Writing to inform: Informal letters – Year 5.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Purpose of letter clear and transparent for the reader.</p> <p>Informal language/ conversational tone used throughout to engage the reader.</p> <p>Audience and purpose: <u>Personal/informal letter:</u> Someone you know well. Purpose: to make contact. To communicate as necessary. To entertain and amuse To show you are thinking about your reader – for example: enquires about family, references to shared memories.</p>	<p><u>Informal letter:</u> Variation in sentence structures.</p> <p>Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, or (informal conjunctions)</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to add further detail.</p> <p>Appropriate use of tense.</p> <p>Written in the first person. (I/me)</p> <p>Powerful adjectives, verbs and adverbs.</p> <p>Use of rhetorical questions and exclamations.</p> <p>Use of exaggerations (hyperbole)</p> <p>Adverbial phrases, For example: When they have a problem,</p>	<p>You'll never believe it ...</p> <p>To be honest...</p> <p>I imagine that...</p> <p>I didn't anticipate that...</p> <p>You'll never guess what happened?</p>	<p><u>Noun</u> Locate and identify expanded noun phrases.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense and past progressive tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and manner.</p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or dashes to mark relative clauses.</p> <p>To use semi-colons to punctuate complex lists.</p> <p>Apostrophe for omission (contractions – didn't, couldn't)</p> <p>Apostrophe for singular possession and to mark</p>

	<p>Conversational tone / chatty 'asides' (anecdotes, comments in brackets to provide additional information)</p>			<p>plural nouns. (plural possession)</p>
	<p>Contractions used (can't, isn't) The use of proper nouns to name people, places and things.</p>			<p>To begin to use colons to link ideas.</p>
	<p>Use of modal verbs to indicate possibility and convey urgency.</p>			



Writing to inform: Informal letters – Year 6.

Text Structure	Sentences and Grammar	Useful vocabulary	Word Classes	Punctuation
<p>Developed introduction and conclusion using all the letter layout features.</p> <p>The letter is well constructed that answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Informal language/ conversational tone used throughout to engage the reader.</p> <p>Information is prioritised according to importance and a frame of response set up for a reply.</p> <p>Audience and purpose: <u>Personal/informal letter:</u> Someone you know well. Purpose: to make contact. To communicate as necessary. To entertain and amuse To show you are thinking about your reader – for example: enquires about family, references to shared memories.</p>	<p><u>Informal letter:</u> Variation in sentence structures.</p> <p>Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, or (informal conjunctions)</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while.</p> <p>To use relative clauses to add further detail.</p> <p>Appropriate use of tense.</p> <p>Written in the first person. (I/me)</p> <p>Powerful adjectives, verbs and adverbs.</p> <p>Use of rhetorical questions and exclamations.</p> <p>Use of exaggerations (hyperbole)</p> <p>Active and passive voice deliberately used to heighten engagement. For examples: The café chairs were broken.</p> <p>Verb forms are controlled and precise.</p>	<p>You'll never believe it ...</p> <p>To be honest...</p> <p>I imagine that...</p> <p>I didn't anticipate that...</p> <p>You'll never guess what happened?</p> <p>Perhaps</p> <p>I wonder if?</p>	<p><u>Noun</u> Expanded noun phrases to convey complicated information concisely.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense and past progressive tense including the use of the present perfect tense. To change the tense according to features of the genre.</p> <p><u>Adverbs</u> Link ideas across a text using cohesive devices such as</p>	<p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning and avoid ambiguity.</p> <p>To use a colon to introduce a list.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or dashes to mark relative clauses.</p> <p>To use semi-colons to punctuate complex lists.</p> <p>To use hyphens.</p>

<p>Modifiers are used to intensify or qualify. For example: insignificant amount, exceptionally.</p> <p>Fronted adverbials are used to clarify the writer's viewpoint.</p> <p>Variation in sentence length (long for description and short for impact)</p> <p>Adverbial phrases, For example: When they have a problem,</p> <p>Conversational tone / chatty 'asides' (anecdotes, comments in brackets to provide additional information)</p> <p>Contractions used (can't, isn't) The use of proper nouns to name people, places and things.</p> <p>Use of modal verbs to indicate possibility and convey urgency.</p> <p>Use emotive language to show personal response. For example: Fabulous, showcase inspired me to...</p>		<p>adverbials of time and place, conjunctions, pronouns and synonyms.</p>	<p>To use colons to link ideas.</p>
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