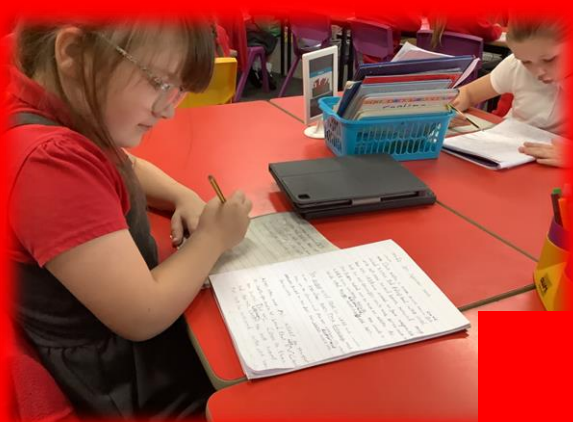
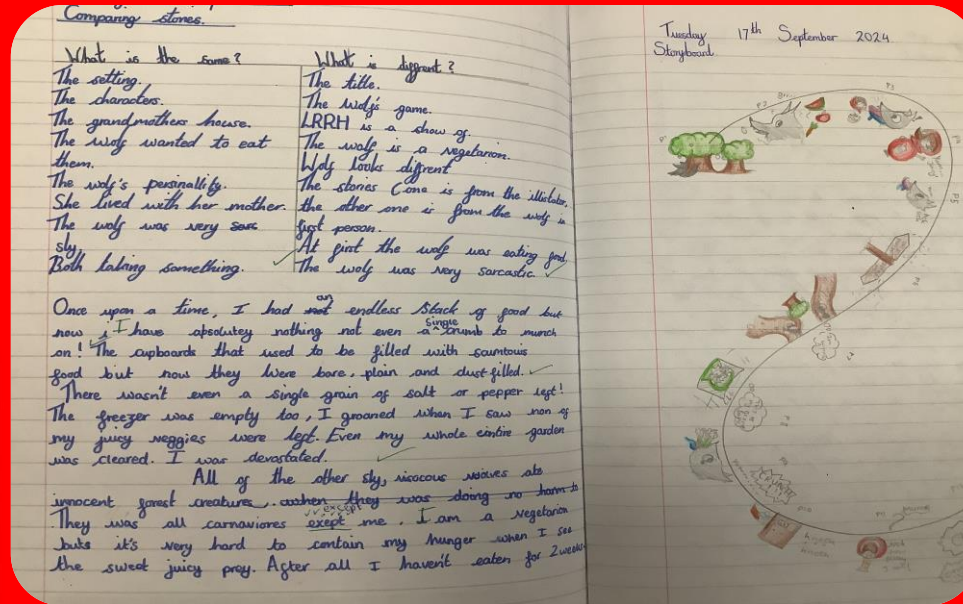




St John's  
CE Primary School

# Writing Curriculum Overview



“They will soar on wings like eagles.”

## Our Approach

At St Johns we believe that the study of English develops children's abilities to listen, speak, read and write for a wide range of audiences and purposes. Using language helps children to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Through our writing curriculum children will gain an understanding of how language works by looking at its patterns, structures and origins, whilst also using their growing knowledge, skills and understanding of speaking and listening to support the development and articulation of their ideas.

Our writing curriculum is **broad and ambitious** and will enable children at our school to become confident writers, who are able to adapt their writing to match an intended audience and purpose. We use the **Statutory Framework for EYFS** and the **National Curriculum** to inform all elements of our curriculum, which is further enhanced through our use of **Junior Learning** for phonics, **Letter Join** for handwriting and **Grammarsaurus** for spelling, punctuation and grammar. We ensure that all of the statutory content is included within our curriculum, and are aware of the non-statutory elements, including these when appropriate. We expose children to a variety of text types in 4 broad categories, which our pupils revisit as part of our cyclical approach to building on prior learning:

- Writing to **entertain** (narrative)
- Writing to **inform** (non narrative)
- Writing to **persuade** (non narrative)
- **Poetry**

Within our classrooms, children will experience 3 types of writing instruction to support them to be able to become fluent writers who can plan, create and publish their work at the end of each of our taught units:

**Shared Writing**, which involves the class or small groups. During shared writing, the teacher initiates and models writing, while children contribute their ideas. Teacher and pupils work together to compose messages and stories. The teacher models how writing works, the processes that are involved and draws attention to letters, words, and sounds during the writing. The object of shared writing is to demonstrate and teach the necessary skills and conventions of fluent writing.

**Guided Writing**, which involves very specific and focused instruction. It can be one-to-one or with small groups of children to focus on a specific aspect. Each child in a group composes an individual piece of writing with the intense support of the teacher. They hold the pen and have ownership over their writing. Mini-inputs are planned to reflect the specific needs of the children that are determined through ongoing assessment. The aim is to support children in becoming independent writers through building on the writing behaviours focused on in modelled and shared writing sessions. Children can usually produce more detailed and complex texts in these sessions than they can on their own.

**Independent Writing** is where children take responsibility for their own writing. It provides an opportunity for them to demonstrate the processes and strategies that have been demonstrated through the other elements of the writing block. It is crucial that sufficient scaffolding of the processes and strategies required to successfully complete the task have occurred prior to children working independently. Some children will require more support than others and may need to be part of a small group constructing a joint text using interactive or an independent piece using guided writing.

## Whole School Writing Overview

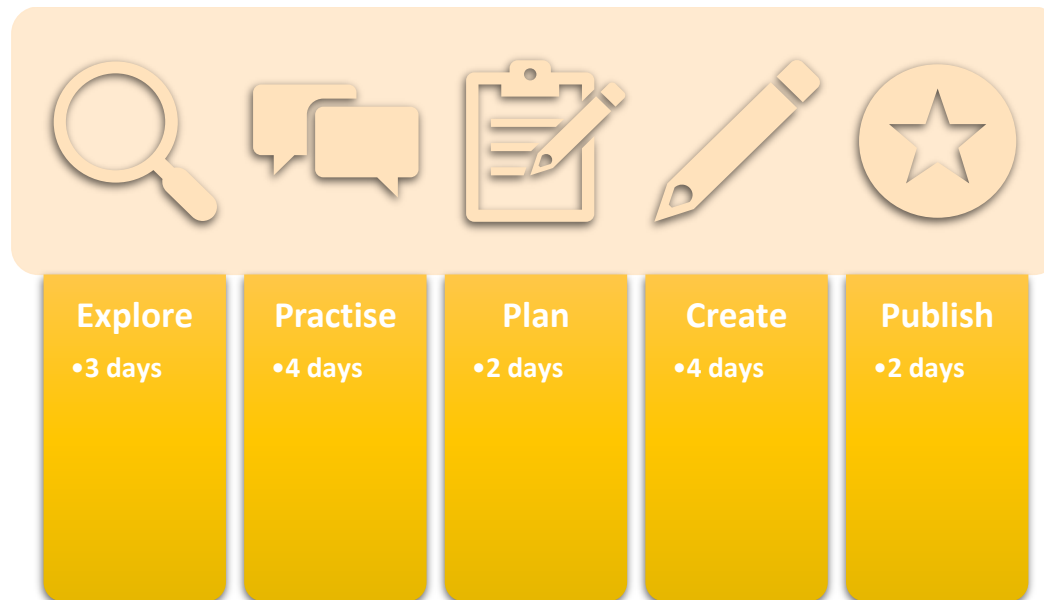
We have identified anchor texts for each of our text types (brackets below) to immerse children in high quality literature to develop their love of reading, provide models to draw from, expand pupil vocabulary and engage pupils in a range of texts that reflect the diversity within the world in which they live.

	Autumn	Spring	Summer	
N	<p>The Everywhere Bear What changes happen in Autumn? We're going on a bear hunt. Kipper's birthday. The Christmas Story.</p>	<p>Blue Penguin The Gingerbread Man A superhero like you We're going on an egg-hunt</p>	<p>Errel's Garden One little frog Dragon? Billy's bucket</p>	<p>PVPG – Place value of punctuation and grammar – taught using Grammarsaurus.</p> <p>A picture News is shared each week in each class and then one of the themes is chosen at the end of the term to develop into a piece of non-narrative writing.</p> <p>Pupils will write in a variety of forms such as an advert, letter, speech, leaflet or poster</p> <p>There is a poetry week planned into each term.</p>
R	<p>Harry and the Dinosaurs go to school. The Colour Monster Whatever Next Stickman</p>	<p>Giraffes can't dance Handa's Surprise The Very Hungry caterpillar Mad about minibeasts</p>	<p>Goldilocks and the 3 bears The 3 little pigs Naughty Bus The Train Ride</p>	
Y1	<p><u>Autumn 1</u> PVPG (1<sup>st</sup> 2 weeks) Narrative (Traditional tale LRRH) Setting Description Poetry (Performance) <u>Autumn 2</u> Persuasive Writing (Geography) Picture News RE Writing (Text?)</p>	<p>Narrative (Bog Baby) Instructions (How to look after a marsh baby) Poetry (shape/ calligram) Diary with setting description (Leaf) Oral presentation</p>	<p>Narrative – Fables Non-chronological report – Geography Picture News Poetry (humorous/ happy poems) Instructions - DT Narrative – author focus</p>	
Y2	<p><u>Autumn 1</u> PVPG (1<sup>st</sup> 2 weeks) Narrative (Traditional tale LRRH) Setting description Poetry (Performance) <u>Autumn 2</u> Persuasive Writing (Geography) Picture News RE Writing (Text?)</p>	<p>Narrative (Bob, the man on the moon) Non-Chronological Report (Desert Creatures) Poetry (Acrostic) Diary with setting description (The Snail and the Whale) Oral presentation</p>	<p>Narrative – Fables Non-chronological report – Geography Picture News Poetry (humorous/ happy poems) Instructions - DT Narrative – author focus</p>	
Y3	<p><u>Autumn 1</u> PVPG (1<sup>st</sup> 2 weeks) Narrative (Traditional tale LRRH) Setting description Poetry (Performance) <u>Autumn 2</u></p>	<p>Narrative (The Bear and the Piano) <b>Explanation (How to build a shadow puppet theatre)</b> Poetry (Kennings) Diary with setting description (The comet) Oral presentation</p>	<p>Narrative – Fables Non-chronological report – Geography Picture News Poetry (humorous/ happy poems) Instructions DT Narrative – author focus</p>	

	Persuasive Writing (Geography) Picture News RE Writing (Text?)		
Y4	<u>Autumn 1</u> PVP (1 <sup>st</sup> 2 weeks) Narrative (Traditional tale LRRH) Setting description Poetry (Performance) <u>Autumn 2</u> Persuasive Writing (Geography) Picture News RE Writing (Text?)	Narrative (Arthur and the Golden Rope) Explanation (The Water Cycle) <b>Poetry (Clerihew)</b> Diary with setting description (Varmints) Oral presentation	Narrative – Fables Non-chronological report – Geography Picture News Poetry (humorous/ happy poems) Instructions - DT Narrative – author focus
Y5	<u>Autumn 1</u> PVP (1 <sup>st</sup> 2 weeks) Narrative (Traditional tale LRRH) Setting description Poetry (Performance) <u>Autumn 2</u> Persuasive Writing (Geography) Picture News RE Writing (Text?)	Narrative (Marcy and the Riddle of the Sphinx) Non-Chronological Report (The Planets) Poetry (Limerick) Diary with setting description (Race to the Frozen North) Oral presentation	Narrative – Fables Non-chronological report – Geography Picture News Poetry (humorous/ happy poems) Instructions - DT Narrative – author focus
Y6	<u>Autumn 1</u> PVP (1 <sup>st</sup> 2 weeks) Narrative (Alternative traditional tale LRRH) Setting Description Poetry (Performance) <u>Autumn 2</u> Persuasive Writing (Geography) Picture News Biography (Anne Frank)	<u>Spring 1</u> Survival Guide/ instructions (How to survive an air raid attack – WW2) Balanced Argument Poetry (Sonnets?) <u>Spring 2</u> Diary (The Nowhere Emporium) Non-Chronological report (new) Oral presentation	<u>Summer 1</u> Narrative – Alma Picture News <u>Summer 2</u> Setting description and Newspaper Report (Highwayman) Poetry (humorous/ happy poems)

## Writing Stages

To enable our pupils to become fluent writers, we have created a set of **5 writing stages** that our pupils will move through as they visit each of our text types within their daily English lesson. By working through each stage systematically, pupils will develop the necessary skills to be able to understand the **purpose, audience, language and layout** of the text type they are seeking to emulate, within a **common structure** that they are familiar with. In addition, the use of the stages across the school ensures that pupils are able to **practice the craft of writing**, understanding **how grammar functions are used** within their writing, whilst also learning about the different processes writers go through to **construct meaningful and cohesive texts**. In addition, we have identified the amount of time teachers will generally spend on each stage, however this is dependent on the needs of each cohort and our staff will **adapt their teaching** according to this.



Below is an overview of what happens at each stage, which will be exemplified on the English working walls within each classroom, so that the writing process is clear across school and pupils can use their working walls to support their developing understanding and application of the text type:

### Stage 1 Explore

- Through reading the text teachers will identify the features and annotate these on the text with pupils to unpick their meaning and use. Links will also be made back to previous uses of the text type by the pupils.
- Explore the use of vocabulary, identifying new words, pulling out specific phrases/words for effect
- Explore the structure of the text linked to the text type being studied and highlight the use of different grammatical, spelling and punctuation conventions

### Stage 2- Practise

- Practise using the identified grammar and punctuation as part of a weekly Grammarsaurus session.
- Practise playing with vocabulary to enable pupils to grasp meaning and apply this to short writing exercises, which are modelled by the teacher as shared writing,

### Stage 3- Plan

- Boxed up planning is modelled by the teacher and used from Y2-Y6 as a common format for all text types, with headings and bullet points. In EYFS and Y1 story maps with oral narration are used and captured at this stage.
- Teachers narrate their thinking to support pupils to understand how to note take and model this process for pupils to emulate in their plans using the shared plan as a model to create their own.

### Stage 4- Create

- Shared and guided writing sessions are undertaken by the teacher to model to pupils how to create different sections/parts of their text using their plan
- Pupils engage in the process of crafting their independent writing in reference to the PALL for their text type.

### Stage 5- Publish



- Proof reading and editing work are explicitly modelled and taught by the class teacher.
- Opportunities are provided to pupils to carry out editing and proof reading activities to revise and refine their writing.
- A final piece is published by pupils, which may be for a display and/or may be presented in a different format such as an e-book, poster, leaflet or booklet that is not their English book.

## Unit Plans

For each taught text type, we have developed a consistent “unit planner” that is used to map out:

- The name of the anchor text/ model text.
- The purpose and audience of the text type being explored.
- The key features of the text that pupils will be utilizing in their own writing.
- The final writing product that will be created and published by pupils at the end.
- The links to Letter Join and Grammarsaurus that will be used as part of the teaching stages
- A snapshot overview of what will be done within each of the 5 writing stages.

These unit plans support class teachers and additional adults to have a clear overview of what is being taught.

YEAR 2	SPRING 1	TO ENTERTAIN
<b>Anchor Text – Desert Creatures (Grammarsaurus)</b> 	<b>Audience – Their parents</b>	<b>Purpose – To explain</b>
<b>Genre Progression –</b> <ul style="list-style-type: none"> <li>• Title</li> <li>• Opening section that explains what the report is <u>about</u></li> <li>• Use coordinating and subordinating clauses to link two main ideas.</li> <li>• Information which is factual and accurate.</li> <li>• Pictures / diagrams with caption.</li> <li>• Subheadings – <u>organised</u> into sections.</li> <li>• Technical vocabulary.</li> <li>• Use of a question, where appropriate.</li> </ul>		
<b>Published Piece</b> <ul style="list-style-type: none"> <li>• A non-chronological report which gives information about different creatures which live in the desert.</li> </ul>		
<b>TEACHING SEQUENCE</b>		
<b>EXPLORE</b> 	<b>Session 1</b>	
	<b>Session 2</b>	
	<b>Session 3</b>	

# Writing to Inform Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 & 6
<p><b>Instructions</b></p> <p>Evolves to procedural writing in Y5/6 (Eg survival Guide)</p>	<ul style="list-style-type: none"> <li>Title</li> <li>Simple, easy vocabulary</li> <li>Time Adverbials</li> <li>Numbered points</li> </ul> <p><b>*Teacher as Scribe*</b></p>	<ul style="list-style-type: none"> <li>Title</li> <li>Simple, easy vocabulary</li> <li>Time Adverbials</li> <li>Numbered points</li> </ul> <p><b>*Teacher as Scribe*</b></p>	<ul style="list-style-type: none"> <li>Title</li> <li>Written in 2<sup>nd</sup> person.</li> <li>Technical vocabulary.</li> <li>Time Adverbials</li> <li>Imperative verbs</li> <li>Numbered / Bullet points</li> <li>Written in correct order and make sense</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Introductory sentence</li> <li>Time Adverbials</li> <li>Imperative verbs/ adverbs.</li> <li>Sub-headings. You will need/ What you will do)</li> <li>Technical and precise language.</li> <li>Numbered / Bullet points.</li> <li>Written in the second person</li> <li>Written in correct order and make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Introductory paragraph (written in 2<sup>nd</sup> person)</li> <li>Time Adverbials/ fronted adverbials where appropriate.</li> <li>Imperative verbs/ adverbs.</li> <li>Sub-headings.</li> <li>Technical and precise language.</li> <li>Numbered / Bullet points.</li> <li>Written in correct order and make sense</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Subheadings: Equipment / ingredients / procedure / method</li> <li>Time Adverbials</li> <li>Imperative verbs</li> <li>Cohesive paragraphs or sections.</li> <li>Adverbs</li> <li>Range of conjunctions to write more detailed sentences</li> <li>Written in correct order and make sense</li> <li>Parenthesis – semi colon/ colon.</li> <li>Subjunctive modal verbs (Y6) eg If I were to go to the Amazon.....</li> <li>Vocabulary matches formality.</li> </ul>
<p><b>Diary</b></p>	<p><b>Shared as news.</b></p> <ul style="list-style-type: none"> <li>Write in first person</li> <li>Retell the important events that have taken place</li> <li>Simple adjectives to describe feelings</li> <li>Written in chronological order</li> <li>Past tense used.</li> </ul>	<ul style="list-style-type: none"> <li>Write in first person, using contractions where appropriate (I'm)</li> <li>Language matches the diary owner.</li> <li>Describe the important events that have taken place</li> <li>Written in chronological order</li> <li>Time adverbials</li> <li>Written in past tense</li> <li>Written in past tense</li> </ul>	<ul style="list-style-type: none"> <li>Write in first person</li> <li>Language matches the diary owner.</li> <li>Describe the important events that have taken place</li> <li>Thoughts and feelings</li> <li>Written in chronological order</li> <li>Time adverbials</li> <li>Written in past tense</li> <li>Ideas organised into paragraphs or sections.</li> </ul>	<ul style="list-style-type: none"> <li>Write in first person</li> <li>Language matches the diary owner.</li> <li>Describe the important events that have taken place</li> <li>Thoughts and feelings</li> <li>Written in chronological order</li> <li>Time adverbials.</li> <li>Written in past tense</li> <li>Ideas organised into paragraphs or sections.</li> </ul>	<ul style="list-style-type: none"> <li>Write in first person</li> <li>Language matches the diary owner.</li> <li>Describe the important events that have taken place</li> <li>Thoughts and feelings</li> <li>Written in chronological order</li> <li>Time adverbials.</li> <li>Written in past tense</li> <li>Ideas organised into paragraphs – a range of cohesive devices.</li> <li>Use relative clauses and parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Write in first person</li> <li>Language matches the diary owner.</li> <li>Describe the important events that have taken place</li> <li>Thoughts and feelings</li> <li>Written in chronological order</li> <li>Time adverbials.</li> <li>Written in past tense</li> <li>Ideas organised into paragraphs – a range of cohesive devices.</li> <li>Use relative clauses and parenthesis.</li> </ul>



	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
<b>Non-chronological report.</b>	<p>Maybe presented as a fact file.</p> <ul style="list-style-type: none"> <li>Title</li> <li>Opening sentence that explains what the report is about</li> <li>Picture / diagram with labels.</li> <li>Sentences linked to the pictures</li> <li>Technical vocabulary.</li> </ul> <p><b>*Teacher as scribe</b></p>	<p>Maybe presented as a fact file.</p> <ul style="list-style-type: none"> <li>Title</li> <li>Opening sentence that explains what the report is about</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams with caption.</li> <li>Technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening section that explains what the report is about</li> <li>Use coordinating and subordinating clauses to link two main ideas.</li> <li>Information which is factual and accurate.</li> <li>Pictures / diagrams with caption.</li> <li>Subheadings – organised into sections.</li> <li>Technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening section that explains what the report is about</li> <li>Use coordinating and subordinating clauses to link two main ideas.</li> <li>Information which is factual and accurate.</li> <li>Pictures/ diagrams and captions.</li> <li>Subheadings/ text boxes – organised into sections.</li> <li>Technical vocabulary.</li> <li>Organise work into paragraphs and sections.</li> <li>Tone of report matches the audience (younger children/ adults/ in the style of Attenborough)</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening section that explains what the report is about</li> <li>Use coordinating and subordinating clauses to link two main ideas.</li> <li>Information which is factual and accurate.</li> <li>Pictures/ diagrams and captions.</li> <li>Subheadings/ text boxes – organised into sections.</li> <li>Technical vocabulary.</li> <li>Organise work into paragraphs and sections.</li> <li>Tone of report matches the audience (younger children/ adults/ in the style of Attenborough)</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening section that explains what the report is about</li> <li>Use multclause sentences.</li> <li>Information which is factual and accurate.</li> <li>A range of cohesive devices including pictures/ diagrams with captions.</li> <li>Subheadings/ text boxes – organised into sections.</li> <li>Technical vocabulary.</li> <li>Organise work into paragraphs and sections.</li> <li>Tone of report matches the audience (younger children/ adults/ in the style of Attenborough)</li> </ul>
<b>Biography/newspaper</b>						<ul style="list-style-type: none"> <li>An introduction which answers who, what, when, where and why.</li> <li>Time adverbials (first, firstly, next, after, later)</li> <li>Written in the appropriate tense.</li> <li>Describe clearly what has happened.</li> <li>Chronological order organised into sections.</li> <li>Cohesive devices appropriate to the form of writing.</li> <li>Use multclause sentences including relative clauses.</li> <li>Use appropriate vocabulary.</li> <li>Quotations, correctly punctuated.</li> <li>Closing statement/ section.</li> <li>Vocabulary and grammar matches the audience (informal/ formal)</li> <li>Use parenthesis to add extra information.</li> </ul>

## Writing to Entertain Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5 and 6
<b>Story writing.</b>	<ul style="list-style-type: none"> <li>Beginning</li> <li>Middle</li> <li>End</li> <li>Characters</li> <li>Setting</li> </ul> <p><b>*Teacher as scribe*</b></p>	<ul style="list-style-type: none"> <li>Linked series of 3 sentences.</li> <li>Correct punctuation and grammar (Identify the subject and verb)</li> <li>Write in past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Sequenced and coherent ideas.</li> <li>Simple description of characters and setting.</li> <li>Include a key event.</li> <li>A simple description of character's feelings and emotions.</li> <li>Use coordinating and subordinating conjunctions. (but, because, and)</li> <li>Use noun phrases which add detail to description <i>Eg the red butterfly the blue kite the smallest dog</i></li> <li>Use the progressive form for verbs (Goldilocks was walking through the woods)</li> <li>Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her)</li> <li>Write using statements and where appropriate exclamations.</li> </ul>	<ul style="list-style-type: none"> <li>Sequenced and coherent ideas.</li> <li>Include an opening sentence which describes characters and setting</li> <li>Include a key event.</li> <li>Describe the character's feelings and emotions</li> <li>Include appropriate adjectives, verbs and adverbs.</li> <li>Use coordinating and subordinating conjunctions. (but, because, and, but, so)</li> <li>Use conjunctions, prepositions and adverbials for time.</li> <li>Use noun phrases which add detail to description <i>Eg the elegant, red butterfly the bright, blue kite</i></li> <li>Use the appropriate tense.</li> <li>Use a variety of sentence forms.</li> <li>Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her)</li> <li>Introduce inverted commas for speech.</li> </ul>	<ul style="list-style-type: none"> <li>Sequenced and coherent ideas organised in paragraphs.</li> <li>Include an opening paragraph which describes characters and setting</li> <li>Include a problem or dilemma</li> <li>Describe the character's feelings and emotions</li> <li>Include appropriate adjectives, verbs and adverbs.</li> <li>Use some fronted adverbials. <i>Eg Even though Later that day Despite all this</i></li> <li>Use conjunctions, prepositions and adverbials for time and cause.</li> <li>Use noun phrases which add detail to description</li> <li>Use the appropriate tense.</li> <li>Use a variety of sentence forms.</li> <li>Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her)</li> <li>Use inverted commas and internal punctuation for direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Sequenced and coherent ideas organised in paragraphs.</li> <li>Include an opening paragraph which describes characters and setting</li> <li>Include a problem or dilemma</li> <li>Describe the character's feelings and emotions</li> <li>Include appropriate adjectives, verbs and adverbs.</li> <li>Use multiclaue sentences, including fronted adverbials.</li> <li>Use conjunctions, prepositions and adverbials for time and cause.</li> <li>Use noun phrases which add detail to description</li> <li>Use the appropriate tense.</li> <li>Use a variety of sentence forms.</li> <li>Use nouns and pronouns for clarity and cohesion (Goldilocks, the little girl, she, her)</li> <li>Use inverted commas and internal punctuation for direct speech.</li> <li>Dialogue conveys character and/ or moves the action on.</li> </ul>

## Writing to Persuade Progression

	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<b>Advert, letter, speech, leaflet, poster</b>	<ul style="list-style-type: none"> <li>Use descriptive language.</li> <li>Use imperative verbs.</li> </ul> <p><b>*Teacher as scribe</b> <b><u>Letter</u></b></p>	<ul style="list-style-type: none"> <li>Use imperative verbs.</li> <li>Include picture with labels.</li> <li>Use questions and exclamation marks where appropriate.</li> </ul> <p><b>Collaborative Write</b> <b><u>Letter</u></b></p>	<ul style="list-style-type: none"> <li>Use descriptive language/ expanded noun phrases.</li> <li>Use imperative verbs,</li> <li>Include picture/ diagram with labels.</li> <li>Use coordinating and subordinating conjunctions.</li> <li>Use persuasive phrases appropriate to the task.</li> <li>Use questions and exclamations where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Use descriptive language/ expanded noun phrases.</li> <li>Use imperative verbs,</li> <li>Include picture/ diagram with labels.</li> <li>Use multiclaue sentences.</li> <li>Use cohesive devices appropriate to form of writing (letter/ speech/ leaflet)</li> <li>Use persuasive phrases appropriate to the task.</li> <li>Use comparative and superlative language.</li> <li>Use questions and exclamations where appropriate.</li> <li>Use alliteration (slogan) – in advert or leaflet.</li> <li>Use paragraphs or sections where appropriate.</li> <li>Vocabulary and grammar matches the formality of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Use descriptive language/ expanded noun phrases.</li> <li>Use imperative verbs,</li> <li>Use modal verbs.</li> <li>Include picture/ diagram with labels.</li> <li>Use multiclaue sentences.</li> <li>Use cohesive devices appropriate to form of writing (letter/ speech/ leaflet)</li> <li>Use persuasive phrases appropriate to the task.</li> <li>Use comparative and superlative language.</li> <li>Use questions and exclamations where appropriate.</li> <li>Use alliteration.(slogan)</li> <li>Use parenthesis to add in additional information.</li> <li>Use colons and semi colons to join independent clauses.</li> <li>Use paragraphs or sections where appropriate.</li> <li>Vocabulary and grammar matches the formality of the audience.</li> </ul>



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