



## Writing Progression document



Writing outcome	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition</b>							
Planning	-Begin to compose sentences orally with support/ modelling	-Compose a sentence orally before writing it	-Consider what they are going to write before beginning by planning or saying out loud what they are going to write about -Write down ideas and/or key words, including new vocabulary - Encapsulate what they want to say, sentence by sentence	-Begin to discuss writing similar to that which they are planning to write -Discuss and record ideas	-Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -Record ideas for writing using given formats	-Identify the audience for and purpose of the writing, selecting the appropriate form -Note and develop initial ideas beginning to draw on reading and research -In writing narratives, consider how authors have developed characters and settings	-Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Note and develop initial ideas, drawing on reading and research where necessary -In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting and writing	-Write recognisable letters, most of which are correctly formed -Write simple phrases and sentences that can be read by others	-Say out loud what they are going to write about sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense	-Write narratives about personal experiences and those of others (real and fictional) -Write about real events -Write poetry -Write for different purposes	-Compose and rehearse sentences orally (including dialogue) -Organise paragraphs around a theme --In narratives, create settings and characters and begin to create plot using models -In non-narrative material, begin to use simple organisational devices [for example, headings and sub-headings]	-Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -Organise paragraphs around a theme --In narratives, create settings, characters and plot -In non-narrative material, use simple organisational devices [for example, headings and sub-headings]	-Begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character -Précise longer passages -Begin to use a wide range of devices to build cohesion within and across paragraphs -Begin to use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning -In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action -Précise longer passages -Use a wide range of devices to build cohesion within and across paragraphs -Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Evaluating and editing	-Read back what they have written with the teacher	-Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher	Make simple additions, revisions and corrections to their own writing by: -Evaluating their writing with the teacher and other pupils -Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -Proof-reading to check for errors in spelling, grammar and punctuation -Read aloud what they have written with appropriate intonation to make the meaning clear	-Assess the effectiveness of their own and others' writing and suggest improvements -Proof-read for spelling and punctuation errors -Read aloud their own writing, to a group or the whole class, using appropriate intonation	-Assess the effectiveness of their own and others' writing and suggesting improvements -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Proof-read for spelling and punctuation errors -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	-Assess the effectiveness of their own and others' writing -Begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Begin to ensure the consistent and correct use of tense throughout a piece of writing -Begin to ensure correct subject and verb agreement when using singular and plural -Proof-read for spelling and punctuation errors -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Assess the effectiveness of their own and others' writing -Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensure the consistent and correct use of tense throughout a piece of writing -Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -Proof-read for spelling and punctuation errors -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	-Show some awareness of full stops at the end of sentences	-Leave spaces between words -Join words and joining clauses using and begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learn the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English	-Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive -Learn how to use sentences with different forms: statement, question, exclamation, command – Use expanded noun phrases to describe and specify -Use the present and past tenses correctly and consistently including the progressive form –Use subordination (using when, if, that,	-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Use the present perfect form of verbs in contrast to the past tense -Use conjunctions, adverbs and prepositions to express time and cause -Learn the grammar for year 3 in English Appendix 2 -Use and punctuate direct speech -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Use the present perfect form of verbs in contrast to the past tense -Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Use conjunctions, adverbs and prepositions to express time and cause -Use fronted adverbials -Learn the grammar for years 3 and 4 in English Appendix 2 -Use commas after fronted adverbials	-Recognise vocabulary and structures that are appropriate for formal speech and writing -Begin to use the perfect form of verbs to mark relationships of time and cause -Use expanded noun phrases to convey complicated information concisely -Use modal verbs or adverbs to indicate degrees of possibility -Begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun –Learn the grammar for year 5 in English Appendix 2 -Use commas to clarify meaning or avoid ambiguity in writing	-Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms -Use passive verbs to affect the presentation of information in a sentence -Use the perfect form of verbs to mark relationships of time and cause -Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility -Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun –Learn the grammar for years 5 and 6 in English Appendix 2



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		Appendix 2 in discussing their writing	or because) and co-ordination (using or, and, or but) -Use and apply the grammar for year 2 in English Appendix 2 -Understand some features of written Standard English -Use and understand the grammatical terminology in English Appendix 2 in discussing their writing		-Indicate possession by using the possessive apostrophe with plural nouns -Use and punctuate direct speech -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading	-Begin to use brackets, dashes or commas to indicate parenthesis -Begin to use semi-colons or dashes to mark boundaries between independent clauses -Begin to punctuate bullet points consistently -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	-Use commas to clarify meaning or avoid ambiguity in writing -Use hyphens to avoid ambiguity -Use brackets, dashes or commas to indicate parenthesis -Use semi-colons, colons or dashes to mark boundaries between independent clauses -Use a colon to introduce a list -Punctuate bullet points consistently -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Transcription							
Spelling	- Spell words by identifying sounds in them and representing the sounds with a letter or letters	-Spell words containing each of the 40+ phonemes already taught -Spell common exception words -Spell the days of the week -Name the letters of the alphabet in order -Use letter names to distinguish between alternative spellings of the same sound -Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -Use the prefix un- -Use -ing, -ed, -er and -est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	-Segment spoken words into phonemes and representing these by graphemes, spelling many correctly -Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones -Learn to spell common exception words -Learn to spell more words with contracted forms -Learn the possessive apostrophe (singular) -Distinguish between homophones and near-homophones -Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -Apply spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	-Use further prefixes and suffixes and understand how to add them (English Appendix 1) (This is taught throughout RWI Spelling programme) -Spell further homophones (RWI Spelling special focus unit 2 & 4) -Spell words that are often misspelt -Use the first two or three letters of a word to check its spelling in a dictionary -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far -Spell words from the Year 3 word list (RWI Spelling Special Focus 1 & Orange words)	-Use further prefixes and suffixes and understand how to add them (English Appendix 1) ) (This is taught throughout RWI Spelling programme) -Spell further homophones (RWI Spelling special focus unit 2 & 4) -Spell words that are often misspelt -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] (RWI Spelling Special Focus 3) -Use the first two or three letters of a word to check its spelling in a dictionary -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far -Spell words from the Year 4 word list (RWI Spelling Special Focus 1 & Orange words)	-Use further prefixes and suffixes and understand the guidance for adding them (This is taught throughout RWI Spelling programme) -Spell some words with 'silent' letters [for example, knight, psalm, solemn] (RWI Spelling Unit 1 & 4) -Continue to distinguish between homophones and other words which are often confused (RWI Spelling Special focus units 2, 3, 5, 6, 8) -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 -Use dictionaries to check the spelling and meaning of words (RWI Spelling dictionary challenges) -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary -Use a thesaurus (RWI Spelling thesaurus challenges)	-Use further prefixes and suffixes and understand the guidance for adding them (This is taught throughout RWI Spelling programme) -Spell some words with 'silent' letters [for example, knight, psalm, solemn] (RWI Spelling Unit 8) -Continue to distinguish between homophones and other words which are often confused (RWI Spelling Special Focus units 10 & 12) -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 -Use dictionaries to check the spelling and meaning of words (RWI Spelling dictionary challenges) -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary -Use a thesaurus (RWI Spelling thesaurus challenges)
Handwriting	-Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases)	-Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place -Form capital letters -Form digits 0-9 -Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Using PenPals: -Form lower-case letters of the correct size relative to one another -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -Use diagonal joins to letters without ascenders, e.g. ai, ar, un -Use diagonal joins to letters without ascenders, e.g. ai, ar, un - -Use horizontal joins to letters without ascenders, e.g. ou, vi, wi -Use diagonal joins to letters with ascenders, e.g. ab, ul, it -Use horizontal joins to letters with ascenders, e.g. ol, wh, ot)	Using PenPals: -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -Use diagonal joins to letters without ascenders, e.g. ai, ar, un -Use horizontal joins to letters without ascenders, e.g. ou, vi, wi -Use diagonal joins to letters with ascenders, e.g. ab, ul, it -Use horizontal joins to letters with ascenders, e.g. ol, wh, ot) -Increase the legibility, consistency and quality of their handwriting [for	Using PenPals: -Continue to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -Continue to increase the legibility, consistency and quality of their handwriting -Build up speed and ensure consistency in size and proportions of letters and spacing between letters and words. -Use a range of presentational skills, e.g.: print script for captions, sub-headings and labels; capital letters	Using PenPals: -Begin to write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -Choosing the writing implement that is best suited for a task. -Begin to use fluent joined up handwriting for all writing except where other special forms are required -Revision: practising sloped writing, practising the joins -Learning: joining from t, looping from g, j,y, joining from f, joining from s, writing v,w,x and z	Using PenPals: -Write legibly, fluently and with increasing speed -Use fluent joined up handwriting for all writing except where other special forms are required -Make use of self-assessment: evaluating handwriting, checking the joins, consistency of size, letters resting on baseline, ascenders and descenders, consistency of size of capitals and ascenders, inappropriate closing of letters, identifying unclosed letters, spacing within words, spacing between words



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			<p>-Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>-Use spacing between words that reflects the size of the letters.</p>	<p>example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>for posters, title plates, headings; a rang</p>	<p>-Learn how to use pen breaks in longer words</p> <p>-Begin to develop different styles for different purposes</p>	
Writing Purposes							
To entertain							
<i>Text</i>			<p>Time sequenced</p> <p>Begin to differentiate between past and present tense to suit purpose</p>	<p>Begin to:</p> <p>Detailed description</p> <p>Use paragraphs to organize in time sequence</p> <p>Opportunities for comparing different forms of past tense (progressive and simple)</p>	<p>Consolidate:</p> <p>Detailed description</p> <p>Use paragraphs to organize in time sequence</p> <p>Opportunities for comparing different forms of past tense (progressive and simple)</p>	<p>Begin to:</p> <p>Detailed description</p> <p>Use paragraphs to organise in time sequence</p> <p>Use a range of tenses to indicate changes in timing, sequence, etc.</p>	<p>Consolidate:</p> <p>Detailed description</p> <p>Use paragraphs to organise in time sequence</p> <p>Use a range of tenses to indicate changes in timing, sequence, etc.</p>
<i>Sentence and grammar</i>			<p>Use coordinating conjunctions to link two main ideas</p> <p>Use noun phrases which add detail to description</p> <p>Use the progressive form for verbs</p> <p>Use exclamation sentences where appropriate</p> <p>Begin to include adverbials to show the passing of time</p>	<p>Begin to:</p> <p>Use fronted adverbials to show how/when an event occurs</p> <p>Use expanded noun phrases to add detail &amp; description</p> <p>Use subordinate clauses to add detail or context</p> <p>Use nouns &amp; pronouns for clarity and cohesion</p> <p>Use adverbials of time</p> <p>Use conjunctions: if when because while as until whenever once</p>	<p>Consolidate:</p> <p>Use fronted adverbials to show how/when an event occurs</p> <p>Use expanded noun phrases to add detail &amp; description</p> <p>Use subordinate clauses to add detail or context</p> <p>Use nouns &amp; pronouns for clarity and cohesion</p> <p>Use adverbials of time</p> <p>Use conjunctions: if when because while as until whenever once</p>	<p>Begin to:</p> <p>Use subordinate clauses to add detail or context, including in varied positions.</p> <p>Use relative clauses to add detail or context</p> <p>Use a wide range of sentence structures to add interest</p> <p>Use adverbials: Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers</p> <p>Use conjunctions: if when because while as until whenever once since although unless rather</p>	<p>Consolidate:</p> <p>Use subordinate clauses to add detail or context, including in varied positions.</p> <p>Use relative clauses to add detail or context</p> <p>Use a wide range of sentence structures to add interest</p> <p>Use adverbials: Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers</p> <p>Use conjunctions: if when because while as until whenever once since although unless rather</p>
<i>Punctuation</i>			<p>Use finger spaces between words</p> <p>Use capital letters &amp; full stops to mark sentences Use capital letter for first person 'I'</p> <p>Use apostrophes to mark contractions</p> <p>Use exclamation marks, particularly in relation to speech</p> <p>Begin to use inverted commas to mark direct speech where appropriate.</p>	<p>Begin to:</p> <p>Use full punctuation for direct speech, including punctuation within and before inverted commas, Secure use of apostrophes for possession, including for plural nouns. Use commas after fronted adverbials and subordinate clauses</p>	<p>Consolidate:</p> <p>Use full punctuation for direct speech, including punctuation within and before inverted commas, Secure use of apostrophes for possession, including for plural nouns. Use commas after fronted adverbials and subordinate clauses</p> <p>May begin to use dashes for emphasis</p>	<p>Begin to:</p> <p>Use brackets for incidentals</p> <p>Use dashes to emphasise additional information</p> <p>Use colons to add further detail in a new clause</p> <p>Use semi-colons to join related clauses</p>	<p>Consolidate:</p> <p>Use brackets for incidentals</p> <p>Use dashes to emphasise additional information</p> <p>Use colons to add further detail in a new clause</p> <p>Use semi-colons to join related clauses</p>
To inform							
<i>Text</i>			<p>Use appropriate use of past and present tense</p>	<p>Begin to:</p> <p>Use paragraphs used to group related ideas</p> <p>Use subheadings to label content</p> <p>Use techniques to highlight key words</p>	<p>Consolidate:</p> <p>Use paragraphs used to group related ideas</p> <p>Use subheadings to label content</p> <p>Use techniques to highlight key words</p>	<p>Begin to:</p> <p>Use paragraphs used to group related ideas</p> <p>Use heading/subheadings</p> <p>Use technical vocabulary</p> <p>Use sections that may contain more than one paragraph</p>	<p>Consolidate:</p> <p>Use paragraphs used to group related ideas</p> <p>Use heading/subheadings</p> <p>Use technical vocabulary</p> <p>Use sections that may contain more than one paragraph</p>
<i>Sentence and grammar</i>			<p>Use coordinating conjunctions to link two main ideas</p> <p>Use subordinating conjunctions in the middle of sentences</p> <p>Use noun phrases which inform</p> <p>Use commas to separate items in a list</p> <p>Use exclamation sentences where appropriate</p>	<p>Begin to:</p> <p>Use subordinating conjunctions to join clauses</p> <p>Use expanded noun phrases to inform</p> <p>Use commas to separate adjectives in a list</p> <p>Use relative clauses to add further detail</p> <p>Use present perfect tense to place events in time</p>	<p>Consolidate:</p> <p>Use subordinating conjunctions to join clauses</p> <p>Use expanded noun phrases to inform</p> <p>Use commas to separate adjectives in a list</p> <p>Use relative clauses to add further detail</p> <p>Use present perfect tense to place events in time</p>	<p>Begin to:</p> <p>Use adverbials: (Meanwhile At first After Furthermore Despite As a result Consequently Due to</p> <p>Use subordinating conjunctions (when before after while because if although as) in varied positions</p> <p>Use expanded noun phrases to inform</p> <p>Use relative clauses to add further detail</p> <p>Begin to use passive voice to remain formal or detached</p> <p>Begin to use colons to link related clauses</p>	<p>Consolidate:</p> <p>Use adverbials: (Meanwhile At first After Furthermore Despite As a result Consequently Due to</p> <p>Use subordinating conjunctions (when before after while because if although as) in varied positions</p> <p>Use expanded noun phrases to inform</p> <p>Use relative clauses to add further detail</p> <p>Begin to use passive voice to remain formal or detached</p> <p>Begin to use colons to link related clauses</p>



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				Use adverbials: First Firstly Before After Later Soon Also In addition However	Use adverbials: First Firstly Before After Later Soon Also In addition However		
<i>Punctuation</i>			Use finger spaces between words Use capital letters & full stops to mark sentences Use question mark Use apostrophes to mark possession	Begin to: Consolidate four main punctuation marks ( . , ! ? ) Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items	Consolidate: Use all four main punctuation marks ( . , ! ? ) correctly Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items	Begin to: 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 Use commas to mark clauses, including opening subordinating clauses Use colons & semi-colons to mark clauses	Consolidate: 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 Use commas to mark clauses, including opening subordinating clauses Use colons & semi-colons to mark clauses
<b>To persuade</b>							
<i>Text</i>				Begin to: Use 2nd person Use planned repetition Include facts & statistics Use adjectives for positive description Use of colour and images, esp. for advertising	Consolidate: Use 2nd person Use planned repetition Include facts & statistics Use adjectives for positive description Use of colour and images, esp. for advertising	Begin to: Use personal pronouns Use hyperbole	Consolidate: Use personal pronouns Use hyperbole
<i>Sentence and grammar</i>				Begin to: Use imperative verbs to convey urgency Use rhetorical questions to engage the reader Use noun phrases to add detail and description Use relative clauses to provide additional enticement Use adverbials: Firstly Also In addition However On the other hand Therefore In conclusion Use conjunctions: if because unless so and but even if when	Consolidate: Use imperative verbs to convey urgency Use rhetorical questions to engage the reader Use noun phrases to add detail and description Use relative clauses to provide additional enticement Use adverbials: Firstly Also In addition However On the other hand Therefore In conclusion Use conjunctions: if because unless so and but even if when	Begin to: Use imperative and modal verbs to convey urgency Use adverbials to convey sense of certainty Use short sentences for emphasis Use of the subjunctive form for formal structure Use adverbials: Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion Use conjunctions: if because although unless since even if rather whereas in order to whenever whether	Consolidate: Use imperative and modal verbs to convey urgency Use adverbials to convey sense of certainty Use short sentences for emphasis Use of the subjunctive form for formal structure Use adverbials: Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion Use conjunctions: if because although unless since even if rather whereas in order to whenever whether
<i>Punctuation</i>				Begin to: 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	Consolidate: 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	Begin to: Use colons and semi-colons to list features, attractions or arguments Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition	Consolidate: Use colons and semi-colons to list features, attractions or arguments Use brackets or dashes for parenthesis, including for emphasis Use semi-colons for structure repetition
<b>To discuss</b>							
<i>Text</i>						Begin to: Use appropriate use of cohesive devices Use the subjunctive form where needed Use paragraphs to structure arguments Maintain formal / impersonal tone	Consolidate: Use appropriate use of cohesive devices Use the subjunctive form where needed Use paragraphs to structure arguments Maintain formal / impersonal tone
<i>Sentence and grammar</i>						Begin to: Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use adverbials to provide cohesion across the text Use expanded noun phrases to describe in detail	Consolidate: Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use adverbials to provide cohesion across the text Use expanded noun phrases to describe in detail



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						<p>Begin to use passive voice to maintain impersonal tone</p> <p>Use adverbials: Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion</p> <p>Use conjunctions: if because although unless since even if rather whereas in order to whenever whether</p>	<p>Begin to use passive voice to maintain impersonal tone</p> <p>Use adverbials: Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion</p> <p>Use conjunctions: if because although unless since even if rather whereas in order to whenever whether</p>
<i>Punctuation</i>						<p>Begin to:</p> <p>Use brackets or dashes for parenthesis, including for emphasis</p> <p>Use semi-colons for to mark related clauses</p> <p>Use commas to mark relative clauses</p> <p>Use colons and semi-colons to punctuate complex lists</p>	<p>Consolidate:</p> <p>Use brackets or dashes for parenthesis, including for emphasis</p> <p>Use semi-colons for to mark related clauses</p> <p>Use commas to mark relative clauses</p> <p>Use colons and semi-colons to punctuate complex lists</p>