|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Character Description  Instructions | Recount  Narrative | Narrative  Information | Setting Description  Instructions | Narrative  Recount | Non-Chronological Report  Narrative |
| Year 2 | Narrative  Recount | Recount (Narrative Form)  Instructions | Narrative  Non-Chronological | Narrative  Persuasion | Narrative  Recount | Information  Narrative |
| Year 3 | \*Procedural Text  Narrative | Narrative  Non-Chronological Report | Narrative  \*Explanation | \*Recount  Narrative | Narrative  Persuasion | Narrative  Non-Chronological |
| Year 4 | Narrative  Non-Chronological Report | Narrative  \*Comparative Report | Narrative  Recount | Explanation  Narrative | Narrative  Recount | Persuasion  Narrative |
| Year 5 | Narrative  Procedural | Persuasion  Narrative | Narrative  Recount | Comparative Report  Narrative | Parallel Narrative  Discussion | Non-Chronological Report  \*Flashback |
| Year 6 | Narrative  Non-Chronological Report | Chronological Report  Narrative | Narrative  Persuasion | Discussion  Narrative | Narrative  Recount | \*Explanation and Instructions (Mixed Genre)  Narrative |

**Overview of Genres**

Each half term, fiction writing will be taught for 3 weeks and non-fiction genres will be taught for 2 weeks however this can be adapted if needed. Writing for Pleasure will be the focus for the final week. If terms have 7 weeks, you can extend a genre by a week. Poetry will be taught for a day or two days when there is a big celebration e.g. Christmas, Easter, Harvest etc.

**Narrative Progression**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Character Description  (3 weeks)  **Book Focus**  **The Gruffalo**  **Rumble in the Jungle**  Instruction Writing  How to make Gruffalo Crumble  (2 weeks) | Expected Standard:  Tell a basic three part story about a central character  (3 weeks)  Transform for GDS:  Write a character description to include in the story.  **Book Focus**  **The Ugly Duckling** | Expected Standard:  Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.  (3 weeks)  Transform for GDS:  Write a setting description to include – a contrasting setting  **Book Focus**  **Jack and The Beanstalk** | Setting Description  (2 weeks)  Trasform for GDS:  Write a story opening including a setting description  **Book Focus**  **The Deep Dark Wood** | Expected Standard:  Write a story which includes strong characterisation e.g. good or bad character. Include accurate sentence punctuation.  (3 weeks)  Transform for GDS:  Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.  **Book Focus**  **Where the Wild Things Are** | Expected Standard:  Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.  (3 weeks)  Transform for GDS:  Write an alternative ending,  **Book Focus**  **The Snail and the Whale** |
| Year 2 | Expected Standard:  (3 weeks)  Recount in the form of Narrative  Recount the Introduction- Duncan going to school.  Three letters from the crayons.  Transform for GDS:  Children to use their knowledge of letter writing to write back to the crayons from Duncan.  **Book Focus**  The Day the Crayons Quit | Expected Standard:  Retell a 3 part story that has a key central character.  Transform for GDS:  Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.  (3 weeks)  **Book Focus**  The Queen’s Knickers | (3 weeks)  To plan and write a familiar story with a range of sentence types  Transform for GDS:  Alternative ending to the story  **Book Focus**  The Pirates of Scurvy Sands | Expected Standard:  To retell a modern story using vivid description and focus on prepositional phrases  (3 weeks)  Transform for GDS:  Change the setting and expand on the language by introducing simple figurative language and more adventurous vocabulary.  **Book Focus**  Grandad’s Island | Expected Standard:  Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.  (3 weeks)  Transform for GDS:  Re write a section of the story in first person.  **Book Focus**  Room on a Broom | Expected Standard:  Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.  – applying the skills of Year 2.  (3 week)  Transform for GDS:  Retell the familiar story changing the characters to opposites with inclusion of some dialogue experimenting with speech punctuation.  **Book Focus**  Snow White |
| Year 3 | Expected Standard:  To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.  (3 weeks)  Transform for GDS:  Change into a 1st person story and write a section of their choice.  Book Focus  **How to Train Your Dragon** | Expected Standard  Write parts of a story in the third person organised into paragraphs ensuring that the sequence is clear. Focus on the dramatic atmosphere and cliff hangers  (3 weeks)  Transform for GDS:  Re write part of the story using an alternative character and setting.  **Book Focus**  **Iron Man** | Expected Standard:  Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time. Focus on figurative language and description  (3 weeks)  Transform for GDS:  Re write a detailed description of the setting and time by using expanded noun phrases to give precise detail.  **Book Focus**  **The Tin Forest** | Expected Standard:  To write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.  (3 weeks)  Transform for GDS:  Revise one section of the story as an alternative i.e. “problem”. Use words and phrases to capture the readers’ interest and imagination and select verbs carefully to describe actions, thoughts and feelings.  **Book Focus**  **Peter Pan** | Expected Standard:  Write a story where dialogue is the drive to move the story on.  (3 weeks)  Transform for GDS:  Re write the opening of the story with a new character. Introduce another character and include a dialogue conversation.  **Book Focus**  **Alice in Wonderland** | Expected Standard:  Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.  (3 weeks)  Transform for GDS:  Re write a section of the story in an opposite tense and change the plot in that section.  **Book Focus**  **The Firework Maker’s Daughter** |
| Year 4 | Expected Standard:  Plan a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns.  (3 weeks)  Transform for GDS:  Re-write a section of the story experiment with using different organisational devices with some attempt to link paragraphs together – change the character  **Book Focus**  **Ted and the Time Travelling Toilet** | Expected Standard:  Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.  (3 weeks)  Transform for GDS:  Write a section and transform the narrative through a change in atmosphere, varying the vocabulary to support it.  **Book Focus**  **The Miraculous Journey of Edward Tulane** | Expected Standard:  Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.  (3 weeks)  Transform for GDS:  Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.  **Book Focus**  **The Lion, the Witch and the Wardrobe** | Expected Standard:  To plan and write their story with a focus on the effect the book has on the reader using varied and rich vocabulary and a range of sentence structures  (3 weeks)  Transform for GDS:  Re write a section of the story, change the character and have a strong description of the characters feelings and emotions.  **Book Focus**  **The River Singers** | Expected Standard:  Plan and write a familiar story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.  (3 weeks)  Transform for GDS:  Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.  **Book Focus**  **Hansel and Gretel** | Expected Standard:  Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character.  (3 weeks)  Transform for GDS:  Develop additional characters and change the setting using adjectives and figurative language to evoke time, place and mood.  **Book Focus**  **Harry Potter** |
| Year 5 | Expected Standard:  Write a five-part story using language to evoke mood and atmosphere and develop characterisation, complete as a Viking legend.  (3 weeks)  Transform for GDS:  Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.  **Book Focus**  **The Phantom Tollbooth** | Expected Standard:  Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.  (3 weeks)  Transform for GDS  Change the story to show parallel narrators where events are portrayed simultaneously.  **Book Focus**  **The Explorer** | Expected Standard:  Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.  (3 weeks)  Transform for GDS  Add an additional character and narrative voice demonstrating a change in formality.  **Book Focus**  **The Hobbit** | Expected Standard:  Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.  (3 weeks)  Transform for GDS  Adapt the story for a different audience aiming for consistency in character and style. This could be done in a chapter/summary of the story.  **Book Focus**  **Cosmic** | Expected Standard:  Plan and write a non – linear story e.g. flashbacks, parallel narrators. Experiment with different formalities for different shifts.  (3 weeks)  Transform for GDS  Re write a section focusing on a change in mood and setting.  **Film Text**  **Alma or The Piano** | Expected Standard:  Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.  (3 weeks)  Transform for GDS  Re write a section to your own pen pal and experiment with formality in comparison to the book.  **Book Focus**  **Letters from the Lighthouse** |
| Year 6 | Expected Standard:  Write a five-part story using language to evoke mood and atmosphere and develop characterisation.  (3 weeks)  Transform for GDS:  Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.  **Book Focus**  **Carrie’s War** | Expected Standard:  Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.  (3 weeks)  Transform for GDS  Add an additional narrative voice demonstrating a change in formality.  **Book Focus**  **The Final Year** | Expected Standard:  Plan and write a story with two narrators to tell the story from different perspectives.  (3 weeks)  Transform for GDS  Independently change the formality of the two narrators so that they contrast.  **Book Focus**  **Oliver Twist** | Expected Standard:  Plan and write an extended narrative divided into chapters.  Use of description and figurative language to create atmosphere.  (3 weeks)  Transform for GDS  Re write an ending Independently include dialogue to show shifts of formality; change character and move the action forward  **Book Focus**  **Beetle Boy** | Expected Standard:  Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.  (3 weeks)  Transform for GDS  Re write a section of a story using a different character and setting in comparison to the book,  **Book Focus**  **Who Let the God’s Out?** | Expected Standard:  Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.  (3 weeks)  Transform for GDS  Independently use a non- linear structure to show control of formality for different shifts of time.  **Book Focus**  **Skellig** |

Progression of Non-Fiction Genres

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | Instructions  (2 weeks)  Expected Standard:  Write simple instructions about something they know well including imperative verbs, precise language and commands.  Transform for GDS:  Re write three of the instructions and add a conjunction or an extra sentence.  **Text Form**  **How to Make**  Gruffalo Crumble | Recount  (2 weeks)  Expected Standard:  Write sentences to match pictures, or sequences of pictures, illustrating an event.  Transform for GDS:  Re write a section of the recount and include conjunctions and powerful adjectives.  **Text Form**  **Use a sequence of pictures**  The Stick Man (the journey home) | Information Text  (2 weeks)  Expected Standard:  Describe something or someone with consistent use of tense (past or present depending on the report).  Transform for GDS:  Expand sentences with conjunction ‘and, because, when’ use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.  **Text Form**  **Fact File**  Seasons | Instructions  (2 weeks)  Expected Standard:  Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.  Transform for GDS:  Re write a section and focus on extending sentence structure to include commas in a list.  **Text Form**  **Billy and the Beast** | Recount  (2 weeks)  Expected Standard:  Write a simple first-person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense, e.g. postcard or simple letter.  Transform for GDS:  Re write a section of a recount from a character in the form of a letter.  **Text Form**  **Postcard**  **GDS – letter**  Where the Wild Things Are | Information Text  (2 weeks)  Expected Standard:  Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.  Transform for GDS:  Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.  **Text Form**  **Fact File**  Meerkat Mail |
| Year 2 | Recount  (2 weeks)  Expected Standard:  Write a simple first-person recount linked to topic maintaining past tense and consistent use of first person. Complete as a letter  Transform for GDS:  Write a diary from your own life.  **Text Form**  **Diary**  **GDS book**  Samuel Pepys | Instructions  (2 weeks)  Expected Standard:  Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.  Transform for GDS:  Create a section of a set of instructions and extend and clarify instructions using expanded nouns, subordination and co- ordination to specify and add detail.  **Text Form**  **How to …**  **Lights on Cotton Rock** | Non-Chronological Report  (2 weeks)  Expected Standard:  Use information from research to group and assemble information into a short non-chronological report.  Transform for GDS:  Use a new sub heading to expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.  **Text Form**  **Fact File – Dkfindout**  Pirates | Persuasion  (2 weeks)  Expected Standard:  Use simple persuasive language to write a persuasion based on a fictional book e.g. a poster advertising a place  Transform for GDS:  Expand on information using emotive language to create a persuasive leaflet for visit.  **Text Form**  **Poster**  Africa | Recount  (2 weeks)  Expected Standard:  Write about a real experience.  Transform for GDS:  Change the form of the recount e.g. letter or a post card considering how language and vocabulary choices may change.  **Text Form**  **Real Experience** | Non-Chronological Report  (2 weeks)  Expected Standard:  Use the language and structural features in a specific form e.g. leaflet.  Transform for GDS:  Change the form of the report from a leaflet to a page in a non-fiction book or poster to inform about Mary Seacole.  **Text Form**  **Leaflet**  Florence Nightingale |
| Year 3 | Procedural Text  (2 weeks)  Expected Standard:  Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.  Transform for GDS:  Create a section of a procedural text for a topic of your choice.  **Text Form**  **Procedural text How to train**  How to train your dragon | Non-Chronological Report  (2 weeks)  Expected Standard:  Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Complete as an information leaflet.  Transform for GDS:  Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.  **Text Form**  **Fact Leaflet**  Stone Age to Iron Age | Explanation  (2 weeks)  Expected Standard:  Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.  Transform for GDS:  Re write a section and provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.  Text Form  Videos  Volcano Form and Eruption | Recount  (2 weeks)  Expected Standard:  Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.  Transform for GDS:  Re write a recount in a diary format in first person to explain and inform people.  **Text Form**  **Newspaper Report**  Mining | Persuasion  (2 weeks)  Expected Standard:  Present a persuasive point of view in the form of a leaflet, beginning to link points together, selecting style and vocabulary appropriate to the reader.  Transform for GDS:  Create a persuasive poster using the same devices but persuade people to go to a contrasting setting.  **Text Form**  **Tourism Leaflet**  Wonderland | Non-Chronological report (2 week)  Expected Standard:  Write a non-chronological report about a subject researched in a specific form e.g. website.  Transform for GDS:  Compare the subject in the leaflet to another similar subject using language of comparison and contrast. Create documentary.  **Text Form**  **Webpage**  Ancient Greece |
| Year 4 | Non-Chronological Report  (2 weeks)  Expected Standard:  Write a report with a clear audience and specific form, e.g. magazine article.  Transform for GDS:  Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience, e.g. Wikipedia page or other website.  **Text Form**  **Booklet**  Romans | Non-Chronological Report  (2 weeks)  Expected Standard:  Write a comparative report based on their own notes taken from several sources.  Transform for GDS:  Turn the report into a clear form with a different audience e.g. section of a fact file, webpage, entry into non-fiction book. This could focus on a different country.  **Text Form**  **Poster to compare**  Two countries | Recount  (2 weeks)  Expected Standard:  Write a recount in the 1st person with a clear audience and form e.g. an eye witness report based on a book read.  Transform for GDS  Make a change to the audience or form and chose what text and language features to use.  **Text Form**  **Eye Witness Report**  Shang Dynasty | Explanation  (2 weeks)  Expected Standard:  Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.  Transform for GDS:  Re write a section of an explanation about a topic of your choice using the same features, this could be presented in a poster.  **Text Form**  **Diagram**  Rivers | Recount  (2 weeks)  Expected Standard:  Write a recount in ta journalistic style considering audience and form e.g. an event from the Egyptian period  Transform for GDS:  Make a change to the person it is written in, this could be written as a diary or a letter.  **Text Form**  **Newspaper Report**  Howard Carter | Persuasion  (2 weeks)  Expected Standard:  Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.  Transform for GDS:  Change the advert into a different form e.g. TV advert changing organisational devises, use of vocabulary and linguistic devices.  **Text Form**  **Persuasive Article**  London |
| Year 5 | Persuasion  (2 weeks)  Expected Standard:  Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.  Transform for GDS  Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.  **Text Form**  **Letter**  Rainforest | Procedural Text  (2 weeks)  Expected Standard:  Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.  Transform for GDS  Re write a section and include a topic of your choice using the features and style of a procedural text.  **Text Form** | Recount  (2 weeks)  Expected Standard:  Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Complete as a newspaper report.  Transform for GDS:  Write the same recount as a diary for another audience, appealing to each one through managed shifts of formality.  **Text Form**  **Tabloid**  **Online Newspaper Article**  The Hobbit | Comparative Report  (2 weeks)  Expected Standard:  Plan, compose, edit and refine a non- chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.  Transform for GDS  Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report  **Text Form**  **Diagrams**  Stone Age, Iron Age, Romans, Anglo Saxons | Discussion  (2 weeks)  Expected Standard:  Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.  Use words and phrases that support the overall viewpoints of the discussion.  Transform for GDS  Combine the discussion text with another text type with a clear audience and form.  **Text Form**  **Leaflet**  Local Environment | Factual Writing  (2 weeks)  Expected Standard:  Use formal and technical language to create a biography on a chosen historical figure. Use a range of presentational devices to appeal to a specific audience, e.g. Henry VIII.  Transform to GDS:  Transform biography in to online factual article for a younger audience.  **Text Form**  **PowerPoint Presentation**  Tudors |
| Year 6 | Non-Chronological Report  (2 weeks)  Expected Standard:  Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.  Transform for GDS  Independently change a section of the non-fiction book to include managed shifts of formality  **Text Form**  **Non-Fiction Book**  World War | Recount  (2 weeks)  Expected Standard:  Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.  Transform for GDS:  Write the same recount for two or three audiences, appealing to each one through managed shifts of formality – Dairy of a Whimpy Kid  **Text Form**  **Diary Comparison**  **Anne Frank**  **Diary of a Whimpy Kid** | Persuasion  (2 weeks)  Expected Standard:  Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.  Transform for GDS  Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.  **Text Form**  **Letter** | Discussion  Expected Standard:  Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.  Transform for GDS  Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.  **Text Form**  **Which climate crises is worse?**  **Flood or Drought** | Non-fiction (choice)  (2 weeks)  Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features. | Instructional Text  (2 weeks)  Expected Standard:  Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.  Expected Standard:  Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.  Transform for GDS  Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.  **Text Type**  **Presentation/Web Page**  Design and Present something for the future world |

**Audience**

Who is going to read your writing?

All writing has an intended audience – from emails, to text messages, ingredients on a cereal package to political speeches - even graffiti on a wall. The intended audience are the readers you expect to engage with the text.

In the case of direct messages – such as emails, texts or hand-written letters – the audience is usually the one or two people you address the message to. In this case the language and style of your writing will change according to a number of factors, including how well you know the recipient.

For example, you might use chatty language with emoticons and abbreviations in an email to a close friend. However in a job application email, you’d be expected to use formal language with full words and sentences.

Other texts, such as newspaper articles, blogs or leaflets are intended for a broader audience. In this context, you are unlikely to know your readers personally and so you need to make assumptions about them. Some writers have an ‘ideal’ reader in mind. You might consider the following things about your reader:

* age
* gender
* culture
* specialist knowledge
* hobbies
* political leanings

Knowing your audience allows you to choose language and a style that will appeal to them.

For example, an article for a magazine aimed at astronomers might include technical vocabulary to do with telescopes – language less likely to appear in a fashion blog for teenagers. Similarly, a film review in a Sunday newspaper might be sarcastic in tone and use literary language – not so useful when writing instructions for baking a cake!

**Purpose**

What will your writing ‘do’?

The purpose of a text is the reason for writing. There are many reasons for writing. You might be writing to:

* share information
* give instructions on how to do something
* persuade someone that you are right
* persuade a group of people to buy a product
* review a film or website
* explain why you’re the best person for a job

Think about your purpose before you start:

What do you want your writing to achieve?

How do you expect your reader to feel as a result of reading?

For example, if your purpose were to instruct a beginner how to fold an origami swan, your language would need to be clear and concise. Simple language and imperatives would help convey your message.

If your purpose were to persuade a group of voters to support a political campaign, your writing would need to be exciting and dynamic. Rhetorical language combined with facts and figures might help to sway your readers.

**Form**

Form refers to how and where a piece of writing will appear. Like audience and purpose, the form influences decisions writers make about language, tone and structure. Each form of writing has its own conventions.

Here are some examples of forms and their basic conventions:

Blog:

* often more informal than a letter
* might include hyperlinks
* includes a subject line that summarises the content

Novel:

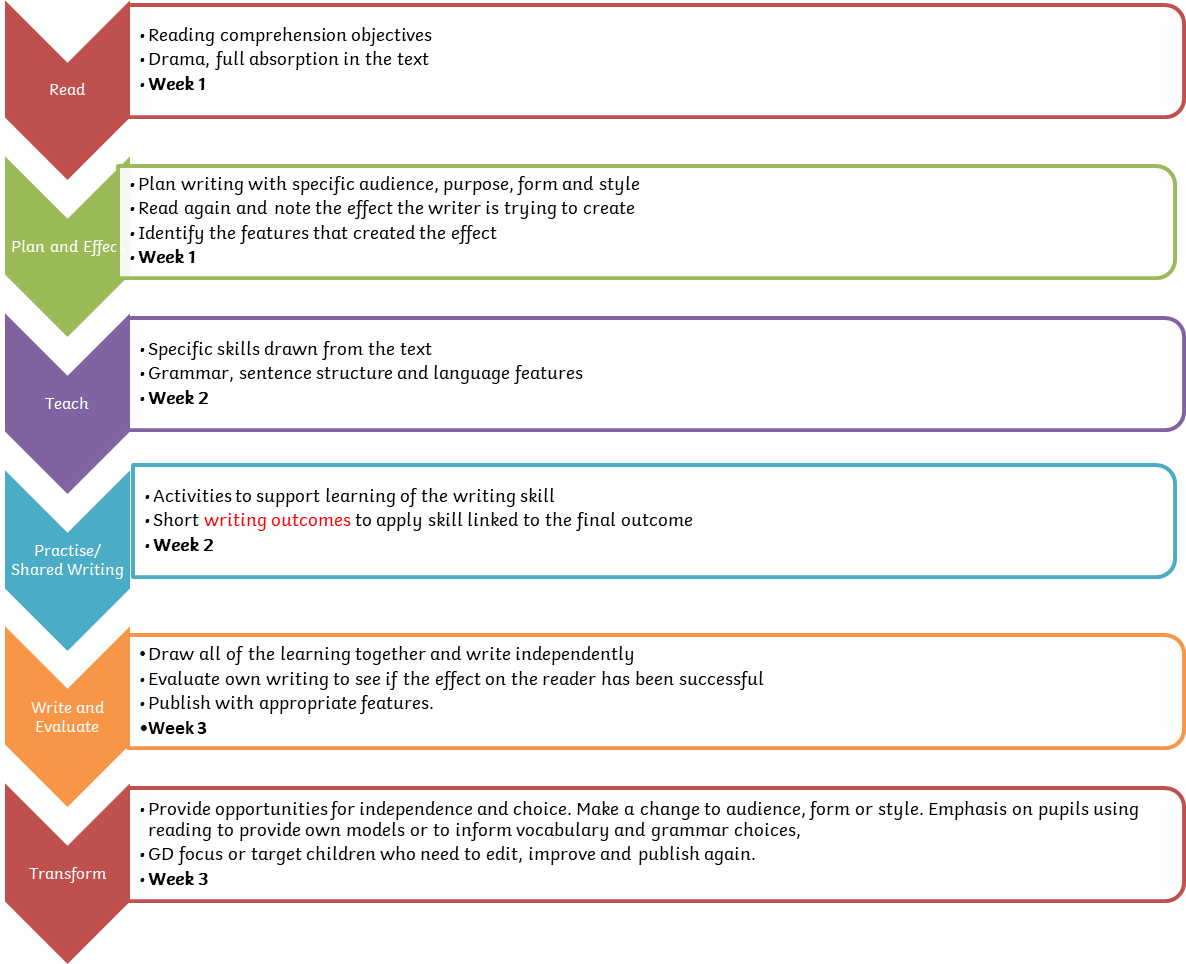
* follows a narrative arc
* includes imaginary characters
* is divided into chapters

Newspaper article:

* has a bold headline
* divided into short paragraphs
* reports a factual event

Recipe:

* includes a list of ingredients
* uses imperative language
* gives clear instructions



Evaluating

What effect did you want to create ?

Have you been successful in creating the effect?

Was your writing fit for the purpose and audience?

Did your writing have a clear form ?

What successful techniques did you use?

Did you use chronological order?

How did you add description?

What impact did your writing have on the reader?

How did you create suspense in your writing?

How did you want the reader to feel?