

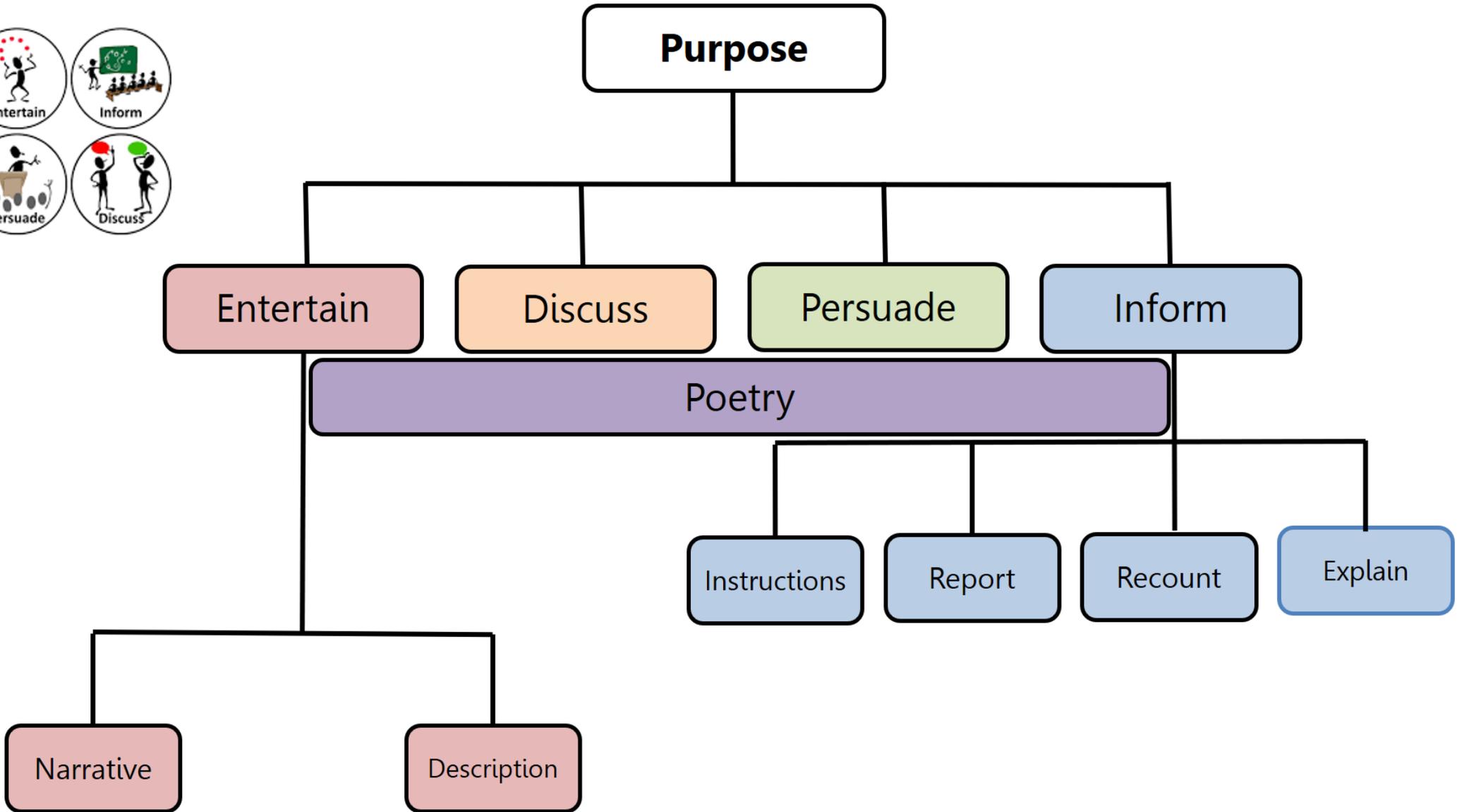


PROGRESSION IN WRITING

Text Outline and Progression

Texts that inform, persuade and discuss

Four Purposes for Writing



Coverage

	<i>Entertain</i>	<i>Inform</i>	<i>Persuade</i>	<i>Discuss</i>
KSI	✓	✓		
LKS2	✓	✓	✓	
UKS2	✓	✓	✓	✓

Explanatory Texts: Outline

Purpose

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

Common Examples of text type

- Explaining electricity, forces, food chains etc. in science
- Explaining the causes of historic events such as wars and revolutions.
- Explaining the role of the Nile in determining the seasons in Ancient Egypt
- Explaining phenomena such as the water cycle or how a volcano erupts in geography
- Explaining religious traditions and practices in RE
- Encyclopaedia entries
- Technical manuals

Generic Text Structure

Structure often includes:

- 1) A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.
- 2) Then usually the steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.
- 3) The final part of the text draws together the process.

Planning and Preparation to Write

- ✓ Choose a title that shows what you are explaining, perhaps using why or how.
- ✓ Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary.
- ✓ Use the first paragraph to introduce what you will be explaining.
- ✓ Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do.
- ✓ Add a few interesting details.
- ✓ Interest the reader by talking directly to them
- ✓ Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information
- ✓ Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

Explanatory Texts: Progression

Nursery	Not Applicable
Reception	
Y1	
Y2	
Y3	<ul style="list-style-type: none"> ▪ Express time, place and cause using: Conjunctions e.g. so, because, Adverbs e.g. first, then after that, finally. prepositions e.g. before, after.... ▪ Use of paragraphs to organise ideas.
Y4	<ul style="list-style-type: none"> ▪ Use fronted adverbials e.g. During the night, nocturnal animals.... ▪ Use of paragraphs to organise ideas ▪ Create cohesion and avoid repetition through the use of nouns and pronouns e.g. <u>Many</u> mammals... <u>They</u> feed their young...
Y5	<ul style="list-style-type: none"> ▪ Indicate degrees of possibility using adverbs e.g. Perhaps.... surely... or modal verbs e.g. might, should, will.... ▪ Use layout devices to provide additional information and guide the reader e.g. subheadings, columns, bullets etc. ▪ Create cohesion within paragraphs using adverbials e.g. therefore, however ▪ Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... ▪ Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air).
Y6	<ul style="list-style-type: none"> ▪ Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate e.g. You'll be surprised to know that...Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream.... ▪ Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials. ▪ The passive voice can also be used e.g. gases are carried. ▪ Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes it's own food, can never take place without sunlight....

Instructional Texts: Outline

Purpose

To inform the reader how something is done effectively and/or correctly with the aim of a successful outcome for the participant/s.

Common Examples of the text type

- How to design and make artefacts
- Technical manuals: how to operate computers, phones or other devices
- How to carry out science experiments or to carry out a mathematical procedure • How to play a game
- Writing rules for behaviour
- Recipes
- Timetables and route-finders
- Posters, notices and signs
- Instructions on packaging

Generic Text Structure

Structure often includes:

- 1) Begin by defining the goal or desired outcome. E.g. How to make a board game.
- 2) List any material or equipment needed, in order.
- 3) Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal.
- 4) Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.)
- 5) A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

Planning and Preparation

- ✓ Use the title to show what the instructions are about. E.g. How to look after goldfish.
- ✓ Work out exactly what sequence is needed to achieve the planned goal.
- ✓ Decide on the important points you need to include at each stage.
- ✓ Keep sentences as short and simple as possible.
- ✓ Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young.
- ✓ Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now.
- ✓ Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

Instructional Texts: Progression

Nursery	<ul style="list-style-type: none"> ▪ Responds to simple instructions e.g. to get an object or put an object away. ▪ Responds to simple instructions involving prepositional language e.g. "under", "on top", "behind".
Reception	<ul style="list-style-type: none"> ▪ Responds to instructions involving a two part sequence. ▪ Carries out instructions which contain several parts in a sequence. ▪ Writes simple instructional sentences which can be read by himself/herself and others. ▪ Uses some key features of genre e.g. imperative verbs in his/her writing.
Y1	<ul style="list-style-type: none"> ▪ Write simple instructions using time words first, next etc. and imperative verbs e.g. Cut the card.... Paint your design... Some of these may be negative commands e.g. Do not use any glue at this stage...
Y2	<ul style="list-style-type: none"> ▪ Use of command sentences (see Y1) ▪ Commas in lists may be used to separate required ingredients/materials.
Y3	<ul style="list-style-type: none"> ▪ Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions e.g. when this has been done... next add... after doing this.... ▪ Heading and subheadings used to aid presentation e.g. separating equipment from steps or procedure. ▪ Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add <u>the eggs</u> and then beat <u>them</u> with a whisk until <u>they</u> are fluffy. ▪ Use fronted adverbials (conditional adverbials) to offer alternatives e.g. <u>If you would like to make a bigger decoration,</u> you could either double the dimensions or just draw bigger flowers.
Y4	<ul style="list-style-type: none"> ▪ Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions e.g. when this has been done... next add... after doing this.... ▪ Heading and subheadings used to aid presentation e.g. separating equipment from steps or procedure.
Y5	<ul style="list-style-type: none"> ▪ Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight if you have time)... ▪ Relative clauses can be used to add further information e.g. add further decorations to the Christmas tree, which can be homemade or shop bought.... ▪ Modals can be used to suggest degrees of possibility e.g. you should... you might want to... ▪ Use layout devices to provide additional information and guide the reader e.g. diagrams, bullet points, numbers or letters will help the reader to keep track as they work their way through each step.
Y6	<ul style="list-style-type: none"> ▪ Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!).' ▪ Create cohesion across the text using a wide variety of cohesive devices including layout features to guide the reader.

Recount Texts: Outline

Purpose

To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of events often consist of a recount that includes elements of explanation.

Common Examples of Text Type

- Retelling stories from English lessons and also in other curriculum areas such as RE
- Giving accounts of schoolwork, sporting events, science experiments and trips out
- Writing historical accounts
- Writing biographies and autobiographies
- Diaries and journals
- Newspaper reports
- Magazine articles
- Obituaries
- Encyclopaedia entries
- Letters and postcards

Generic Text Structure

Structure often includes:

- 1) Often written in the first or third person. E.g. Third person 'they all shouted, she crept out, it looked like an animal of some kind.' First person e.g. 'I was on my way to school.'
- 2) Clear beginning, middle and ending.
- 3) A strong opening (paragraph in KS2) to hook the reader.
- 4) Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- 5) An account of the events that took place, often in chronological order (The first person to arrive was ...)
- 6) Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.
- 7) Some additional detail about each event (He was surprised to see me.)
- 8) Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.)
- 9) Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts

Planning and Preparation to Write

- ✓ Plan how you will organise the way you retell the events. You could use a timeline to help you plan.
- ✓ Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? Questions to help you plan what to include.
- ✓ Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had).
- ✓ Read the text through as if you don't know anything about what it is being recounted. Is it clear what happened and when?
- ✓ Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)

Recount Texts: Progression

Nursery	<ul style="list-style-type: none"> ▪ Can retell a simple past event in the right order. ▪ Uses talk to recall and relive past experiences. ▪ Explains who, what, when, in recounts of events. ▪ Begins to use the past tense when recalling events
Reception	<ul style="list-style-type: none"> ▪ Uses language to recreate experiences in play situations. ▪ Links statements and sticks to a main theme. ▪ Uses the past tense accurately when talking about events. ▪ Answers 'how' and 'why' questions about his/her experiences and in response to recounting events. ▪ Writes simple sentences which can be read by himself/herself and others ▪ Uses key features of recount in his/her writing when writing about an event at home e.g. what happened at the weekend/ birthday party or a shared experience in school e.g. visitor or trip.
Y1	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should:</p> <ul style="list-style-type: none"> ▪ Use the past tense accurately. ▪ Use the conjunction 'and' to join sentences. ▪ Begin to use full stops, question marks and exclamation marks where appropriate ▪ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
Y2	<ul style="list-style-type: none"> ▪ Use past and present tense as appropriate throughout writing. ▪ Use progressive forms of verbs e.g. the children <u>were playing</u>, I <u>was hoping</u>... ▪ Use conjunctions for coordination and subordination e.g. we went to the park so we could play on the swings. ▪ Use of noun phrases e.g. some people, most dogs, blue butterflies to interest the reader.
Y3	<ul style="list-style-type: none"> ▪ Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions (e.g. then, next, first, afterwards, just before that, at last, meanwhile). ▪ Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in diary or letter.... ▪ Use of paragraphs to organise ideas
Y4	<ul style="list-style-type: none"> ▪ Use of paragraphs to organise ideas ▪ Effective use of expanded noun phrases ▪ Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that,
Y5	<ul style="list-style-type: none"> ▪ Use of the past perfect e.g. I was walking ... the children <u>had tried</u>... earlier in the day , the owls <u>had hunted</u> ▪ Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed... ▪ Create cohesion within paragraphs using adverbials e.g. therefore, however.

Y6	<ul style="list-style-type: none">▪ Use of the past perfect progressive form of verbs e.g. the children <u>had been singing</u>.... we <u>had been hoping</u>▪ Adapt degrees of formality and informality to suit the form of the text e.g. high formality required if recounting in the style of a broadsheet newspaper or informal in a personal diary.▪ Some forms may use the present tense, e.g. informal anecdotal storytelling `just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases, it is also possible to extend opportunities to writing using the present progressive e.g. I <u>am</u> really <u>hoping</u>▪ Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however
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Report Texts: Outline

Purpose

To provide detailed information about the way things are or were.

To help readers/listeners understand what is being described by organising or categorising information.

Common Examples of text type

- Describing aspects of daily life in history (e.g. fashion, transport, buildings)
- Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures)
- Comparing and describing localities or geographical features
- Tourist guidebooks
- Encyclopaedia entries
- Magazine Letters
- Non-fiction books
- Catalogues articles
- Describing the characteristics of religious groups and their lifestyles in RE
- Information leaflets

Generic Text Structure

In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:

- 1) An opening statement, often a general classification (Sparrows are birds);
- 2) Sometimes followed by a more detailed or technical classification (Their Latin name is...);
- 3) A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:
- 4) It's qualities (Like most birds, sparrows have feathers.)
- 5) It's parts and their functions (The beak is small and strong so that it can ...);
- 6) It's habits/behaviour/ uses (Sparrows nest in...)

Planning and Preparation to Write

- ✓ Plan how you will organise the information you want to include,
- ✓ e.g. use paragraph headings, a spider gram or a grid.
- ✓ Gather information from a wide range of sources and collect it under the headings you've planned.
- ✓ Consider using a question in the title to interest your reader (Vitamins – why are they so important?).
- ✓ Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about.
- ✓ Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information.
- ✓ Find ways of making links with your reader.
- ✓ You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog.
- ✓ Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.
- ✓ Use other text-types within your report if they will make it more effective for your purpose and audience.

Report Texts: Progression

Nursery	<ul style="list-style-type: none"> ▪ Uses a range of tenses e.g. present/past ▪ Explains who, why, when e.g. when talking about classroom, familiar adults or daily routines. ▪ Builds up vocabulary that reflects breadth of his/her learning e.g. discussing a visitor to school.
Reception	<ul style="list-style-type: none"> ▪ Uses the past tense accurately when talking about events. ▪ Answers 'how' and 'why' questions about his/her experiences. E.g. how does a doctor/fireman help us? ▪ Writes simple sentences which can be read by himself/herself and others E.g. when writing simple reports ▪ Uses key features of report in his/her writing when writing about an event at home e.g. writing about appearance and facts when writing a report about an animal.
Y1	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple reports about topic related subjects can be written. These should:</p> <ul style="list-style-type: none"> ▪ Use present tense and third person e.g. 'the sunflower is' and past tense e.g. in a historical report e.g. James Brindley built a canal. ▪ Use simple conjunctions e.g. 'and'
Y2	<ul style="list-style-type: none"> ▪ Use present tense and third person e.g. They like to build their nests....It's a cold and dangerous place to live... ▪ Sometimes use past tense e.g. in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothes. They did dangerous things. ▪ Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian School? ▪ Question marks are used to denote questions ▪ Use conjunctions to aid explanation e.g. because ▪ Use adjectives including comparative adjectives to create description e.g. polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal.
Y3	<ul style="list-style-type: none"> ▪ Express time, place and cause using conjunctions e.g. so, because, adverbs/adverbial phrases e.g. Daffodils start to grow <u>in early February</u> and prepositions e.g. before, after... ▪ Paragraphs, headings and subheadings used to aid presentation
Y4	<ul style="list-style-type: none"> ▪ Create cohesion and avoid repetition through the use of nouns and pronouns e.g. <u>The Victorians</u> liked to visit the seaside. <u>They</u> were also fond of... ▪ Use of paragraphs, headings and subheadings to organise ideas
Y5	<ul style="list-style-type: none"> ▪ Create cohesion within paragraphs using adverbials e.g. <u>Shortly afterwards</u>, David Beckham began to play more seriously. <u>Before long</u>, he became professional ▪ Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, <u>David's celebrity wife</u>, also enjoys football. ▪ Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion.

Y6	<ul style="list-style-type: none">▪ Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms. E.g. the habitat of wood mice rather than where they live when writing in the style of encyclopaedia entry.▪ The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught....▪ Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions.
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Persuasive Texts: Outline

Purpose

To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.

Common Examples of Text Type

- Publicity materials such as tourist brochures based on trips to places of interest
- Editorials to newspapers about controversial issues
- Letters about topics such as traffic on the high street or deforestations
- Posters and leaflets about issues such as bullying, stranger danger or substance abuse
- Posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Book reviews for other pupils
- Book blurbs
- Political pamphlets
- Applications for a job or a position on the school council

Generic Text Structure

- 1) An opening statement that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea).
- 2) Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...)
- 3) A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.)

Planning and Preparation to Write

- ✓ Decide on the viewpoint you want to present and carefully select the information that supports it.
- ✓ Organise the main points to be made in the best order and decide which persuasive information you will add to support each.
- ✓ Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list.
- ✓ Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant.
- ✓ Try to appear reasonable and use facts rather than emotive comments.
- ✓ Choose strong, positive words and phrases and avoid sounding negative.
- ✓ Use short sentences for emphasis.
- ✓ Re-read the text as if you have no opinion and decide if you would be persuaded.
- ✓ Remember that you can use persuasive writing within other text types.

Persuasive Texts: Progression

Nursery	Not Applicable
Reception	
Y1	
Y2	
Y3	<ul style="list-style-type: none"> ▪ Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions ▪ Use present perfect form of verbs e.g. people have said that this is the most amazing product because...
Y4	<ul style="list-style-type: none"> ▪ Create cohesion through the use of nouns and pronouns e.g. <u>Vegetables</u> are good for you. <u>They</u> contain vitamins and minerals. In fact <u>these</u> foods are incredible!! ▪ Use adverbials e.g. therefore, however... ▪ Use paragraphs to organise ideas into logical sections ▪ Effective use of expanded noun phrases
Y5	<ul style="list-style-type: none"> ▪ Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... ▪ Create cohesion within paragraphs using adverbials. Repetition can be used to achieve this.
Y6	<ul style="list-style-type: none"> ▪ Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. ▪ Adapt degrees of formality and informality to suit the form of the text (see vocab choices). The second person is also useful for appealing to the reader in a more informal piece of writing e.g. this is just what you've been looking for. ▪ The passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated.... ▪ Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales... ▪ Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that....So it's clear...Therefore...

Discussion Texts: Outline

Purpose

To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Common Examples of text type

- Non-fiction book on an 'issue'
- Write-up of a debate
- Leaflet or article giving balanced account of an issue
- Writing editorials about historical attitudes to gender, social class, colonialism etc.
- Writing letters about pollution, factory farming or smoking
- Writing essays giving opinions about literature, music or works of art

Generic Text Structure

The most common structure includes:

- 1) A statement of the issues involved and a preview of the main arguments;
- 2) Arguments for, with supporting evidence/examples;
- 3) Arguments against or alternative views, with supporting evidence/examples.
- 4) Another common structure presents the arguments 'for' and 'against' alternatively.
- 5) Discussion texts usually end with a summary and a statement of recommendation or conclusion.
- 6) The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.

Planning and Preparation to Write

- ✓ Questions often make good titles e.g. Should everyone travel less to conserve global energy?
- ✓ Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot.
- ✓ Make sure you show both/all sides of the argument fairly.
- ✓ Support each viewpoint you present with reasons and evidence.
- ✓ If you opt to support one particular view in the conclusion, give reasons for your decision.

Discussion Texts: Progression

Nursery	Not Applicable
Reception	
Y1	
Y2	
Y3	
Y4	
Y5	<ul style="list-style-type: none"> ▪ Use present perfect form of verbs e.g. some people have argued....some people have said ▪ Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). Nouns that categorise (vehicles, pollution) and abstract nouns (power). ▪ Create cohesion within paragraphs using adverbials e.g. therefore, however... ▪ Use layout devices to provide additional information and guide the reader e.g. diagrams, illustrations, moving images, sound.
Y6	<ul style="list-style-type: none"> ▪ Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials ▪ Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented... ▪ Use the passive voice to present points of view e.g. it could be claimed that.... It is possible that...some could claim that.... ▪ Adapt degrees of formality and informality to suit the form of the discussion e.g whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing <u>habitat</u> rather than <u>home</u> or <u>indicate</u> rather than <u>shows</u>. ▪ Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales... ▪ In discussions, complex ideas need developing over a sentence. Semi-colons, colons and dashes can be useful for developing and linking these ideas.