

**Year 6**  
**Termly Writing Outcomes**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>Core Texts</b> Blue: Values Link Green: Eco Links Purple: Whole Class Reading Text</p> <p>Authors re-visited across the year and from previous year groups: Neil Gaiman (Y4) Gary Crew x4</p>	<ol style="list-style-type: none"> <li>The Frost Goblin by Abi Elphinstone</li> <li>The Graveyard Book-Neil Gaiman</li> <li>The Rabbits-Shaun Tan</li> </ol>	<ol style="list-style-type: none"> <li>Walter Tull's Scrapbook-Michaela Morgan</li> <li>War Game-Michael Foreman</li> <li>Archie's War-Marcia Williams</li> </ol> <p>Poetry:</p> <ol style="list-style-type: none"> <li>In Flanders Field-John McCrae</li> <li>Dulce Est Decorum Est-Wilfred Owen</li> <li>For the Fallen-Laurence Binyon</li> <li>My Boy Jack-Rudyard Kipling</li> </ol>	<ol style="list-style-type: none"> <li>Memorial-Shaun Tan &amp; Gary Crew</li> <li>The disappearance of Aveline Jones by Phil Hickee</li> <li>Flood land-Marcus Sedgwick</li> </ol>	<ol style="list-style-type: none"> <li>White Bird-RJ Palacio</li> <li>Anne Frank by Josephine Poole, Angela Barrett &amp; Nettie Albright</li> </ol>	<ol style="list-style-type: none"> <li>Letters from the Lighthouse by Emma Carroll</li> <li>The Mystery of Eilean Mor by Gary Crew</li> <li>Water Tower-Gary Crew</li> <li>Beneath the Surface-Gary Crew</li> </ol>	<ol style="list-style-type: none"> <li>Goodnight Mr Tom by Michelle Magorian</li> <li>The Snow Goose by Paul Gallico</li> <li>Skyward-The Story of Female Pilots in WW2-Sally Deng</li> <li>Voices from the Second WW-Walker</li> </ol> <p>Poetry:</p> <ol style="list-style-type: none"> <li>Slough-John Betjeman</li> <li>The British-Benjamin Zephaniah</li> <li>We Refugees- Benjamin Zephaniah</li> <li>Caged Bird-Maya Angelou</li> </ol>
<p><b>Text Type &amp; Quality Independent End Writing Outcomes</b></p> <p><b>Year groups to plan for daily opportunities to draft and rehearse towards end outcomes using the Narrative Progression for Planning &amp; Preparation guide.</b></p>	<p>Narrative: (2-week unit) X1 Traditional Story</p> <p>(2-week unit) X1 Stories with flashback</p> <p>(3-week unit) X1 Mystery/suspense story</p>	<p>Poetry: (3-week unit) X1 Compare and describe the poems: focus on style and language</p> <p>Recount: (4-week unit) x1 Biography of a WW poet</p> <p>x1 Reasons for Success and Failure of Islamic Civilisation</p>	<p>Narrative: (3-week unit) X1 Mystery/suspense</p> <p>Report (2- week unit) X1 Compare and describe geographical features of biomes</p>	<p>Persuasive Text (2-week unit) X2 Letter Deforestation &amp; School Improvement</p> <p>Explanatory Text (2-week unit) <b>X1 Text How to</b></p>	<p>Narrative (re-do and improve autumn 1 stories): (4-week unit) X1 Traditional Tales</p> <p>X1 Story with flashback</p>	<p>Discussion Text (3-week unit) X2 Historical attitudes</p> <p>Poetry: (1-week unit)</p>
<b>Cross Curricular Link</b>		<b>History</b>	<b>Geography</b>	<b>Geography</b> <b>PHSE</b>		<b>History</b> <b>Science</b>
<b>Grammar Sequence</b>	<p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase- He ran and ran and ran but it was no good) grammatical connections (e.g. the use of adverbials such as On the other hand, In contrast, As a consequence)</p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</p>	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. The boy that jumped over the fence is over there, or The fact that it was raining meant the end of sports day)</p>	<p>Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he ? or the use of</p>	<p>Layout devices, such as headings, subheadings, columns, bullet points, or tables, to structure text</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p>		

			the subjunctive in some very formal writing and speech (e.g. John asked that Mark submit his research paper before the end of the month; It is important she attend the meeting.			
<b>Punctuation Sequence</b>	Use of the semi-colon, colon and dash to indicate stronger subdivision of a sentence than a comma.	Punctuation of bullet points to list information	How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus recover)			
<b>Narrative Progression for Y6</b>	<b>Planning and preparation</b> Read narrative texts that use the features required for the writing. <ul style="list-style-type: none"> <li>• Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</li> <li>• Make plans that include key events, being sure that all the events lead towards the ending.</li> <li>• Plan a limited number of characters and describe a few key details that show something about their personalities.</li> <li>• Make use of ideas from reading, e.g. using short and long sentences for different effects.</li> </ul> Try to show rather than tell, for example, show how a character feels by what they say or do. <ul style="list-style-type: none"> <li>• Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.</li> <li>• Write narratives using their plans.</li> <li>• Show how the main character has developed as a result of the narrative.</li> <li>• Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.</li> <li>• Read their completed narratives to other children.</li> </ul>		<b>Generic text features</b> Narratives and retellings are written in first or third person. <ul style="list-style-type: none"> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions.</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward</li> </ul>		<b>Grammatical features-</b> By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. <ul style="list-style-type: none"> <li>• Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.</li> <li>• Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...</li> <li>• Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.</li> <li>• Colons, semi-colons and dashes can be used to separate and link ideas</li> </ul>	

### TEXT LEVEL SUPPORT: NON-FICTION TEXTS

#### **The Purpose of Non-Fiction Texts:**

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following tables and supporting guidance select the most common forms of non-fiction. Many non-fiction texts in real life blur the boundaries between text types and their features. The most common language features are listed for each text type but variants of all text types occur, especially when they are used in combination. The features listed are often but not always present.

#### **1/6 PROGRESSION IN DISCUSSION TEXTS**

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

**Purpose of Discussion Texts:** 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 forms of discussion text:**

- Non-fiction book on an 'issues'
- Write-up a debate

<ul style="list-style-type: none"> <li>• Leaflet or article giving balanced account of an issue</li> <li>• Writing editorials about historical attitudes to gender, social class, colonialism etc.</li> <li>• Writing letters about pollution, factory farming or smoking</li> <li>• Writing essays giving opinions about literature, music or works of art</li> </ul>	
Year Group	Grammatical features to include in discussions
Year 1	n/a
Year 2	n/a
Year 3	n/a
Year 4	<ul style="list-style-type: none"> <li>• Consistent use of <b>present tense</b> (Y2)</li> <li>• Use <b>present perfect</b> form of verbs (Y3)</li> <li>• Effective use of <b>noun phrases</b></li> <li>• Use of <b>paragraphs</b> to organise ideas</li> <li>• Use <b>adverbials</b> e.g. therefore, however...</li> <li>• <b>Heading and subheadings</b> used to aid presentation (Y3)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li> <li>• <b>Make formal and informal vocabulary choices</b></li> <li>• <b>Use the passive voice</b> to present points of view without</li> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the discussion</li> <li>• Use conditional forms such as the <b>subjunctive form</b> to hypothesise</li> <li>• <b>Make formal and informal vocabulary choices</b></li> <li>• <b>Use semi-colons, colons and dashes to make boundaries between clauses</b></li> </ul>

## 2/6 PROGRESSION IN EXPLANATORY TEXTS

Explanatory texts generally go beyond simple ‘description’ in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to ‘explain’ and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children’s dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word’s meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.

<b>Purpose of Explanatory Texts:</b> 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.	
<b>Common forms of instructional text:</b> <ul style="list-style-type: none"> <li>• How to design and make artefacts</li> <li>• Technical manuals: how to operate computers, phones, devices</li> <li>• How to carry out science experiments or to carry out a mathematical procedure</li> <li>• How to play a game</li> <li>• Writing rules for behaviour</li> <li>• How to cook and prepare food</li> <li>• Timetables and route-finders</li> <li>• Posters, notices and signs</li> <li>• Instructions on packaging</li> </ul>	
Year Group	Grammatical features to include in explanations
Year 1	n/a
Year 2	<ul style="list-style-type: none"> <li>• Consistent use of <b>present tense</b></li> <li>• <b>Questions</b> can be used to form titles</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Question marks</b> are used to denote questions (Y1)</li> <li>• Use <b>conjunctions</b> e.g. so...because</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• <b>Heading and subheadings</b> used to aid presentation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use <b>fronted adverbials</b></li> <li>• Use of <b>paragraphs</b> to organise ideas</li> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• <b>Indicate degrees of possibility using adverbs and modal verbs</b></li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> <li>• <b>Relative clauses</b> can be used to add further information</li> <li>• <b>Parenthesis</b> can be used to add clarification of technical words</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the explanation</li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li> <li>• <b>The passive voice</b> can be used</li> </ul>

### 3/6 PROGRESSION IN INSTRUCTION/PROCEDURAL TEXTS

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

<b>Purpose of Instruction/Procedural Text:</b>	
To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.	
<b>Common forms of instructional text:</b>	
<ul style="list-style-type: none"> <li>• How to design and make artefacts</li> <li>• Technical manuals: how to operate computers, phones, devices</li> <li>• How to carry out science experiments or to carry out a mathematical procedure</li> <li>• How to play a game</li> <li>• Writing rules for behaviour</li> <li>• How to cook and prepare food</li> <li>• Timetables and route-finders</li> <li>• Posters, notices and signs</li> <li>• Instructions on packaging</li> </ul>	
<b>Year Group</b>	<b>Grammatical features to include in explanations</b>
Year 1	<ul style="list-style-type: none"> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Use of <b>command sentences</b></li> <li>• <b>Commas</b> in lists</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• <b>Heading and subheadings</b> used to aid presentation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> <li>• Use <b>fronted adverbials</b></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• <b>Parenthesis</b> can be used to add additional advice</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> can be used to add further information</li> <li>• <b>Modals</b> can be used to <b>suggest degrees of possibility</b></li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the instructions</li> <li>• Create <b>cohesion across the text</b> using a wide of cohesive devices including layout features</li> </ul>

#### 4/6 PROGRESSION IN PERSUASIVE TEXTS

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

<b>Purpose of Persuasive Text:</b> To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
<b>Common forms of persuasive text:</b>	
<ul style="list-style-type: none"> <li>• Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues</li> <li>• Writing letters about topics such as traffic on the high street or deforestations</li> <li>• Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse</li> <li>• Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition</li> <li>• Writing book reviews for other pupils</li> <li>• Book blurbs</li> <li>• Political pamphlets</li> <li>• Applying for a job or a position on the school council</li> </ul>	
<b>Year Group</b>	<b>Grammatical features to include in persuasive texts</b>
Year 1	n/a
Year 2	<ul style="list-style-type: none"> <li>• Written in <b>present tense</b></li> <li>• Rhetorical questions</li> <li>• Effective use of <b>noun phrases</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• Use <b>present perfect</b> form of verbs</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> <li>• Use <b>adverbials</b> e.g. therefore, however...</li> <li>• Use <b>paragraphs</b> to organise ideas</li> <li>• Effective use of <b>expanded noun phrases</b></li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• <b>Modals</b> can be used to <b>suggest degrees of possibility</b></li> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• <b>Make formal and informal vocabulary choices</b></li> <li>• Adapt <b>degrees of formality and informality</b> to suit the form of the text</li> <li>• <b>The passive voice</b> can be used in some formal persuasive texts</li> <li>• Use conditional forms such as the <b>subjunctive form</b> to hypothesise</li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li> </ul>

## 5/6 PROGRESSION IN REPORT TEXTS

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

<p><b>Purpose of Report Text:</b></p> <p>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.</p>	
<p><b>Common forms of report text:</b></p> <ul style="list-style-type: none"> <li>• Describing aspects of daily life in history (e.g. fashion, transport, buildings)</li> <li>• Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures)</li> <li>• Comparing and describing localities or geographical features</li> <li>• Describing the characteristics of religious groups and their lifestyles in RE</li> <li>• Information leaflets</li> <li>• Tourist guidebooks</li> <li>• Encyclopaedia entries</li> <li>• Magazine articles</li> <li>• Letters</li> <li>• Non-fiction books</li> <li>• Catalogues</li> </ul>	
<b>Year Group</b>	<b>Grammatical features to include in persuasive texts</b>
Year 1	<ul style="list-style-type: none"> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Use <b>present and past tense</b> throughout writing</li> <li>• <b>Questions</b> can be used to form titles</li> <li>• <b>Question marks</b> are used to denote questions (Y1)</li> <li>• Use <b>conjunctions</b> e.g. because to aid explanation</li> <li>• <b>Use adjectives</b> including <b>comparative adjectives</b> to create description</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• <b>Headings and subheadings</b> used to aid presentation</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Create <b>cohesion</b> through the use of <b>nouns and pronouns</b></li> <li>• Use of <b>paragraphs</b> to organise ideas</li> </ul>

Year 5	<ul style="list-style-type: none"> <li>• Create <b>cohesion within paragraphs</b> using adverbials</li> <li>• <b>Parenthesis</b> can be used to add additional information</li> <li>• <b>Use layout devices</b> to provide additional information and guide the reader</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Use <b>vocabulary typical of informal speech</b> and that appropriate for <b>formal speech</b> in the appropriate written forms</li> <li>• <b>The passive voice</b> can be used</li> <li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices such as organisational features, headings and questions.</li> </ul>

### 6/6 PROGRESSION IN RECOUNT TEXTS

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

<b>Purpose of Recount Texts:</b>	
To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
<b>Common forms of recount texts:</b>	
<ul style="list-style-type: none"> <li>• Retelling stories in English lessons and other curriculum areas such as RE</li> <li>• Giving accounts of schoolwork, sporting events, science experiments and trips out</li> <li>• Writing historical accounts</li> <li>• Writing biographies and autobiographies</li> <li>• Letters and postcards</li> <li>• Diaries and journals</li> <li>• Newspaper reports</li> <li>• Magazine articles</li> <li>• Obituaries</li> <li>• Encyclopaedia entries</li> </ul>	
<b>Year Group</b>	<b>Grammatical features to include in persuasive texts</b>
Year 1	<ul style="list-style-type: none"> <li>• Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written</li> <li>• about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Use <b>past and present tense</b> throughout writing</li> <li>• Use <b>progressive</b> forms of verbs</li> <li>• Use <b>conjunctions</b> for coordination and subordination</li> <li>• Use of <b>noun phrases</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• <b>Express time, place and cause using conjunctions</b> (e.g. so, because), <b>adverbs</b> and <b>prepositions</b></li> <li>• <b>Inverted commas can be used to punctuate direct speech</b></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Use of <b>paragraphs</b> to organise ideas</li> <li>• Effective use of <b>expanded noun phrases</b></li> <li>• <b>Fronted adverbials</b> (e.g. Later that day)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Use of the <b>past perfect</b></li> <li>• <b>Modals</b> can be used to indicate degrees of possibility</li> </ul>

	<ul style="list-style-type: none"><li>• Create <b>cohesion within paragraphs</b> using adverbials</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Use of the <b>past perfect progressive</b> form of verbs</li><li>• Adapt <b>degrees of formality and informality</b> to suit the form of the text</li><li>• Create <b>cohesion across paragraphs</b> using a wider range of cohesive devices which can include adverbials</li></ul>