

Writing to inform: Formal letters – Year 3.

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|--|---|---|---|---|
| <p>Clear introduction.</p> <p>Points about the visit/issue.</p> <p>Main ideas grouped into paragraphs and shaped around time and place.</p> <p>Topic sentences used.</p> <p>Some letter layout features included.</p> <p>Audience and purpose: Formal letter: Usually someone unknown or unfamiliar. Purpose: to introduce yourself. To explain reason for writing. To communicate as necessary To state clearly any intended outcome of the letter – what you would like the reader to do.</p> | <p>Formal letter: Simple and compound sentences used with extra description.</p> <p>Simple and compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Some examples of complex (subordinate clauses used) Using subordinating conjunctions in the middle of sentences: when, if, as, because, while.</p> <p>Appropriate use of tense.</p> <p>Written in the second person. (you)</p> <p>Some examples of rhetorical questions.</p> <p>To use the expanded form (do not, could not)</p> <p>The use of proper nouns to name people, places and things.</p> <p>Precise adjectives, verbs and adverbs.</p> <p>Adverbial phrases and a formal tone used.</p> | <p>While, if, as, when.</p> <p>I would like to inform you that...</p> <p>Thank you for...</p> <p>I hope that...</p> | <p><u>Noun</u> To form nouns using prefixes. Nouns and pronouns used to avoid repetition.</p> <p><u>Verbs</u> Present perfect forms of verbs instead of 'the'</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of the past and present tense.</p> <p><u>Adverbs</u> Introduce/revise adverbs. Express time and cause; then, next, soon, after, later.</p> | <p>Use finger spaces between words.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Capital letters for proper nouns.</p> <p>Use a question mark and exclamation mark if appropriate.</p> <p>Use commas to separate items in a list.</p> |

Writing to inform: Formal letters – Year 4

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|---|--|--|---|---|
| <p>Clear introduction and conclusion.</p> <p>Points about the visit/issue.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Links between key ideas in the letter.</p> <p>Topic sentences used.</p> <p>All letter layout features included.</p> <p>Audience and purpose: <u>Formal letter:</u> Usually someone unknown or unfamiliar. Purpose: to introduce yourself. To explain reason for writing. To communicate as necessary To state clearly any intended outcome of the letter – what you would like the reader to do.</p> | <p><u>Formal letter:</u> Simple and compound sentences used with extra description.</p> <p>Simple and compound sentences used with additional description. Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Some examples of complex (subordinate clauses used) Using subordinating conjunctions in the middle of sentences: when, if, as, because, while.</p> <p>Appropriate use of tense.</p> <p>Written in the second person. (you)</p> <p>Use of rhetorical questions.</p> <p>To use the expanded form (do not, could not)</p> <p>The use of proper nouns to name people, places and things.</p> <p>Precise adjectives, verbs and adverbs.</p> <p>Adverbial phrases and a formal tone used.</p> | <p>As I stated earlier...</p> <p>Referring to...</p> <p>This is an unfortunate...</p> <p>It is with regret that...</p> <p>I would be grateful if...</p> <p>I look forward to hearing from you in due course...</p> <p>Begin to use modal verbs to hint future action or possibilities – could, should, would</p> | <p><u>Noun</u> Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p><u>Verbs</u> Standard English for verb inflections and pronouns.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense including the use of the present perfect tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.</p> | <p>Use capital letters and full stops to demarcate sentences. (Non-negotiable)</p> <p>Capital letters for proper nouns.</p> <p>Use question marks, exclamation marks and full stops accurately.</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses.</p> <p>Apostrophe for singular possession and to mark plural nouns. (plural possession)</p> |

Writing to inform: Formal letters – Year 5

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|---|--|--|--|--|
| <p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Purpose of letter clear and transparent for the reader.</p> <p>Formal language used throughout the letter.</p> <p>Audience and purpose: Formal letter: Usually someone unknown or unfamiliar. Purpose: to introduce yourself. To explain reason for writing. To communicate as necessary To state clearly any intended outcome of the letter – what you would like the reader to do.</p> | <p>Formal letter: Variation in sentence structures.</p> <p>Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while, until, despite.</p> <p>To use relative clauses to add further detail.</p> <p>Appropriate use of tense.</p> <p>Written in the second person. (you)</p> <p>Use of rhetorical questions and exclamations.</p> <p>Adverbial phrases and a formal tone used.</p> <p>To use the expanded form (do not, could not)</p> <p>The use of proper nouns to name people, places and things.</p> | <p>I appreciate...</p> <p>Whilst we were waiting...</p> <p>Your concern...</p> <p>Until this is resolved...</p> <p>Despite speaking to the duty manager...</p> <p>This is a disgrace...</p> <p>Unfortunately...</p> <p>Many other people also think...</p> <p>I am delighted to inform you that...</p> | <p><u>Noun</u> Locate and identify expanded noun phrases. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense and past progressive tense.</p> <p><u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials.</p> | <p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or dashes to mark relative clauses.</p> <p>To use semi-colons to punctuate complex lists.</p> <p>Apostrophe for singular possession and to mark plural nouns. (plural possession)</p> |

Precise adjectives, verbs and adverbs.

Comma after fronted
adverbials.
Adverbials of time, place and
manner.

To begin to use colons to
link ideas.



Writing to inform: Formal letters – Year 6

| Text Structure | Sentences and Grammar | Useful vocabulary | Word Classes | Punctuation |
|---|---|---|--|--|
| <p>Developed introduction and conclusion using all the letter layout features.</p> <p>Paragraphs developed with prioritised information.</p> <p>Purpose of letter clear and transparent for the reader.</p> <p>Formal language/vocabulary choices reflect an assured and conscious control over levels of formality.</p> <p>Audience and purpose: Formal letter: Usually someone unknown or unfamiliar. Purpose: to introduce yourself. To explain reason for writing. To communicate as necessary To state clearly any intended outcome of the letter – what you would like the reader to do.</p> | <p>Formal letter: Variation in sentence structures.</p> <p>Use co-ordinating conjunctions to link two main ideas in a sentence: and, but, so, for, nor, or, yet.</p> <p>Subordinate clauses used. Using subordinating conjunctions in the middle of sentences and to extend sentences: when, if, as, because, while, until, despite.</p> <p>To use relative clauses to add further detail</p> <p>Appropriate use of tense.</p> <p>Written in the second person. (you)</p> <p>Use of rhetorical questions and exclamations.</p> <p>Adverbial phrases and the use of the subjunctive form (If I were you – hypothetical subjunctive) and (I demand that I be allowed – mandatory subjunctive) and a formal tone used.</p> <p>Active and passive voice deliberately used to heighten engagement. For examples: The café chairs were broken.</p> | <p>Please do not hesitate to contact me...</p> <p>An early response would be greatly appreciated...</p> <p>Please accept my...</p> <p>I wish to express...</p> <p>The impact of...</p> <p>Despite continued efforts...</p> <p>Subsequently...</p> | <p><u>Noun</u> Expanded noun phrases to convey complicated information concisely. Pronouns used for clarity and cohesion.</p> <p><u>Verbs</u> Use modal verbs to indicate possibility. Prefixes for verbs: dis, de, mis, over, ise, ify.</p> <p><u>Adjectives</u> Use of well-chosen adjectives.</p> <p><u>Conjunctions</u> Express time and cause: time conjunctions (when, so, before, after, while, because)</p> <p><u>Tense</u> Correct and consistent use of past tense and past progressive tense including the use of the present perfect tense. To change the tense according to features of the genre.</p> | <p>Consolidate all previous learning. (Capital letters, full stops, commas in list)</p> <p>Use commas to separate items/ adjectives in a list.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to mark subordinate clauses including the opening of subordinate clauses and use commas to clarify meaning and avoid ambiguity.</p> <p>To use a colon to introduce a list.</p> <p>To use brackets and dashes to indicate parenthesis (to include additional information) and to use brackets or dashes to mark relative clauses.</p> <p>To use semi-colons to punctuate complex lists.</p> <p>To use hyphens.</p> |

Verb forms are controlled and precise.
For example: It would be helpful if you could let me know as this will enable us to take further action.

Modifiers are used to intensify or qualify.
For example: insignificant amount, exceptionally.

Complex noun phrases used to add further detail: the dilapidated fencing around the enclosure was extremely dangerous.

Fronted adverbials are used to clarify the writer's viewpoint.

Variation in sentence length (long for description and short for impact)

To use the expanded form (do not, could not)

The use of proper nouns to name people, places and things.

Precise adjectives, verbs and adverbs.

Adverbs

Link ideas across a text using cohesive devices such as adverbials of time and place, conjunctions, pronouns and synonyms.

To use colons to link ideas.