

# Y6 Letter Writing: Formal Example Text



## Y6 Letter Writing: Formal Example Text

Sparkhouse Primary School,  
Sellerswood Road,  
Derby,  
Derbyshire,  
DE5 5LF

CREEST Recruitment Office,  
PO Box 543,  
New York,  
USA.

18th November 2018

Dear Agent Coulson,

I am writing to you to kindly offer my services as part of your CREEST team. Recently, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team. To strengthen your department, I would like to put myself forward as your organisation's newest member.

Firstly, I would like to discuss my physical qualities with you. As a ten-year-old girl, you may underestimate my strength and physical prowess – you would be wrong to do so. Having been the prize of Tootsie Girl every year at our school sports day competition, my speed is one of my unquestionable strengths. In addition, my throwing abilities would definitely be another asset to CREEST. I train weekly with a cricket team and my coach (Mr Slight) says that I am a born fielder. Once, the stumps were almost destroyed by my throwing power: they actually had a ball-shaped hole through the middle. Mr Slight certainly thinks that I could play for England Ladies when I'm older. However, I can think of another sport that could benefit from my abilities far more.

Whilst physical strength is important, any prestigious CREEST agent must also possess incredible intelligence. My mathematical abilities are excellent. Maths is an essential agent skill: it is the key to everything! In my mind, life is just one big mathematical equation after another. I'll let you into a secret – my marvellous throwing skills are all due to mathematics. In order to make the perfect throw, I work out the following: the angle of the bounce; the speed of the ball; the strength of the wrist and the point of release from my hand. It's a tribute!

If I were to be an agent in the future, I have also thought through a secret identity to keep my loved ones safe and give me credibility outside of the CREEST organisation. I would call myself Mathematica Master, for obvious reasons. Some people may think that mathematics is not an impressive quality; others, like myself, know what a truly incredible skill maths can be. I am hoping that any potential enemies would underestimate me and my mathematical expertise, which would give me a definite advantage and allow me to skillfully defeat them.

In conclusion, I hope you can see that I would be a marvelous asset to your team. I would relish the opportunity to join you at CREEST. I hope to discuss this further with you and I eagerly await a positive response.

Yours sincerely,

Charlette Monroe  
AKA Mathematica Master

Sparkhouse Primary School,  
Sellorswood Road,  
Derby,  
Derbyshire,  
DE8 5LF

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA

13th November 2016

Dear Agent Coulson,

I am writing to you to kindly offer my services as part of your C.R.E.S.T. team. Recently, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team. To strengthen your department, I would like to put myself forward as your organisation's newest member.

Firstly, I would like to discuss my physical qualities with you. As a ten-year-old girl, you may underestimate my strength and physical presence – you would be wrong to do so. Having won the prize of ‘fastest girl’ every year at our school sports day competition, my speed is one of my unquestionable strengths. In addition, my throwing abilities would definitely be another asset to C.R.E.S.T. I train weekly with a cricket team and my coach (Mr Slight) says that I am a born fielder. Once, the stumps were almost destroyed by my throwing power: they actually had a ball-shaped hole through the middle. Mr Slight certainly thinks that I could play for England Ladies when I’m older. However, I can think of another squad that could benefit from my abilities far more.

Whilst physical strength is important, any prestigious C.R.E.S.T. agent must also possess incredible intelligence. My mathematical abilities are excellent. Maths is an essential agent skill: it is the key to everything! In my mind, life is just one big mathematical equation after another. I’ll let you into a secret - my miraculous throwing skills are all due to arithmetic. In order to make the perfect throw, I work out the following: the angle of the bounce; the speed of the ball; the strength of the wind and the point of release from my hand. It’s a strike!

If I were to be an agent in the future, I have also thought through a secret identity to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation. I would call myself Mathematics Master, for obvious reasons. Some people may think that mathematics is not an impressive quality; others, like myself, know what a truly invaluable skill maths can be. I am hoping that any potential enemies would underestimate me and my mathematical expertise, which would give me a definite advantage and allow me to skilfully defeat them.

In conclusion, I hope you can see that I would be a marvellous asset to your team. I would relish the opportunity to join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly await a positive response.

Yours sincerely,

Charlotte Monroe  
AKA Mathematics Master



# Y6 Letter Writing: Formal Genre Features Checklist



Did I include...	Child	Friend	Teacher
<b>Structure and Language</b>			
the sender's address?			✓
the address of the recipient?			✓
the date?			✓
the greeting Dear Sir/ Madam if I don't know the recipient or Dear Mr/Mrs/ Miss (surname) if I know the recipient?			✓
an introduction to explain why I am writing?			✓
more details organised into paragraphs?			✓
a conclusion saying what needs to happen next?			✓
'Yours faithfully' if I don't know the recipient or 'Yours sincerely' if I do know the recipient?			✓
my name at the end?			✓
formal sentence starters such as 'I am writing to inform you' or 'I would like to express'?			✓

# Y6 Letter Writing: Formal Genre Features Checklist



Did I include...	Child	Friend	Teacher
<b>Structure and Language</b>			
the sender's address?			
the address of the recipient?			
the date?			
the greeting Dear Sir/ Madam if I don't know the recipient or Dear Mr/Mrs/ Miss (surname) if I know the recipient?			
an introduction to explain why I am writing?			
more details organised into paragraphs?			
a conclusion saying what needs to happen next?			
'Yours faithfully' if I don't know the recipient or 'Yours sincerely' if I do know the recipient?			
my name at the end?			
formal sentence starters such as 'I am writing to inform you' or 'I would like to express'?			



# Y6 Letter Writing: I Can Checklist

Working towards the expected standard:	✓
I can use the correct features of my text type.	✓
I can use the correct tense consistently.	✓
I can use paragraphs to organise my ideas.	✓
I can describe my character and setting.	N/A
I can try to use some linking words/phrases, including adverbials, between sentences and paragraphs. (e.g. first, then, after, while, significantly, likewise, for instance etc. as well as repetition and ellipsis)	✓
I can use different verb forms.	✓
I can use co-ordinating conjunctions (FANBOYS - for, and, nor, but, or, yet, so )	✓
I can use subordinating conjunctions (e.g. so, after, although, because, until, since, when, despite, consequently, as a result, therefore.)	✓
I can use capital letters.	✓
I can use full stops.	✓
I can use question marks.	✓
I can use commas for lists.	✓
I can use exclamation marks.	✓
I can use apostrophes for contractions	✓
I can spell most words correctly, including statutory spelling words from years 3 and 4.	✓
I can spell some words correctly from the year 5 and 6 statutory spelling word list.	✓
I can use neat, joined handwriting.	✓

# Y6 Letter Writing: I Can Checklist

Working at the expected standard:	✓
I can create the appropriate atmosphere in my writing.	N/A
I can choose vocabulary and sentence structure that matches the formality of my text.	✓
I can use a range of linking words/phrases, including adverbials, to join sentences and paragraphs together. (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis	✓
I can use passive verbs. (e.g. The Spanish team were <u>beaten</u> by France or The sweets were eaten by the children.)	✓
I can use modal verbs. (e.g. can, could, should, would, etc.)	✓
I can use multi-clause sentences (e.g. a sentence with two or more clauses e.g. a subordinate clause opener, two clauses joined by a conjunction, etc.)	✓
I can use single clause sentences for effect - short and snappy sentences.	✓
I can use relative clauses within my sentences starting with who, which, where, when, whose and that. (e.g. <u>My mum, who is a great chef</u> , cooked dinner for me.)	✓
I can use preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)	✓
I can use adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)	✓
I can use expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)	✓
I can use inverted commas.	N/A
I can use commas for clarity.	✓
I can use apostrophes for possession.	✓
I can use brackets, dashes and commas for parenthesis.	✓
I can <b>try</b> to use semi-colons to separate clauses although not always correctly.	✓
I can <b>try</b> to use dashes to separate clauses, although not always correctly.	✓
I can <b>try</b> to use colons to separate clauses, although not always correctly.	✓
I can <b>try</b> to use hyphens, although not always correctly.	✓
I can spell most words correctly, including statutory spelling words from years 5 and 6.	✓
I can use neat, joined handwriting.	✓

# Y6 Letter Writing: I Can Checklist Ticked

Working at greater depth:	✓
I can select my vocabulary precisely for effect.	✓
I can make grammatical choices for effect.	✓
I can select verb forms for effect.	✓
I can use the full range of punctuation from KS2, mostly correctly.	✓
I can use semi-colons to mark independent clauses.	✓
I can use colons to mark independent clauses.	✓

# Y6 Letter Writing: I Can Checklist Blank

Working towards the expected standard:	✓
I can use the correct features of my text type.	
I can use the correct tense consistently.	
I can use paragraphs to organise my ideas.	
I can describe my character and setting.	
I can try to use some linking words/phrases, including adverbials, between sentences and paragraphs. (e.g. first, then, after, while, significantly, likewise, for instance etc. as well as repetition and ellipsis)	
I can use different verb forms.	
I can use co-ordinating conjunctions (FANBOYS - for, and, nor, but, or, yet, so )	
I can use subordinating conjunctions (e.g. so, after, although, because, until, since, when, despite, consequently, as a result, therefore.)	
I can use capital letters.	
I can use full stops.	
I can use question marks.	
I can use commas for lists.	
I can use exclamation marks.	
I can use apostrophes for contractions	
I can spell most words correctly, including statutory spelling words from years 3 and 4.	
I can spell some words correctly from the year 5 and 6 statutory spelling word list.	
I can use neat, joined handwriting.	

# Y6 Letter Writing: I Can Checklist Blank

Working at the expected standard:	✓
I can create the appropriate atmosphere in my writing.	
I can choose vocabulary and sentence structure that matches the formality of my text.	
I can use a range of linking words/phrases, including adverbials, to join sentences and paragraphs together. (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis	
I can use passive verbs. (e.g. The Spanish team were <u>beaten</u> by France or The sweets were eaten by the children.)	
I can use modal verbs. (e.g. can, could, should, would, etc.)	
I can use multi-clause sentences (e.g. a sentence with two or more clauses e.g. a subordinate clause opener, two clauses joined by a conjunction, etc.)	
I can use single clause sentences for effect - short and snappy sentences.	
I can use relative clauses within my sentences starting with who, which, where, when, whose and that. (e.g. <u>My mum, who is a great chef</u> , cooked dinner for me.)	
I can use preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)	
I can use adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)	
I can use expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)	
I can use inverted commas.	
I can use commas for clarity.	
I can use apostrophes for possession.	
I can use brackets, dashes and commas for parenthesis.	
I can <b>try</b> to use semi-colons to separate clauses although not always correctly.	
I can <b>try</b> to use dashes to separate clauses, although not always correctly.	
I can <b>try</b> to use colons to separate clauses, although not always correctly.	
I can <b>try</b> to use hyphens, although not always correctly.	
I can spell most words correctly, including statutory spelling words from years 5 and 6.	
I can use neat, joined handwriting.	

# Y6 Letter Writing: I Can Checklist Blank

Working at greater depth:	✓
I can select my vocabulary precisely for effect.	
I can make grammatical choices for effect.	
I can select verb forms for effect.	
I can use the full range of punctuation from KS2, mostly correctly.	
I can use semi-colons to mark independent clauses.	
I can use colons to mark independent clauses.	

# Welcome to Example Texts

When conducting English lessons, many teachers will spend time looking at an example text (or WAGOLL) with their pupils. In line with the 2014 National Curriculum, this handy example text pack will give you everything you need to explore a genre-specific writing sample with your class.

With increasingly challenging ranges of grammar, punctuation and spelling expectations, this pack illustrates how a year group's word, sentence and whole text level writing aims can be incorporated into one complete piece of writing.

## How to Use the Example Text:

Each example text can be used:

- as a high-quality example for children to aim for in their writing;
- for text analysis where children search for genre features;
- for children to see how language devices can work in the context of a complete text;
- for comparing children's own writing to the standards expected nationally;
- as a display piece for a working wall;
- to support teachers and support staff in their knowledge and understanding of the 2014 National Curriculum objectives;
- to support English subject leaders in developing their subject area;
- to support English subject leaders in developing a portfolio of exemplar texts.



## What Each Pack Includes:

In each pack, there is a text example (available in A4 and A3) containing genre features and the relevant SPaG objectives for the intended year group.

Versions of the text are included that are annotated with:

- genre specific structure and language features, e.g. an introduction, subheadings, etc.
- year group specific grammar, punctuation and spelling features, e.g. fronted adverbials, relative clauses, etc.

The pack also includes a powerpoint, genre features checklists, exemplar or exemplification checklists (for teachers) and child-friendly 'I can' checklists for self and peer assessment if your pupils go on to write their own pieces related to the example.

They are accompanied by small-format word cards, which can be used to highlight features on the A3 version of the example text, and large-format word cards to use for display purposes. There is also a handy word mat that can be used as a writing aid during any related composition tasks.

formal vocabulary and sentence structure that matches the formality of the text

a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

multi-clause sentences



single clause sentence for effect - short and snappy sentence

relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

commas for clarity

apostrophes for possession

brackets, dashes and commas for parenthesis

semi-colons, dashes and  
colons to  
separate clauses

hyphens to avoid ambiguity

Y5/Y6 statutory spelling  
words

sender's address in the top  
right-hand corner

the recipient's address on the  
left-hand side

the date on the left-hand side

formal greeting followed by  
a comma

an introduction to tell the  
reader why you are writing

formal sentence starters used, such as 'I am writing to inform you' or 'I would like to express', etc.

more details included in paragraphs

a conclusion to tell the reader what you want to happen next

a formal sign off, i.e. Yours faithfully because we don't know the name of the recipient, followed by a comma

sender's name

modal verbs (e.g. can,  
could, should,  
would, etc.)

formal vocabulary and sentence structure that matches the formality of the text

a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

multi-clause sentences

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short and snappy sentence

relative clauses within sentences starting  
with who, which, where, when, whose and  
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detail and clarity (e.g. under the  
floorboards, across the room, etc.)

adverbs and adverbials to add  
detail and clarity (e.g. bravely,  
often, repeatedly, in the blink of an  
eye, etc.)



expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

commas for clarity

apostrophes for possession

brackets, dashes and commas for parenthesis

semi-colons, dashes and colons to  
separate clauses

hyphens to avoid ambiguity

Y5/Y6 statutory spelling words

sender's address in the top  
right-hand corner

the recipient's address on the left-hand side

the date on the left-hand side

formal greeting followed by a comma

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sender's name

modal verbs (e.g. can, could, should,  
would, etc.)

formal vocabulary and sentence structure that matches the formality of the text

a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

modal verbs (e.g. can, could, should, would, etc.)

multi-clause sentences

single clause sentence for effect - short and snappy sentence

relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

commas for clarity

apostrophes for possession

brackets, dashes and commas for parenthesis

semi-colons, dashes and colons to separate clauses

hyphens to avoid ambiguity

Y5/Y6 statutory spelling words

sender's address in the top right-hand corner

the recipient's address on the left-hand side

the date on the left-hand side

formal greeting followed by a comma

an introduction to tell the reader why you are writing

formal sentence starters used, such as 'I am writing to inform you' or 'I would like to express', etc.

more details included in paragraphs

a conclusion to tell the reader what you want to happen next

a formal sign off, i.e. Yours faithfully because we don't know the name of the recipient, followed by a comma

sender's name

formal vocabulary and sentence structure  
that matches the formality of the text

a range of linking words/phrases, including  
adverbials, to join sentences and paragraphs  
together (e.g. first, then, after, while, significantly,  
likewise, for instance etc.) as well as repetition  
and ellipsis

passive verbs (e.g. The Spanish team were  
beaten by France or The sweets were eaten  
by the children.)

multi-clause sentences



single clause sentence for effect - short and snappy sentence

relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

commas for clarity

apostrophes for possession

brackets, dashes and commas for parenthesis

**semi-colons, dashes and colons to  
separate clauses**

**hyphens to avoid ambiguity**

**Y5/Y6 statutory spelling words**

**sender's address in the top  
right-hand corner**

**the recipient's address on the left-hand side**

**the date on the left-hand side**

**formal greeting followed by a comma**

**an introduction to tell the reader why you  
are writing**

formal sentence starters used, such as 'I am writing to inform you' or 'I would like to express', etc.

more details included in paragraphs

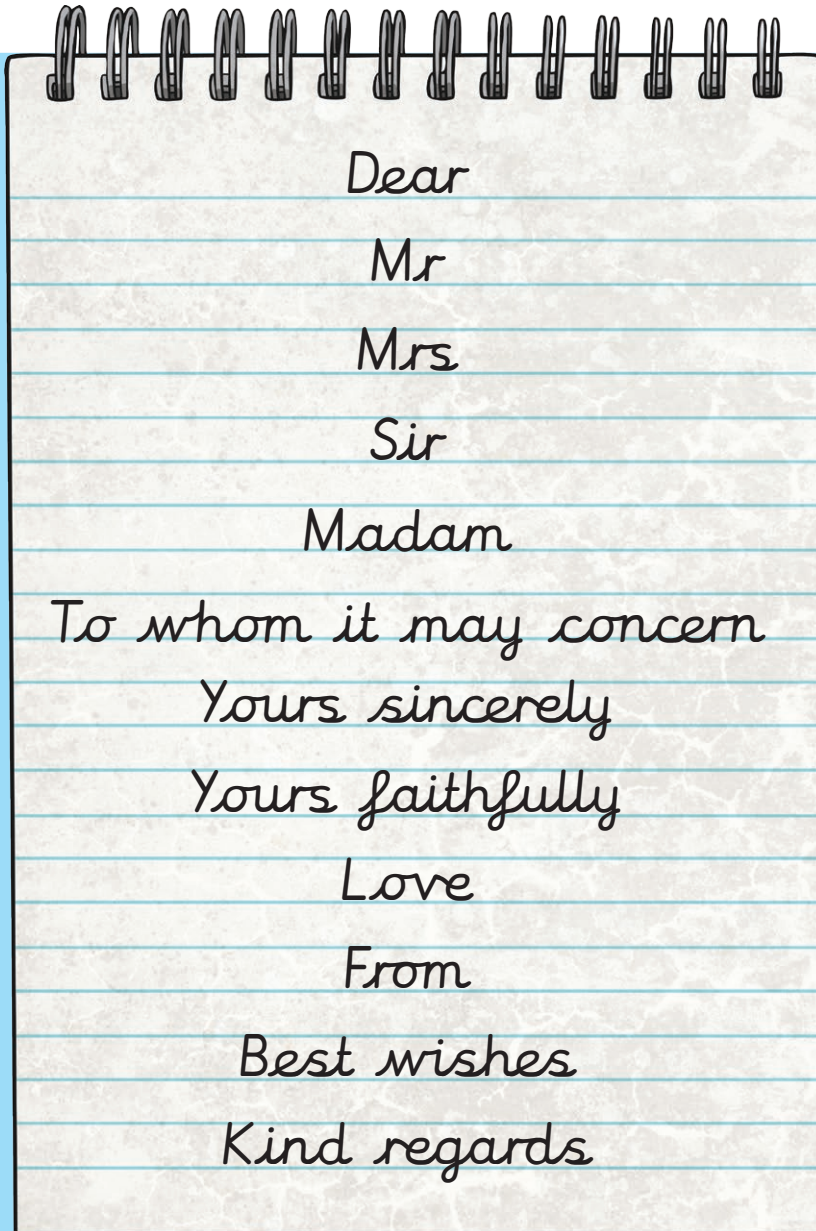
a conclusion to tell the reader what you want to happen next

a formal sign off, i.e. Yours faithfully because we don't know the name of the recipient, followed by a comma

**sender's name**

**modal verbs (e.g. can, could, should,  
would, etc.)**

# Year 6 Letter Writing Word Mat



finally

therefore

however

firstly

during

in

conclusion

in addition

for this reason

due to

writing

invite

reply

complain

notify

inform

advise

answer

discuss

explain

persuade

mention

suggest

because

when

if

that

as

since

after

although

though

who

which

whose

whom

I wish to express...

I am writing to inform you...

It has come to my attention that . . .

It is with regret that . . .

I am delighted to inform you that . . .

I hope that . . .

I trust that . . .

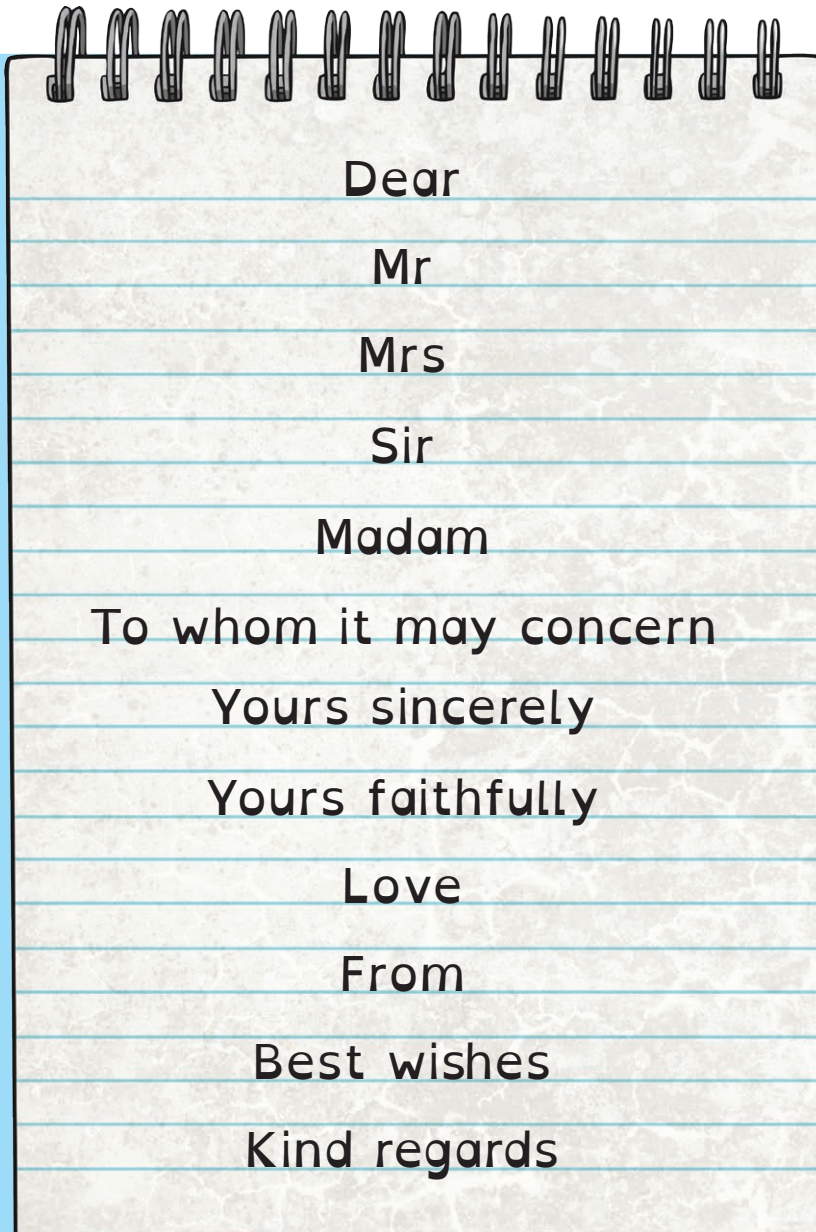
I would be grateful if . . .

I appreciate that...

I look forward to hearing from you...

I eagerly await...

# Year 6 Letter Writing Word Mat



finally

therefore

however

firstly

during

in conclusion

in addition

for this  
reason

due to

writing

invite

reply

complain

notify

inform

advise

answer

discuss

explain

persuade

mention

suggest

because

when

if

that

as

since

after

although

though

who

which

whose

whom

I wish to express...

I am writing to  
inform you...

It has come to my  
attention that . . .

It is with regret  
that . . .

I am delighted to  
inform you that . . .

I hope that . . .

I trust that . . .

I would be  
grateful if . . .

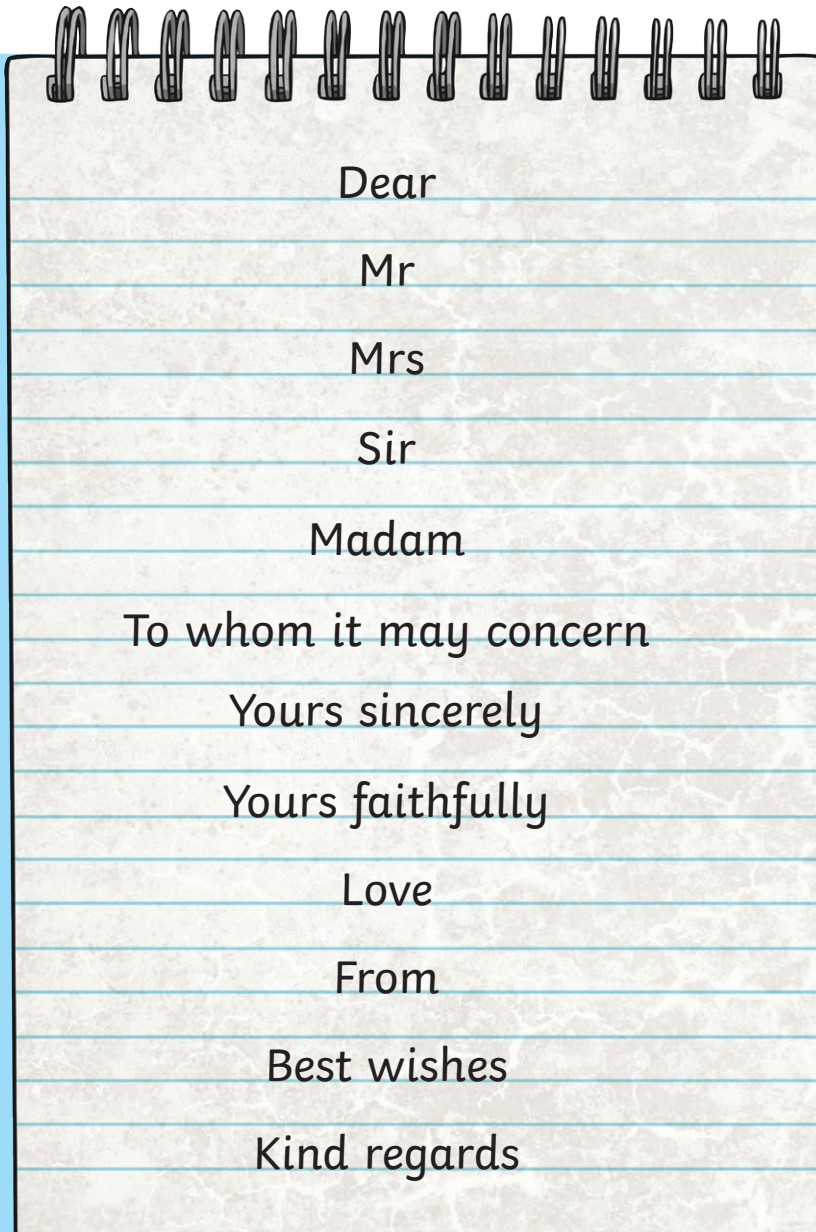
I appreciate that...

I look forward to hearing  
from you...

I eagerly await...



# Year 6 Letter Writing Word Mat



finally

therefore

however

firstly

during

in conclusion

in addition

for this reason

due to

writing

invite

reply

complain

notify

inform

advise

answer

discuss

explain

persuade

mention

suggest

because

when

if

that

as

since

after

although

though

who

which

whose

whom

I wish to express...

I am writing to inform you...

It has come to my attention that . . .

It is with regret that . . .

I am delighted to inform you that . . .

I hope that . . .

I trust that . . .

I would be grateful if . . .

I appreciate that...

I look forward to hearing from you...

I eagerly await...

# KS2 Exemplification Checklist

These checklists link to the 2016 National Curriculum Teacher Exemplification Assessments for Key Stage 2 in writing. They are split into:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

# Writing Assessment

Name:	Date:
-------	-------

## Working towards the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short story):		
using paragraphs to organise ideas		
describing settings and characters		
using some cohesive devices within and across sentences and paragraphs		
using different verb forms mostly accurately		
using co-ordinating and subordinating conjunctions		
using mostly correctly:	capital letters	
	full stops	
	question marks	
	exclamation marks	
	commas for lists	
	apostrophes for contraction	
spelling most words correctly (years 3 and 4)		
spelling some words correctly (years 5 and 6)		
producing legible joined handwriting		

# Writing Assessment

Name:	Date:
-------	-------

## Working towards the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short story):		
using paragraphs to organise ideas		
describing settings and characters		
using some cohesive devices within and across sentences and paragraphs		
using different verb forms mostly accurately		
using co-ordinating and subordinating conjunctions		
using mostly correctly:	capital letters	
	full stops	
	question marks	
	exclamation marks	
	commas for lists	
	apostrophes for contraction	
spelling most words correctly (years 3 and 4)		
spelling some words correctly (years 5 and 6)		
producing legible joined handwriting		

# Writing Assessment

Name:	Date:
-------	-------

## Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short story):		
creating atmosphere, and integrating dialogue to convey character and advance the action		
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly		
using a range of cohesive devices, including adverbials, within and across sentences and paragraphs		
using passive and modal verbs mostly appropriately		
using a wide range of clause structures, sometimes varying their position within the sentence		
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		
using mostly correctly	inverted commas	
	commas for clarity	
	punctuation for parenthesis	
making some correct use of	semi-colons	
	dashes	
	colons	
	hyphens	
spelling most words correctly (years 5 and 6)		
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters		

# Writing Assessment

Name:	Date:
-------	-------

## Working at the expected standard:

The pupil can write for a range of purposes and audiences (including writing a short story):		
creating atmosphere, and integrating dialogue to convey character and advance the action		
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly		
using a range of cohesive devices, including adverbials, within and across sentences and paragraphs		
using passive and modal verbs mostly appropriately		
using a wide range of clause structures, sometimes varying their position within the sentence		
using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision		
using mostly correctly	inverted commas	
	commas for clarity	
	punctuation for parenthesis	
making some correct use of	semi-colons	
	dashes	
	colons	
	hyphens	
spelling most words correctly (years 5 and 6)		
maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters		

# Writing Assessment

Name:	Date:
-------	-------

**Working at greater depth within the expected standard:**

The pupil can write for a range of purposes and audiences:	
managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	
selecting verb forms for meaning and effect	
using the full range of punctuation taught at key stage 2 mostly correctly, including:	
semi-colons to mark the boundary between independent clauses	
colons to mark the boundary between independent clauses	

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semi-colons to mark the boundary between independent clauses	
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# Y6 Letter Writing: Formal Example Text

Sparkhouse Primary School,  
Sellerswood Road,  
Derby,  
Derbyshire,  
DE8 5LF

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA

13th November 2016

Dear Agent Coulson,

I am writing to you to kindly offer my services as part of your C.R.E.S.T. team. Recently, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team. To strengthen your department, I would like to put myself forward as your organisation's newest member.

Firstly, I would like to discuss my physical qualities with you. As a ten-year-old girl, you may underestimate my strength and physical presence – you would be wrong to do so. Having won the prize of 'fastest girl' every year at our school sports day competition, my speed is one of my unquestionable strengths. In addition, my throwing abilities would definitely be another asset to C.R.E.S.T. I train weekly with a cricket team and my coach (Mr Slight) says that I am a born fielder. Once, the stumps were almost destroyed by my throwing power: they actually had a ball-shaped hole through the middle. Mr Slight certainly thinks that I could play for England Ladies when I'm older. However, I can think of another squad that could benefit from my abilities far more.

Whilst physical strength is important, any prestigious C.R.E.S.T. agent must also possess incredible intelligence. My mathematical abilities are excellent. Maths is an essential agent skill: it is the key to everything! In my mind, life is just one big mathematical equation after another. I'll let you into a secret - my miraculous throwing skills are all due to arithmetic. In order to make the perfect throw, I work out the following: the angle of the bounce; the speed of the ball; the strength of the wind and the point of release from my hand. It's a strike!

If I were to be an agent in the future, I have also thought through a secret identity to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation. I would call myself Mathematics Master, for obvious reasons. Some people may think that mathematics is not an impressive quality; others, like myself, know what a truly invaluable skill maths can be. I am hoping that any potential enemies would underestimate me and my mathematical expertise, which would give me a definite advantage and allow me to skilfully defeat them.

In conclusion, I hope you can see that I would be a marvellous asset to your team. I would relish the opportunity to join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly await a positive response.

Yours sincerely,

Charlotte Monroe  
AKA Mathematics Master

# Y6 Letter Writing: Formal Example Text

## Annotated Genre Features

<sup>1</sup> sender's address in the top right-hand corner

Sparkhouse Primary School,  
Sellorswood Road,  
Derby,  
Derbyshire,  
DE8 5LF<sup>1</sup>

<sup>2</sup> recipient's address on the left hand side

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA<sup>2</sup>

<sup>3</sup> the date

13th November 2016<sup>3</sup>

<sup>4</sup> a greeting – 'Dear Sir/Madam' if the recipient is not known or 'Dear Mr/Mrs/Miss (surname)' if the recipient is known

Dear Agent Coulson,<sup>4</sup>

<sup>5</sup> an introduction to show the purpose of the letter

I am writing to you<sup>10</sup> to kindly offer my services as part of your C.R.E.S.T. team. Recently, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team. To strengthen your department, I would like to put myself forward as your organisation's newest member.<sup>5</sup>

<sup>6</sup> more details organised into paragraphs

<sup>5</sup> Firstly, I would like to discuss<sup>10</sup> my physical qualities with you. As a ten-year-old girl, you may underestimate my strength and physical presence – you would be wrong to do so. Having won the prize of 'fastest girl' every year at our school sports day competition, my speed is one of my unquestionable strengths. In addition, my throwing abilities would definitely be another asset to C.R.E.S.T. I train weekly with a cricket team and my coach (Mr Slight) says that I am a born fielder. Once, the stumps were almost destroyed by my throwing power: they actually had a ball-shaped hole through the middle. Mr Slight certainly thinks that I could play for England Ladies when I'm older. However, I can think of another squad that could benefit from my abilities far more.

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<sup>8</sup> a formal sign off - 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known

If I were to be an agent in the future, I have also thought through<sup>10</sup> a secret identity to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation. I would call myself Mathematics Master, for obvious reasons. Some people may think that mathematics is not an impressive quality; others, like myself, know what a truly invaluable skill maths can be. I am hoping that<sup>10</sup> any potential enemies would underestimate me and my mathematical expertise, which would give me a definite advantage and allow me to skilfully defeat them.

<sup>9</sup> the sender's name at the end

In conclusion, I hope you can see that<sup>10</sup> I would be a marvellous asset to your team. I would relish the opportunity to<sup>10</sup> join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly await a positive response.<sup>10,7</sup>

<sup>10</sup> use formal sentence starters such as 'I am writing to inform you' or 'I would like to express'

Yours sincerely,<sup>8</sup>

Charlotte Monroe  
AKA Mathematics Master<sup>9</sup>

# Y6 Letter Writing: Formal Example Text

## Annotated Grammar, Punctuation and Spelling Features

All text: appropriate level of formality shown throughout the text: formal vocabulary and sentence structure that matches the formality of the text

<sup>2</sup> a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

<sup>3</sup> passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

<sup>4</sup> modal verbs (e.g. can, could, should, would, etc.)

<sup>5</sup> multi-clause sentences

<sup>6</sup> single clause sentence for effect - short and snappy sentence

<sup>7</sup> relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.) etc.

C.R.E.S.T. Recruitment Office,  
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13th November 2016

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Firstly<sup>2&9</sup>, I would like to discuss my physical qualities with you<sup>8</sup>. As a ten-year-old<sup>15</sup> girl<sup>2</sup>, you may<sup>4</sup> underestimate my strength and physical presence – you would be wrong to do so<sup>13&14</sup>. Having won the prize of 'fastest girl' every year at our school sports day competition<sup>16</sup>, my speed is one of my unquestionable strengths<sup>5</sup>. In addition<sup>2&8</sup>, my throwing abilities would<sup>4</sup> definitely<sup>9</sup> be another asset to C.R.E.S.T. I train weekly<sup>9</sup> with a cricket team<sup>8</sup> and my coach (Mr Slight)<sup>13</sup> says that I am a born fielder<sup>7</sup>. Once<sup>2&9</sup>, the stumps were almost destroyed by my throwing power<sup>3&8,14</sup> they actually<sup>9</sup> had a ball-shaped<sup>15</sup> hole through the middle<sup>10</sup>. Mr Slight certainly<sup>9</sup> thinks that I could play for England Ladies when I'm older<sup>5</sup>. However<sup>2</sup>, I can think of another squad that could<sup>4</sup> benefit from my abilities far more.

Whilst physical strength is important, any prestigious C.R.E.S.T. agent<sup>10</sup> must<sup>4</sup> also possess incredible intelligence<sup>5</sup>. My mathematical abilities are excellent<sup>16,6</sup>. Maths is an essential agent skill<sup>14</sup>; it is the key to everything! In my mind<sup>2</sup>, life is just one big mathematical equation after another<sup>8</sup>. I'll let you into a secret –<sup>13</sup> my miraculous throwing skills are all due to<sup>9</sup> arithmetic. In order to make the perfect throw, I work out the following:<sup>17</sup> the angle of the bounce<sup>17</sup>; the speed of the ball<sup>17</sup>; the strength of the wind and the point of release from my hand<sup>5</sup>. It's a strike!<sup>6</sup> \_

If I were to be an agent in the future, I have also thought through a secret identity<sup>16</sup> to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation<sup>8</sup>. I would<sup>4</sup> call myself Mathematics Master, for obvious reasons<sup>8</sup>. Some people may<sup>4</sup> think that mathematics is not an impressive quality<sup>14</sup>; others, like myself<sup>8,11&13</sup> know what a truly<sup>9</sup> invaluable skill maths can be. I am hoping that any potential enemies would<sup>4</sup> underestimate me and my mathematical expertise, which<sup>7</sup> would<sup>4</sup> give me a definite advantage and allow me to skilfully<sup>9</sup> defeat them.

In conclusion<sup>2</sup>, I hope you can<sup>4</sup> see that I would be a marvellous<sup>16</sup> asset to your team<sup>8</sup>. I would<sup>4</sup> relish the opportunity<sup>16</sup> to join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly<sup>9</sup> await a positive response<sup>5</sup>.

Yours sincerely<sup>16</sup>,

Charlotte Monroe  
AKA Mathematics Master

Sparkhouse Primary School,  
Sellorswood Road,  
Derby,  
Derbyshire,  
DE8 5LF

<sup>8</sup> preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

<sup>9</sup> adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

<sup>10</sup> expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

<sup>11</sup> commas for clarity

<sup>12</sup> apostrophes for possession

<sup>13</sup> brackets, dashes and commas for parenthesis

<sup>14</sup> semi-colons, dashes and colons to separate clauses

<sup>15</sup> hyphens to avoid ambiguity

<sup>16</sup> Y5/Y6 statutory spelling words

<sup>17</sup> colon to introduce a list and semi-colons within lists



# Y6 Letter Writing: Formal Example Text

## Annotated Grammar, Punctuation and Spelling Features

All text: appropriate level of formality shown throughout the text: formal vocabulary and sentence structure that matches the formality of the text

<sup>2</sup> a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

<sup>3</sup> passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

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C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA

13th November 2016

Dear Agent Coulson,

I am writing to you to kindly<sup>9</sup> offer my services as part of your C.R.E.S.T. team. Recently<sup>2&9</sup>, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team<sup>8</sup>. To strengthen your department<sup>2</sup>, I would like to put myself forward as your organisation's newest member<sup>12</sup>.

Firstly<sup>2&9</sup>, I would like to discuss my physical qualities with you<sup>8</sup>. As a ten-year-old<sup>15</sup> girl<sup>2</sup>, you may<sup>4</sup> underestimate my strength and physical presence – you would be wrong to do so<sup>13&14</sup>. Having won the prize of 'fastest girl' every year at our school sports day competition<sup>16</sup>, my speed is one of my unquestionable strengths.<sup>5</sup> In addition<sup>2&8</sup>, my throwing abilities would<sup>4</sup> definitely<sup>9</sup> be another asset to C.R.E.S.T. I train weekly<sup>9</sup> with a cricket team<sup>8</sup> and my coach (Mr Slight)<sup>13</sup> says that I am a born fielder.<sup>7</sup> Once<sup>2&9</sup>, the stumps were almost destroyed by my throwing power<sup>3&8;14</sup> they actually<sup>9</sup> had a ball-shaped<sup>15</sup> hole through the middle.<sup>10</sup> Mr Slight certainly<sup>9</sup> thinks that I could play for England Ladies when I'm older.<sup>5</sup> However,<sup>2</sup> I can think of another squad that could<sup>4</sup> benefit from my abilities far more.

Whilst physical strength is important, any prestigious C.R.E.S.T. agent<sup>10</sup> must<sup>4</sup> also possess incredible intelligence.<sup>5</sup> My mathematical abilities are excellent<sup>16</sup>.<sup>6</sup> Maths is an essential agent skill.<sup>14</sup> it is the key to everything! In my mind<sup>2</sup>, life is just one big mathematical equation after another<sup>8</sup>. I'll let you into a secret<sup>13</sup> my miraculous throwing skills are all due to<sup>9</sup> arithmetic. In order to make the perfect throw, I work out the following:<sup>17</sup> the angle of the bounce;<sup>17</sup> the speed of the ball;<sup>17</sup> the strength of the wind and the point of release from my hand<sup>5</sup>. It's a strike!<sup>6</sup>

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AKA Mathematics Master

Sparkhouse Primary School,  
Sellorswood Road,  
Derby,  
Derbyshire,  
DE8 5LF

<sup>8</sup> preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

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<sup>16</sup> Y5/Y6 statutory spelling words

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# Y6 Letter Writing: Formal Example Text

Sparkhouse Primary School,  
Sellerswood Road,  
Derby,  
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DE8 5LF

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
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13th November 2016

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# Y6 Letter Writing: Formal Example Text

## Annotated Genre Features

Sparkhouse Primary School,  
Sellerswood Road,  
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DE8 5LF<sup>1</sup>

<sup>1</sup> sender's address in the top right-hand corner

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<sup>3</sup> the date

13th November 2016<sup>3</sup>

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<sup>5</sup> an introduction to show the purpose of the letter

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## Annotated Grammar, Punctuation and Spelling Features

**All text:**  
appropriate level of formality shown throughout the text: formal vocabulary and sentence structure that matches the formality of the text

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<sup>10</sup> expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

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<sup>12</sup> apostrophes for possession

<sup>5</sup> multi-clause sentences

In conclusion<sup>2</sup>, I hope you can<sup>4</sup> see that I would be a marvellous<sup>16</sup> asset to your team<sup>8</sup>. I would<sup>4</sup> relish the opportunity<sup>16</sup> to join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly<sup>9</sup> await a positive response<sup>5</sup>.

<sup>13</sup> brackets, dashes and commas for parenthesis

<sup>6</sup> single clause sentence for effect - short and snappy sentence

Yours sincerely<sup>16</sup>,

Charlotte Monroe  
AKA Mathematics Master

<sup>14</sup> semi-colons, dashes and colons to separate clauses

<sup>7</sup> relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.) etc.

<sup>15</sup> hyphens to avoid ambiguity

<sup>16</sup> Y5/Y6 statutory spelling words

<sup>17</sup> colon to introduce a list and semi-colons within lists

# Y6 Letter Writing: Formal Example Text

## Annotated Grammar, Punctuation and Spelling Features

**All text:**  
appropriate level of formality shown throughout the text:  
formal vocabulary and sentence structure that matches the formality of the text

**2** a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

**3** passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

**4** modal verbs (e.g. can, could, should, would, etc.)

**5** multi-clause sentences

**6** single clause sentence for effect - short and snappy sentence

**7** relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.) etc.

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA

13th November 2016

Dear Agent Coulson,

I am writing to you to kindly<sup>9</sup> offer my services as part of your C.R.E.S.T. team. Recently<sup>2&9</sup>, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team<sup>8</sup>. To strengthen your department<sup>2</sup>, I would like to put myself forward as your organisation's newest member<sup>12</sup>.

Firstly<sup>2&9</sup>, I would like to discuss my physical qualities with you<sup>8</sup>. As a ten-year-old<sup>15</sup> girl<sup>2</sup>, you may<sup>4</sup> underestimate my strength and physical presence – you would be wrong to do so<sup>13&14</sup>. Having won the prize of 'fastest girl' every year at our school sports day competition<sup>16</sup>, my speed is one of my unquestionable strengths<sup>5</sup>. In addition<sup>2&8</sup>, my throwing abilities would<sup>4</sup> definitely<sup>9</sup> be another asset to C.R.E.S.T. I train weekly<sup>9</sup> with a cricket team<sup>8</sup> and my coach (Mr Slight)<sup>13</sup> says that I am a born fielder<sup>7</sup>. Once<sup>2&9</sup>, the stumps were almost destroyed by my throwing power<sup>3&8;14</sup> they actually<sup>9</sup> had a ball-shaped<sup>15</sup> hole through the middle<sup>10</sup>. Mr Slight certainly<sup>9</sup> thinks that I could play for England Ladies when I'm older<sup>5</sup>. However<sup>2</sup>, I can think of another squad that could<sup>4</sup> benefit from my abilities far more.

Whilst physical strength is important, any prestigious C.R.E.S.T. agent<sup>10</sup> must<sup>4</sup> also possess incredible intelligence<sup>5</sup>. My mathematical abilities are excellent<sup>16</sup>.<sup>6</sup> Maths is an essential agent skill.<sup>14</sup> it is the key to everything! In my mind<sup>2</sup>, life is just one big mathematical equation after another<sup>8</sup>. I'll let you into a secret<sup>-13</sup> my miraculous throwing skills are all due to<sup>9</sup> arithmetic. In order to make the perfect throw, I work out the following:<sup>17</sup> the angle of the bounce:<sup>17</sup> the speed of the ball:<sup>17</sup> the strength of the wind and the point of release from my hand<sup>5</sup>. It's a strike!<sup>6</sup>

If I were to be an agent in the future, I have also thought through a secret identity<sup>16</sup> to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation<sup>8</sup>. I would<sup>4</sup> call myself Mathematics Master, for obvious reasons<sup>8</sup>. Some people may<sup>4</sup> think that mathematics is not an impressive quality,<sup>14</sup> others, like myself<sup>8;11&13</sup> know what a truly<sup>9</sup> invaluable skill maths can be. I am hoping that any potential enemies would<sup>4</sup> underestimate me and my mathematical expertise, which<sup>7</sup> would<sup>4</sup> give me a definite advantage and allow me to skilfully<sup>9</sup> defeat them.

In conclusion<sup>2</sup>, I hope you can<sup>4</sup> see that I would be a marvellous<sup>16</sup> asset to your team<sup>8</sup>. I would<sup>4</sup> relish the opportunity<sup>16</sup> to join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly<sup>9</sup> await a positive response.<sup>5</sup>

Yours sincerely<sup>16</sup>,

Charlotte Monroe  
AKA Mathematics Master

Sparkhouse Primary School,  
Sellorswood Road,  
Derby,  
Derbyshire,  
DE8 5LF

**8** preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

**9** adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

**10** expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

**11** commas for clarity

**12** apostrophes for possession

**13** brackets, dashes and commas for parenthesis

**14** semi-colons, dashes and colons to separate clauses

**15** hyphens to avoid ambiguity

**16** Y5/Y6 statutory spelling words

**17** colon to introduce a list and semi-colons within lists

# Y6 Letter Writing: Formal Example Text

Sparkhouse Primary School,  
Sellorswood Road,  
Derby,  
Derbyshire,  
DE8 5LF

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA

13th November 2016

Dear Agent Coulson,

I am writing to you to kindly offer my services as part of your C.R.E.S.T. team. Recently, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team. To strengthen your department, I would like to put myself forward as your organisation's newest member.

Firstly, I would like to discuss my physical qualities with you. As a ten-year-old girl, you may underestimate my strength and physical presence – you would be wrong to do so. Having won the prize of 'fastest girl' every year at our school sports day competition, my speed is one of my unquestionable strengths. In addition, my throwing abilities would definitely be another asset to C.R.E.S.T. I train weekly with a cricket team and my coach (Mr Slight) says that I am a born fielder. Once, the stumps were almost destroyed by my throwing power: they actually had a ball-shaped hole through the middle. Mr Slight certainly thinks that I could play for England Ladies when I'm older. However, I can think of another squad that could benefit from my abilities far more.

Whilst physical strength is important, any prestigious C.R.E.S.T. agent must also possess incredible intelligence. My mathematical abilities are excellent. Maths is an essential agent skill: it is the key to everything! In my mind, life is just one big mathematical equation after another. I'll let you into a secret - my miraculous throwing skills are all due to arithmetic. In order to make the perfect throw, I work out the following: the angle of the bounce; the speed of the ball; the strength of the wind and the point of release from my hand. It's a strike!

If I were to be an agent in the future, I have also thought through a secret identity to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation. I would call myself Mathematics Master, for obvious reasons. Some people may think that mathematics is not an impressive quality; others, like myself, know what a truly invaluable skill maths can be. I am hoping that any potential enemies would underestimate me and my mathematical expertise, which would give me a definite advantage and allow me to skilfully defeat them.

In conclusion, I hope you can see that I would be a marvellous asset to your team. I would relish the opportunity to join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly await a positive response.

Yours sincerely,

Charlotte Monroe  
AKA Mathematics Master

# Y6 Letter Writing: Formal Example Text

## Annotated Genre Features

<sup>1</sup> sender's address in the top right-hand corner

Sparkhouse Primary School,  
Sellorswood Road,  
Derby,  
Derbyshire,  
DE8 5LF<sup>1</sup>

<sup>2</sup> recipient's address on the left hand side

C.R.E.S.T. Recruitment Office,  
PO Box 543,  
New York,  
USA<sup>2</sup>

<sup>3</sup> the date

13th November 2016<sup>3</sup>

<sup>4</sup> a greeting – 'Dear Sir/Madam' if the recipient is not known or 'Dear Mr/Mrs/Miss (surname)' if the recipient is known

Dear Agent Coulson,<sup>4</sup>

<sup>5</sup> an introduction to show the purpose of the letter

I am writing to you<sup>10</sup> to kindly offer my services as part of your C.R.E.S.T. team. Recently, I know things have been difficult for you with some of your agents having differences of opinions leading to some separation within your team. To strengthen your department, I would like to put myself forward as your organisation's newest member.<sup>5</sup>

<sup>6</sup> more details organised into paragraphs

<sup>5</sup> Firstly, I would like to discuss<sup>10</sup> my physical qualities with you. As a ten-year-old girl, you may underestimate my strength and physical presence – you would be wrong to do so. Having won the prize of 'fastest girl' every year at our school sports day competition, my speed is one of my unquestionable strengths. In addition, my throwing abilities would definitely be another asset to C.R.E.S.T. I train weekly with a cricket team and my coach (Mr Slight) says that I am a born fielder. Once, the stumps were almost destroyed by my throwing power: they actually had a ball-shaped hole through the middle. Mr Slight certainly thinks that I could play for England Ladies when I'm older. However, I can think of another squad that could benefit from my abilities far more.

<sup>7</sup> a conclusion saying what needs to happen next

<sup>8</sup> a formal sign off - 'Yours faithfully' if the recipient is not known or 'Yours sincerely' if the recipient is known

Whilst physical strength is important, any prestigious C.R.E.S.T. agent must also possess incredible intelligence. My mathematical abilities are excellent. Maths is an essential agent skill: it is the key to everything! In my mind, life is just one big mathematical equation after another. I'll let you into a secret - my miraculous throwing skills are all due to arithmetic. In order to make the perfect throw, I work out the following: the angle of the bounce; the speed of the ball; the strength of the wind and the point of release from my hand. It's a strike!

<sup>9</sup> the sender's name at the end

If I were to be an agent in the future, I have also thought through<sup>10</sup> a secret identity to keep my loved ones safe and give me anonymity outside of the C.R.E.S.T. organisation. I would call myself Mathematics Master, for obvious reasons. Some people may think that mathematics is not an impressive quality; others, like myself, know what a truly invaluable skill maths can be. I am hoping that<sup>10</sup> any potential enemies would underestimate me and my mathematical expertise, which would give me a definite advantage and allow me to skilfully defeat them.

<sup>10</sup> use formal sentence starters such as 'I am writing to inform you' or 'I would like to express'

In conclusion, I hope you can see that<sup>10</sup> I would be a marvellous asset to your team. I would relish the opportunity to<sup>10</sup> join you at C.R.E.S.T. I hope to discuss this further with you and I eagerly await a positive response.<sup>10,7</sup>

Yours sincerely,<sup>8</sup>

Charlotte Monroe  
AKA Mathematics Master<sup>9</sup>

# Y6 Letter Writing: Formal Example Text

## Annotated Grammar, Punctuation and Spelling Features

All text: appropriate level of formality shown throughout the text: formal vocabulary and sentence structure that matches the formality of the text

<sup>2</sup> a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

<sup>3</sup> passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

<sup>4</sup> modal verbs (e.g. can, could, should, would, etc.)

<sup>5</sup> multi-clause sentences

<sup>6</sup> single clause sentence for effect - short and snappy sentence

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13th November 2016

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<sup>11</sup> commas for clarity

<sup>12</sup> apostrophes for possession

<sup>13</sup> brackets, dashes and commas for parenthesis

<sup>14</sup> semi-colons, dashes and colons to separate clauses

<sup>15</sup> hyphens to avoid ambiguity

<sup>16</sup> Y5/Y6 statutory spelling words

<sup>17</sup> colon to introduce a list and semi-colons within lists



# Y6 Letter Writing: Formal Example Text

## Annotated Grammar, Punctuation and Spelling Features

All text: appropriate level of formality shown throughout the text: formal vocabulary and sentence structure that matches the formality of the text

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C.R.E.S.T. Recruitment Office,  
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13th November 2016

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Yours sincerely<sup>16</sup>,

Charlotte Monroe  
AKA Mathematics Master

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