<table>
<thead>
<tr>
<th>Information text (non-chronological report)</th>
<th>Information text: helpful connectives</th>
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</thead>
</table>
| • Used to organise and record factual information | **Note:** Information texts are held together by subheadings and/or clear topic sentences at the start of paragraphs that signal the subject and these frequently start with a noun, followed by a verb or qualifying adjective + noun + verb:  
  Acids are very common substances.  
  Strong acids are….  
  Weak acids can be found in… |
| • Headings and subheadings used to sort information clearly | However, the following connectives can be helpful in joining ideas between and within sentences and to signal a new paragraph: |
| • Tables, diagrams, illustrations add information and break up the text | **Quantity**  
  all some most few many the majority of |
| • Presentational devices (e.g. different fonts/sizes, bullet points, boxes) used to guide readers through the text | **Cause and effect**  
  consequently as a result because as therefore since until whenever depending upon eventually |
| • A general statement at the start (e.g. Snakes are reptiles), followed by more specific information in sections (e.g. appearance, diet, habitat) | **Comparison**  
  equally similarly compared with in the same way |
| • Clear, factual style which does not include the writer’s opinions or feelings | **Contrast**  
  but however alternatively the opposite instead apart from in contrast yet nevertheless |
| • Use of the third person (he, she, it, they) | |
| • Use of present tense (e.g. Snakes are covered in scales; a snake’s diet consists of..) | |
| • Use of both passive and active voice to avoid repeating it or they (e.g. they rear their young; the young are reared..it rains between April and June; rain falls between….) | |
| • Sentences tend to be short, for clarity and conciseness | |
| • Connectives emphasise quantity, cause and effect, comparison or contrast (turn over for examples) | |
| • Technical and specialist vocabulary is used (e.g. friction, habitat, gestation period) | |
| • The writing uses mostly nouns and verbs to create the factual tone | |
### Recount (chronological report)
- Used to retell an event or series of events, in the order in which things happened (chronological order)
- Starts with an overview of the event
- Paragraphs mark change of focus, time, place
- Factual style which avoids writer’s opinions
- Use of the third person (he, she, it, they) although first person (I, we) can be used in fictional and autobiographical recounts
- Use of past tense (e.g. fights developed later between rival supporters; Queen Victoria reigned until 1901)
- Mostly use of active voice to make it clear who did what (e.g. police blamed Leeds supporters not Leeds supporters were blamed)
- Variety of sentences used to create different effects and emphasis
- Connectives indicate time sequence, cause and effect or contrast (turn over for examples)
- Words used precisely to record events accurately, including use of people’s names/places/dates/times
- Powerful adjectives, verbs and adverbs can be used to describe events vividly (e.g. conflict flared; controversial decision; argued aggressively)

### Chronological recount: helpful connectives

**Note:** Newspaper reports have a distinctive style and give information about the “five Ws” (who, what, where, when, why) usually in the first sentence or paragraph. They often include direct speech from eye witnesses or a spokesperson. The journalist may use the first person in a descriptive, storytelling approach to the event but normally the third person is used and the journalist’s opinions are not included. The report will often use the future tense (e.g. Further talks will be held next week) at the end of a report, to show what will happen as a consequence.

For recounts, the following connectives can be helpful in joining ideas between and within sentences and to signal a new paragraph:

**Sequencing**
- first firstly secondly etc. initially to begin/start with
- once soon meanwhile following previously
- next then earlier finally later eventually

**Cause and effect**
- thus hence as a result since until as long as
- in the course of things whenever inevitably depending upon

**Contrast**
- alternatively on the other hand but yet
- however despite this although apart from
- as for as far as
<table>
<thead>
<tr>
<th>Explanation</th>
<th>Explanations: helpful connectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Used to give reasons for a phenomenon, problem, situation or issue</td>
<td><strong>Note:</strong> Many text book explanations will be organised into short sections of writing, often in text boxes, in different colours, or written around maps, photographs and illustrations. There may well be a glossary at the end of the chapter or at the bottom of the page to explain technical/specialist vocabulary.</td>
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<tr>
<td>• The title may be a question (e.g. How are sedimentary rocks formed? Why does smoking endanger health? What is global warming?)</td>
<td>If you are reading – or writing – an explanation that consists of several paragraphs, the following connectives can be helpful in joining ideas within and between sentences and to signal the start of a new paragraph:</td>
</tr>
<tr>
<td>• The issue is raised at the start and is often summed up at the end</td>
<td><strong>Sequence</strong></td>
</tr>
<tr>
<td>• Paragraphs used to introduce different reasons or show different steps in a process</td>
<td>in the first place secondly next gradually over time when while until meanwhile eventually finally</td>
</tr>
<tr>
<td>• May use diagrams, maps, charts etc.</td>
<td><strong>Cause and effect</strong></td>
</tr>
<tr>
<td>• Use of the third person (he, she, it, they)</td>
<td>consequently as a result because therefore since effectively depending upon in the same way so so that</td>
</tr>
<tr>
<td>• Use of present tense unless referring to finished action in past (e.g. global warming refers to… the term was first used…)</td>
<td><strong>Contrast and comparison</strong></td>
</tr>
<tr>
<td>• Mostly use of active voice but passive voice can be used to make text sound more formal or for variety or when it is not important to know who did what (e.g. Scientists believe that smoking harms health/It is widely believed that…; the Government has considered increasing the number of wind farms/proposals have been made to increase the number of wind farms…)</td>
<td>on the other hand alternatively however compared with in contrast although whereas otherwise but</td>
</tr>
<tr>
<td>• Connectives show time sequence, cause and effect, additional information, comparison (turn over for examples)</td>
<td><strong>Addition</strong></td>
</tr>
<tr>
<td>• Use of specialised and precise vocabulary (e.g. sediments, compression, particles)</td>
<td>and too as well as furthermore also again moreover in addition another what is more the following</td>
</tr>
<tr>
<td>• Impersonal, factual, plain writing to ensure the explanation is clear and concise</td>
<td></td>
</tr>
<tr>
<td>Instructions</td>
<td>Instructions: helpful connectives</td>
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<tr>
<td>--------------</td>
<td>----------------------------------</td>
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<tr>
<td>• Used to outline how to do something</td>
<td><strong>Note:</strong> Instructions depend on the clarity of the language used and the order in which the information is sequenced. Bold fonts, numbers, bullet points, diagrams etc. are used to hold the text together and to make each step of the instructions clear.</td>
</tr>
<tr>
<td>• The title may state the purpose of the instructions (e.g. Make a Kite: How to get started on a skateboard)</td>
<td>Each step will often start with an imperative verb, followed by a noun: Slice the onion into thin rings. Bend cane to desired shape, then tie securely with thread (see diagram). Wait until paint is dry before applying varnish.</td>
</tr>
<tr>
<td>• Use of bullet points, numbers, letters, headings and subheadings to make sequence of actions clearer</td>
<td>When you write instructions, you need to know who the audience for them will be and what they might already know about the subject, so that you can decide how much technical language to use and what kind of diagrams to include.</td>
</tr>
<tr>
<td>• May include list of equipment or materials and illustrations or diagrams that are clearly labelled</td>
<td>For instructions, the following connectives can be helpful in joining ideas:</td>
</tr>
</tbody>
</table>
| • Text starts with a statement of what is to be achieved and is organised in order of the steps to be completed (chronological order) | **Sequencing**
first(ly) second(ly) to start with then next after meanwhile once when while before later earlier previously following finally lastly if |
| • Use of the second person (you) | **Addition**
and too also and then again as well as together with too the following |
| • Use of imperative verbs which give orders (e.g. place the glued edges together; cut 2 cms. of string) | |
| • Use of the active voice to address the reader and make it clear who does what (e.g. fold the paper in half, not the paper is folded in half) | |
| • Use of the present tense (e.g. when the glue is applied) | |
| • Use of short sentences which are clear and to the point, missing out unnecessary words. Instructions often use one sentence for each step | |
| • Connectives show time sequence/chronology (turn over for examples) | |
| • Use of plain vocabulary to ensure reader can follow instructions | |
| • Technical terms explained through diagrams or in a glossary | |
### Persuasion

- Used to argue the case for a point of view and to convince the reader to follow advice or take action
- Persuasive writing includes leaflets, advertisements, holiday brochures, biased newspaper articles or editorials, magazine articles and essays
- May use bold and varied font styles, illustrations, photographs to gain attention
- Longer persuasive texts use opening statement to put forward argument or viewpoint; paragraphs used to develop argument with reasons/evidence; conclusion sums up writer’s opinions
- Use of the first person (I, we), second person (you) or third person (he, she, it, they)
- Mostly use of present tense (e.g. lack of sleep means that the body and brain do not work properly) and future tense to express possibilities or consequences (e.g. without proper sleep you will be too tired to learn)
- Use of active voice with passive voice used for variety or to sound more formal (e.g. RSPCA inspectors investigate thousands of cases of cruelty every year...every year, thousands of cases of cruelty are investigated)
- Mixture of long and short sentences, with short ones used for dramatic impact and to summarise
- Connectives used to emphasise points and to show logic in arguments (turn over for examples)
- Use of emotive language to gain reaction from reader
- Use of “special effects” to reinforce points, such as humour, questions to reader, repetition, alliteration, shock tactics

### Persuasion: helpful connectives

**Note:** Advertisements use persuasive language in distinctive ways which may include: using words which have more than one meaning; invented words and “wrong” spellings; words chosen for how they sound; use of memorable slogans and catch phrases which are not always complete sentences. Adjectives and adverbs are important for creating impact.

In longer persuasive texts, such as an essay or letter expressing a point of view, the following connectives can be helpful in joining ideas between and within sentences and between paragraphs:

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Opinion</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>above all</td>
<td>it would seem</td>
<td>for example</td>
</tr>
<tr>
<td>especially</td>
<td>it appears</td>
<td>for instance</td>
</tr>
<tr>
<td>in particular</td>
<td>it seems likely</td>
<td>such as</td>
</tr>
<tr>
<td>indeed</td>
<td>theoretically</td>
<td>in other words</td>
</tr>
<tr>
<td>in fact</td>
<td>notably</td>
<td>as shown/revealed by</td>
</tr>
<tr>
<td>significantly</td>
<td>of course</td>
<td>to show that</td>
</tr>
<tr>
<td>specifically</td>
<td>surely</td>
<td>except for</td>
</tr>
<tr>
<td>more important(l)y</td>
<td>naturally</td>
<td>unless</td>
</tr>
<tr>
<td>(un)fortunately</td>
<td>obviously</td>
<td></td>
</tr>
<tr>
<td>because</td>
<td>because</td>
<td></td>
</tr>
<tr>
<td>as a result</td>
<td>as a result</td>
<td></td>
</tr>
<tr>
<td>therefore</td>
<td>therefore</td>
<td></td>
</tr>
<tr>
<td>admittedly</td>
<td>undoubtedly</td>
<td></td>
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<tr>
<td>undoubtedly</td>
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</tbody>
</table>
Discursive writing

- Used to present arguments and information from differing viewpoints
- The title may be a question (e.g. should human cloning be made legal?) or use the word “discuss” to signal a need for balanced arguments (e.g. Discuss the issues raised by genetic engineering)
- Starts with statement of the issue; organised into arguments for and arguments against; conclusion makes writer’s viewpoint clear
- Each paragraph starts with clear topic sentence stating argument and then uses supporting evidence/examples/facts to develop the argument
- Use of the third person to sound more formal (he, she, it, they, one) and first person (I, we) to stress personal views
- Use of present tense (e.g. It is clear that...Developers claim that forests are a renewable resource)
- Mostly active voice to make it clear who did what (e.g. Conservationists argue that we must stop destroying rainforests) but passive voice used for general statements (e.g. It has been argued that global warming is caused by..)
- Use of long and short sentences for variety and emphasis
- Rhetorical questions can be used for dramatic effect and to involve the reader (e.g. But is it right that..? Who would disagree that..?)
- Connectives emphasise argument/viewpoint and counter-argument/alternative viewpoint (turn over for examples)
- Words used precisely when facts being presented and chosen for emotive impact to stress opinions
- Powerful adjectives, verbs and adverbs used to strengthen opinion

Note: There are several different ways of organising paragraphs in discursive writing and the commonest models are:

Statement of issue + all arguments in favour + all arguments against + personal conclusion

Statement of issue + argument + counter argument + argument + counter argument etc. + conclusion

The following connectives can be helpful in joining ideas between and within sentences and to signal the start of a paragraph:

**Cause and effect**
as a result  because consequently/as a consequence  therefore depending upon whenever since as long as inevitably

**Contrast and comparison**
equally similarly compared with in contrast however alternatively despite this instead whereas otherwise nevertheless moreover on the contrary although apart from for all that it is doubtful all the same yet

**Opinion**
some people say/believe there are those who argue that I feel we can see that on the other hand maybe possibly

**Conclusion and summary**
finally in conclusion to summarise in the end overall ultimately after all on the whole throughout in short
Analysis

- Used to give a detailed response to a topic or question, using evidence from different sources
- Title often invites discussion (e.g. Why did the Normans win the Battle of Hastings? How is the theme of nature presented in these poems?)
- In a formal essay, a series of points is made, each paragraph starting with a clear topic sentence, and the rest of the paragraph used to provide evidence and to comment on it
- Use of quotations from text sources to provide evidence
- Use of third person (he, she, it, they, one); first person may be used when giving personal opinion, especially to sum up
- Use of present tense for evidence that is current (e.g. analysis of a poem or short story) or past tense when referring to historical evidence (e.g. Sherlock Holmes is portrayed as...The castles were strongly fortified)
- Mostly use of active voice; passive voice used when it is not important to know who did what or to sound more formal (e.g. Henry strongly fortified the castles; the castles were strongly fortified)
- Use of long and short sentences to show complex and simple ideas and to give variety
- Connectives emphasise contrasting views or evidence, cause and effect and the use of evidence (turn over for examples)
- Use of subject-specific vocabulary which helps analyse and discuss concisely (e.g. in analysing literature: theme, characters, rhythm etc.; in art: texture, composition, perspective etc.)
- Use of adjectives which make judgements and give opinions (e.g. amusing, effective, striking, realistic, convincing etc.)

Analysis: helpful connectives

Note: Writing that analyses a topic or question is held together by clear, direct topic sentences at the start of paragraphs and supporting evidence which is used to expand the point.

It’s helpful to think of a PEE structure for each paragraph: point, example, explanation. You can also think of this as a burger: the “filling” is the evidence and it’s held in place by a top layer of argument and a bottom layer of comment/evaluation of the evidence.

The following connectives can be helpful in joining ideas between and within sentences and to signal the start of a paragraph:

**Contrast and comparison**
- but       however       nevertheless       notwithstanding       yet
- still       instead       whereas       apart from       otherwise
- although       though       similarly       also       as for       equally

**Cause and effect**
- consequently       because       as a result       therefore       indeed
- in fact       effectively       accordingly       of course       eventually

**Interpretation**
- this shows/suggests/tells us/reveals/gives the impression/portrays
- it would appear/ seems likely       one might consider/infer/conclude
### Evaluation (including self-evaluation)

- Used to record the strengths and weaknesses of a product or a performance, or to assess how well learning targets have been met
- The title may ask a question (e.g. How well did your construction work? How well are you progressing in this subject?)
- Can be organised in the form of a list (e.g. list of strengths, list of weaknesses, targets and next steps).
- Subheadings can be used to organise the evaluation (e.g. the materials used; design ideas; production costs; testing the product)
- Use of the first person (I, we)
- Use of past tense to evaluate performance (e.g. At first I had difficulty painting the mould)
- Use of present tense to evaluate what is now known (e.g. I am pleased with my badge because of the way the nose on the clown’s face lights up)
- Use of future tense to set targets or describe changes (e.g. Another time I would include a switch that can be turned off when the badge is not in use)
- Use of active voice to show who did what (e.g. I cut the copper track too short not The copper track was cut too short)
- Connectives used to introduce examples and to stress cause and effect (turn over for examples)
- Use of technical vocabulary connected with the subject
- Verbs used to make evaluations (e.g. we all felt that...I realised that...some people in the group thought that...)
- Modal verbs used to express possibilities (e.g. it might have helped if...we could have...I should have...I will...I need to...)

### Evaluation: helpful connectives

**Note:** Different subjects often have a writing frame that will help you to organise your evaluation.

It’s important in this kind of writing that you are honest and precise about what you’ve achieved and what you need to do next, so that you can use your evaluation as constructive criticism.

The following connectives can be helpful in joining ideas between and within sentences and to signal the start of a paragraph or section:

**Use of evidence**
this meant that          this showed that       I know this because
for example        for instance          it became clear that       thus
for example        for instance          it became clear that       thus
such as         in the case of

**Cause and effect**
because as           since as a result of as a result
as such           because as           since as a result of as a result
so         in order to           so that consequently therefore
depending upon as long as accordingly eventually