

Varied Fluency

Step 1: Recognising Formal and Informal Writing

National Curriculum Objectives:

English Year 6: (6G7.4) [Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms](#)

English Year 6: (6G7.2) [The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing \[for example, find out – discover; ask for – request; go in – enter\]](#)

English Year 6: (6G7.3) [The difference between structures typical of informal speech and structures appropriate for formal speech and writing \[for example, the use of question tags: *He's your friend, isn't he?*, or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech\]](#)

Differentiation:

Developing Questions to support recognising formal and informal vocabulary in sentences with up to two clauses, featuring vocabulary predominantly from Y3/4 spelling list.

Expected Questions to support recognising formal and informal vocabulary in multi-clause sentences, featuring vocabulary predominantly from Y5/6 spelling list.

Greater Depth Questions to support recognising formal and informal vocabulary in sentences of varying length and structure, using language which is colloquial or archaic and likely to be unfamiliar. It may prove useful for children to have access to dictionaries.

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to [review](#) it on our website.

Recognising Formal and Informal Writing

1a. Read the sentence below and decide if it is formal or informal.

I imagine there will be various exits around the park.

Underline the words that influenced your decision.



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Recognising Formal and Informal Writing

1b. Read the sentence below and decide if it is formal or informal.

The kids can't go out unless they put their coats on.

Underline the words that influenced your decision.



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2a. Circle the words in the following sentence that you would not use if you were writing to a headteacher.

I'm writing to tell you that my kid had his stuff nicked from his school locker.



VF

2b. Circle the words in the following sentence that you would not use if you were writing a postcard to a friend.

The weather is extremely poor, therefore we've had to remain indoors.



VF

3a. Sort the vocabulary according to the situation.

Job Interview

Café with friends

experience difficulties

fab

What would you like?

What do you fancy?

Good morning

free

Hiya

available

find it hard



VF

3b. Sort the vocabulary according to the situation.

Writing a report

Text to friend

Naturally

In conclusion

bye

happen

can

On the other hand

odd

occur

peculiar



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Recognising Formal and Informal Writing

4a. Read the sentence below and decide if it is formal or informal.

Their chances were slim, but they were determined to succeed on this occasion and be triumphant.

Underline the words that influenced your decision.



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Recognising Formal and Informal Writing

4b. Read the sentence below and decide if it is formal or informal.

Gone to town – back before tea. Grab some snacks and drinks but don't be greedy!

Underline the words that influenced your decision.



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5a. Circle the words in the following sentence that you would not use if you were writing a letter to the Prime Minister.

Hello Sir,
I'm writing to you as I don't believe there will be a chance to meet you in person.



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5b. Circle the words in the following sentence that you would not use if you were writing a party invitation for family.

Hi there, hope you're ok.
I cordially invite you to attend my party. It's going to be a splendid affair.



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6a. Sort the vocabulary according to the situation.

Letter to boss

Text message to friend

aggressive

thanks a lot

dodgy

gonna need

guarantee

outstanding

may require

appreciate your help

loads



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6b. Sort the vocabulary according to the situation.

Speech to the queen

Chat with friends

disastrous

opportunity

marvellous

delighted to meet you

weary

Are you ok?

shattered

great to see you

well cool



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Recognising Formal and Informal Writing

7a. Read the sentence below and decide if it is formal or informal.

I totally love the pressie you got us for our anniversary – it's brought back loads of fab memories! Can't wait to hang it on the wall, as it's gonna to look awesome!

Underline the words that influenced your decision.



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Recognising Formal and Informal Writing

7b. Read the sentence below and decide if it is formal or informal.

Despite every effort from everyone in the cast and a multitude of rehearsals beforehand, the show was, unfortunately, an unreserved fiasco.

Underline the words that influenced your decision.



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8a. Circle the words in the following sentence that you would not use if you were sending your friend a message.

Methinks the weather will take a turn for the worse in the none-too-distant future and we shall all be struggling to journey home.



VF

8b. Circle the words in the following sentence that you would not use if you were writing a formal report.

In science, the test results were boss and, needless to say, the big cheese was chuffed to bits – I smashed it out of the park!



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9a. Sort the vocabulary according to the situation.

Formal Speech

Private diary entry

thereon

beseech

whence

indigestion

vehicle

wicked

up for it

bellyache

car



VF

9b. Sort the vocabulary according to the situation.

Historic document

Note to family

pronto

fiver

whereupon

bug

erelong

dicey

forthwith

ailment

damsel



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Varied Fluency
Recognising Formal and Informal
Writing

Developing

- 1a. Formal. Children may underline vocabulary such as 'imagine' and 'various'.
- 2a. 'Tell', 'kid', 'stuff' and 'nicked' are too informal.
- 3a. Job interview: experience difficulties, Good morning, available, What would you like?
Café with friends: Hiya, fab, free, find it hard, What do you fancy

Expected

- 4a. Formal. Children may underline vocabulary such as 'determined', 'succeed', 'occasion' and 'triumphant'.
- 5a. 'Hello', 'I'm', 'don't' and 'chance' are too informal.
- 6a. Letter to boss: aggressive, outstanding, may require, appreciate your help, guarantee
Text message to friend: dodgy, thanks a lot, gonna need, loads

Greater Depth

- 7a. Informal. Children may underline contractions such as 'it's' and 'can't'; informal vocabulary such as 'pressie', 'got', 'loads', 'fab', 'gonna' and 'awesome' and the omission of the pronoun 'I'.
- 8a. 'Methinks', 'take a turn' 'none-too-distant', 'shall' and 'to journey' are too formal.
- 9a. Formal speech: thereon, indigestion, beseech, vehicle, whence
Private diary entry: up for it, bellyache, wicked, car

Varied Fluency
Recognising Formal and Informal
Writing

Developing

- 1b. Informal. Children may underline vocabulary such as 'kids' and the contracted word 'can't'.
- 2b. 'Extremely poor', 'therefore' and 'remain' are too formal.
- 3b. Writing a report: Naturally, In conclusion, occur, peculiar, On the other hand
Text to friend: happen, odd, can, bye

Expected

- 4b. Informal. Children may underline informal vocabulary such as 'grab' and 'tea'; incomplete sentences such as 'Gone to town'; and contractions such as 'don't'.
- 5b. 'cordially invite', 'attend' and 'splendid affair' are too formal.
- 6b. Speech to the queen: disastrous, delighted to meet you, opportunity, weary, marvellous
Chat with friends: shattered, great to see you, Are you ok? well cool

Greater Depth

- 7b. Formal. Children may underline the formal vocabulary such as 'despite', 'multitude', 'beforehand', 'unfortunately' and 'unreserved fiasco'.
- 8b. 'Boss', 'big cheese', 'chuffed to bits' and 'I smashed it out of the park!' are too informal.
- 9b. Historic document: forthwith, erelong, ailment, whereupon, damsel
Note to family: pronto, bug, fiver, dicey