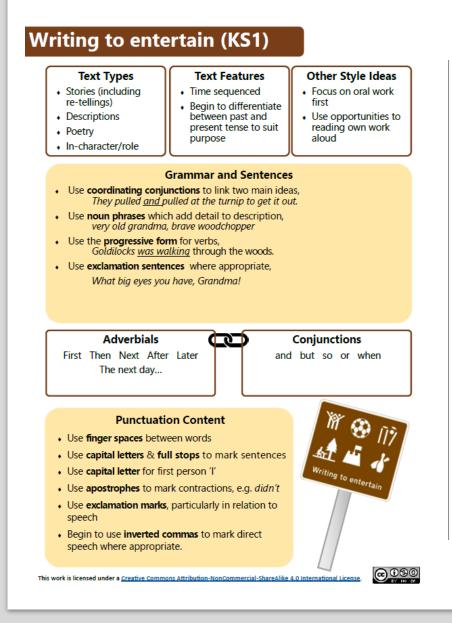
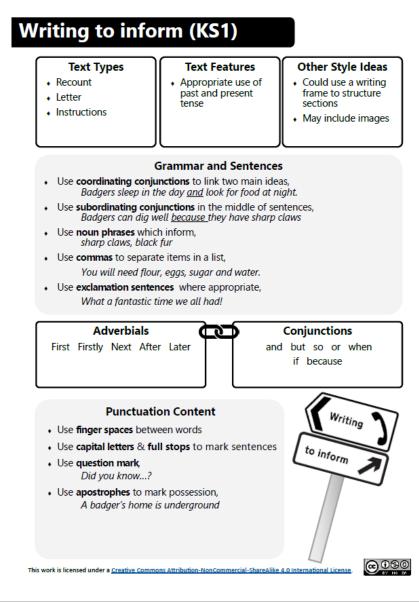


# Writing Long Term Plan Whole School Genre Overview 2023-24

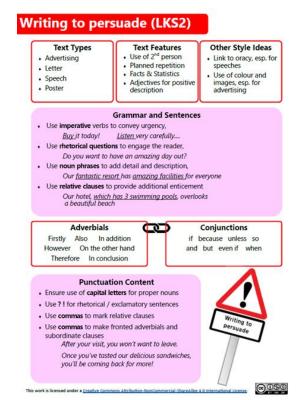
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul> <li>Provide opportunities for writing in a wide range of ways:</li> <li>Transport and Travel Road Safety Signs</li> <li>Christmas cards &amp; invitations</li> <li>Nativity Tickets</li> <li>Father Christmas List.</li> </ul>		<ul> <li>Provide writing opportunities within the role play areas:</li> <li>For example</li> <li>Post office – letters, stamps, parcels</li> <li>Police station – provide clipboards and stamps</li> <li>Hospital – prescriptions and appointment cards</li> </ul>		Write postcards from around the world. Encourage children to write some letters accurately. Use name cards to encourage children to write some or all of their name daily. Use Sounds-Write to introduce the written letter	
Reception	story retell, mark ma Plus, Humpty Dumpty	Beep, Mother Hubbard ling aggle <u>ch bubbles:</u> Star <u>on.</u>	Oral innovation of text Sentence structure, punctuation and repeated phrases We're Going on a Bear Hunt. <u>Instruction writing</u> Mr Wolf's Pancakes. <u>Character Profile</u> Goldilocks and the Three Bears. <u>Performance Poetry</u> We're Going on a Bear		Story writing The Three Little Pig Descriptive sentend The Three Billy Goa Fact File Minibeast Recount School Trip Poetry Mad about minibea	<u>e writing</u> ts Gruff 2

PAL PAL	Writing Long Term Plan Whole School Genre Overview 2023-24							
Key Stage 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 1	Writing to Entertain EYFS to Year 1 Transition – Drawing Club. <u>Writing to Entertain</u> Nonsense Poetry – On the Ning Nang Nong (Spike Milligan)	Writing to Entertain Narrative (Warning Story) – Little Red Riding HoodNarrative – The Clock TowerWriting to Inform Instructions – How to Make a Jam Sandwich.	Writing to Inform Diary entry – Beegu (Alexis Deacon) Writing to Entertain Poetry – Julian is a Mermaid (Jessica Love)	Writing to Entertain Narrative – The Sea Saw (Tom Percival)	Writing to Entertain Narrative (Journey Story) – The Snail & The Whale (Julia Donal Writing to Entertain Poetry – class poem/ performance poetry	Writing to EntertainNarrative – Ivy &The Lonely RainCloudWriting to InformInformation Text –Ivy & The LonelyRain CloudWriting to InformLetter to NewTeacher		
Year 2	Writing to Entertain Setting & Character Descriptions – Here We Are (Oliver Jeffers)/ The River (Tom Percival) <u>Writing to Entertain</u> Letter – Hansel and Gretel	Writing to InformDiary entry – Vlad &The Great Fire ofLondon (KateCunningham)Writing to EntertainNarrative - BogBabyWriting to EntertainNews report –Traction Man	Writing to Inform Non- chronological Report – The Big Book of the Blue (Yuvel Zommer) <u>Writing to Entertain</u> Job advert - Bob the man on the moon	Writing to Inform Instructions – How to Wash a Woolly Mammoth (Michelle Robinson) Writing to Entertain Poetry - Bumpus Jumpus D inosaurumpus (To ny Mitton)	Writing to Entertain Narrative – Tear Thief Writing to Entertain Character description – Tell me a dragon	Writing to Entertain Narrative – Leon and the place between <u>Writing to Entertain</u> Riddles – Big book of beasts		

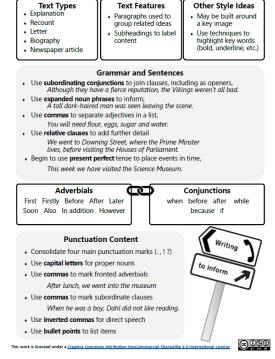


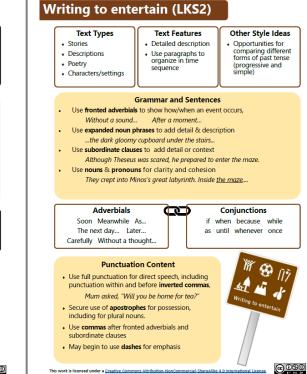


Ra PAINT	Writing Long Term Plan Whole School Genre Overview 2023-24					
Lower Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Writing to Inform Informal Letters – The Day the Crayons Quit (Oliver Jeffers) <u>Writing to Entertain</u> Narrative (Warning)– The Minpins (Roald Dahl)	Writing to Inform Letters – to NGH Writing to Inform Non-chronological Report – Gruncher Newspaper Report (Model Text)	Writing to Entertain Narrative (Quest) – Knight's Quest (Model text) <u>Writing to Entertain</u> Haiku Poems	Writing to Inform Newspaper Report / Diary– Cinderella of the Nile (Beverley Naidoo) <u>Writing to Entertain</u> Narrative (traditional tale) - Cinderella of the Nile (Beverley Naidoo)	Writing to Entertain Narrative (Suspense) – The Nightmare Man (Pie Corbett) <u>Writing to Entertain</u> List Poetry	Writing to PersuadePersuasive Leaflet(Focus Text: The TinForest by HelenWard)Writing to InformRecount to Inform(Focus: Trip toEverdon/ GeographyField Trip)
Year 4	Writing to Entertain Poetry – The Lost Words (Robert Macfarlane & Jackie Morris) <u>Writing to Entertain</u> Narrative (Character Changing Tale) – Wonder (R. J. Palacio)	Writing to Inform Newspaper Report – Shackleton's Journey (William Grill)	Writing to Entertain Narrative (Finding Tale) – Tom's Midnight Garden (Philippa Pearce)	Writing to PersuadeTourist Brochure(Focus Text: TheBaker by the Sea byPaula White)Writing to EntertainNonsense Poetry -Ning Nang Nong(Spike Milligan)Yesterday (MichaelRosen) RandomRecipe (KennNesbitt)	Writing to Entertain Narrative (Fantasy Tale) – Cursed Vase (Model Text)	Writing to Inform Explanation Text – How to Train Your Dragon (Cressida Cowell) Writing to Entertain Poetry: Haikus & Tankas



Writing to inform (LKS2)

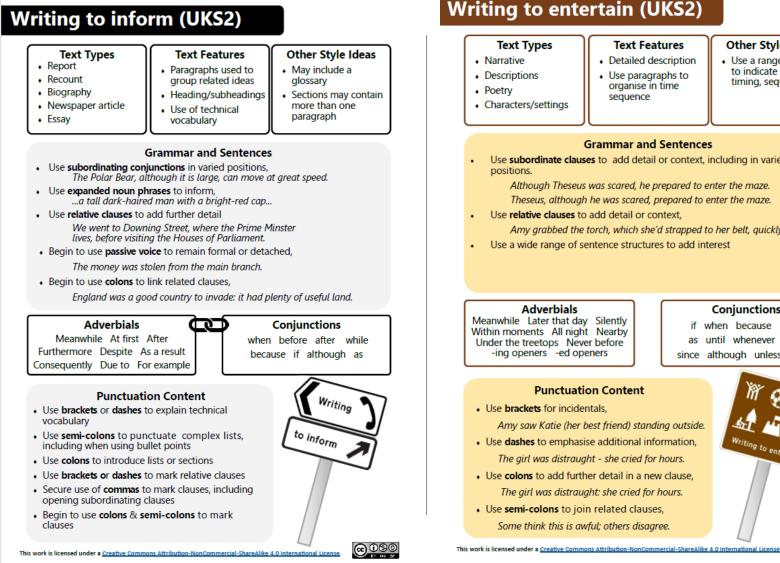






# Writing Long Term Plan Whole School Genre Overview 2023-24

Upper Key Stage 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Writing to Entertain Narrative – Epic Adventure Story (Focus Text: The Odyssey by Gillian Cross) Writing to Entertain	Writing to Persuade Persuasion – Hawk Ridge Farm Park Writing to Inform Formal Letters – hospital patients Writing to Entertain	Writing to Entertain Narrative (Warning Tale) – Kidnapped Writing to Discuss Discussion Text (Focus Text: The Strange Case of	Writing to Entertain Narrative (Wishing Tale) – One Chance Writing to Entertain Narrative Poetry - Charlotte Bronte Mementos	Writing to Inform Newspaper Report –Beetle Boy (M. G Leonard) <u>Writing to Entertain</u> Novel Study & Narrative (Missing Person)– Beetle Boy	Writing to Entertain Narrative from Alternative Perspective – Beetle Boy (M. G Leonard) Writing to Inform
	Spine Poetry – Xfilious	Playscripts – A Christmas Without Carol	Origami Yoda)		(M. G Leonard)	Autobiographies
Year 6	Writing to Inform Suspense Text/ Recount – Usain Bolt. The Applause (Model Text)	Writing to Inform Explanation Text (Focus Text: The Tree Giant – model text) Writing to Inform	Writing to Entertain Narrative – The Lighthouse (Video Stimulus) Writing to Entertain	Writing to Inform Biography (Focus Text: Clockwork by Philip Pullman)	Writing to Persuade Persuasive Speech – I am the Ocean (Harrison Ford Speech)	<u>Writing to Inform</u> Report – Science Experiment
	<u>Writing to Entertain</u> Narrative – Fantastic Beasts. The Tree Giant (Model Text)	Newspaper Report – (Focus Text: The Man Who Walked Between the Towers by Mordicai Gerstein)	Narrative (Flashback) – The Piano (Video Stimulus)		Writing to Persuade Persuasive Letter – current theme	Novel Study — Goodnight Mister Tom
	Novel Study – A Place Called perfect	Writing to Discuss Discussion Text (Focus Text: Guardian Three Little Pigs Advert)				



## Writing to entertain (UKS2)

- Text Features Detailed description Use paragraphs to organise in time sequence Characters/settings
- Other Style Ideas
- Use a range of tenses to indicate changes in timing, sequence, etc.

#### Grammar and Sentences

Use subordinate clauses to add detail or context, including in varied positions.

> Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.

Use relative clauses to add detail or context,

Amy grabbed the torch, which she'd strapped to her belt, quickly.

Use a wide range of sentence structures to add interest

#### Adverbials

Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers

#### Conjunctions

if when because while as until whenever once since although unless rather

#### Punctuation Content

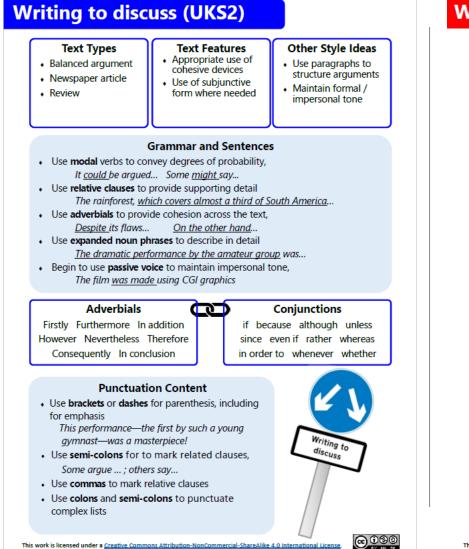
Use brackets for incidentals.

Amy saw Katie (her best friend) standing outside.

- Use dashes to emphasise additional information, The girl was distraught - she cried for hours.
- Use colons to add further detail in a new clause, The girl was distraught: she cried for hours.
- Use semi-colons to join related clauses, Some think this is awful; others disagree.



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#### Writing to persuade (UKS2) Other Style Ideas Text Types Text Features Use of 2<sup>nd</sup> person Advertising Link to oracy, esp. for Personal pronouns speeches Letter Planned repetition Use of colour and Speech Facts & Statistics images, esp. for Campaign Hyperbole advertising Grammar and Sentences Use imperative and modal verbs to convey urgency, Buy it today! This product will transform your life... Use adverbials to convey sense of certainty, Surely we can all agree ...? Use short sentences for emphasis This has to stop! Vote for change! Use of the subjunctive form for formal structure If I were you, I would ... Adverbials Conjunctions Firstly Furthermore In addition if because although unless However Nevertheless Therefore since even if rather whereas Consequently In conclusion in order to whenever whether Punctuation Content Use ? ! for rhetorical / exclamatory sentences Use colons and semi-colons to list features. attractions or arguments Writing to Use brackets or dashes for parenthesis, including Persuade for emphasis This is our chance—our only chance—to make a difference. Use semi-colons for structure repetition, Bring your friends; bring your children; bring the whole family! $\odot$ $\odot$ $\odot$ $\odot$ This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licens



# Bridgewater Writing – Programmes of Study & Progression

EYFS	Handwriting	Composition
Birth	– Three	Reception
•	Develop manipulation and control. PD.FMS.B-3	Write short sentences with words with known letter-
•	Explore different materials and tools. PD.FMS.B-3	sound correspondences using a capital letter and full stop.
•	Copy finger movements and other gestures. LIT B-3	Re-read what they have written to check that it makes
•	Make marks on a picture that stand for their name. Lit B-3	sense.
Thre	e – Four	
•	Use large-muscle movements to wave flags and steamers, paint and make marks. PD Use a comfortable grip with good control when holding pens and pencils. PD FMS.3- b-3	ELG: Write simple phrases and sentences that can be read by others.
•	Show a preference for a dominant hand. PD FMS.3-4	
•	Write some letters accurately Lit - Reception	
Rece	ption	
•	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception	
•	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	
•	Develop the foundations of a handwriting style which is fast, accurate and efficient.	
	PD.FMS - Reception.	
•	Form lower case and capital letters correctly. Lit Recep	
ELG:	Write recognisable letters, most of which are correctly formed.	
	Hold a pencil effectively in preparation for fluent writing- using the tripod grip in Ilmost all cases. FMS-ELG	

YEAR 1		Gram	nmar	
Word Structure	Sentence Structure	:	Text Structure	Punctuation
<ul> <li>-Regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun.</li> <li>-Suffixes that can be added to verbs where no change is needed in the spelling of root words.</li> <li>-How the prefix un- changes the meaning of verbs and adjectives.</li> </ul>	-How words can combine to sentences. -Joining words and joining o using <i>and</i> .		Sequencing sentences to form short narratives.	Separation of words with spaces. Introduction and beginning to use: -capital letters (in all forms) -full stops, -question marks -exclamation marks
Key Vocabulary:	I			
		gular, Plu	Iral sentence, Question mark, Exclam	
Handwriti	ng		Compositi	on
<ul> <li>Pupils should be taught to:</li> <li>-sit correctly at a table, holding a pencil comfortably and correctly</li> <li>-begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>-form capital letters</li> <li>-form digits 0-9</li> <li>-understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>Handwriting requires frequent and discrete, direct teaching.</li> <li>Pupils should be able to form letters correctly and confidently.</li> <li>The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</li> </ul>		-saying o -compos -sequen -re-read -discuss -read all teacher. -Leaving At the b skills the should u writing t	entences by: out loud what they are going to write sing a sentence orally before writing i cing sentences to form short narrativ ling what they have written to check to what they have written with the teac oud their writing clearly enough to be g finger spaces eginning of Year 1, not all pupils will h ey need to write down everything that understand, through demonstration, t that is, thinking aloud as they collect is beir meaning is clear	t res that it makes sense cher or other pupils e heard by their peers and the have the spelling and handwriting t they can compose out loud. Pupils he skills and processes essential to
Left-handed pupils should receive sp needs.	ecific teaching to meet their			

YEAR 2	R 2 Grammar						
Word Structure	Sentence Structure	Text Structure	Punctuation				
-Formation of nouns using suffixes	-Subordination (using when, if, that	-The correct choice and consistent	Use of:				
such as <i>–ness, -er</i> and by	or because).	use of present tense verses past	-Capital letters				
compounding	-Coordination (using or, and or but).	tense throughout writing.	-Full stops				
-Formation of adjectives using	-Expanded noun phrases for	-Use of the progressive form of verbs	-Question marks				
suffixes such as – <i>ful, -less</i>	description and specification	in the present and past tense to mark	-Exclamation marks				
-Use of suffixes – <i>er</i> and – <i>est</i> in	-How the grammatical patterns in a	actions in progress.	-Commas to separate items in a list				
adjectives and -ly to turn adjectives	sentence indicate its function as a:		-Apostrophes for contracted forms.				
into adverbs.	statement, question, exclamation,						
	command.						

## Key Vocabulary:

Verb, Adverb, Tense (past and present), Adjective, Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Suffix, Apostrophe, Comma

Handwriting	Composition
Pupils should be taught to:	Develop positive attitudes towards and stamina for writing by:
-form lower-case letters of the correct size relative to	-writing narratives about personal experiences and those of others (real and fictional)
one another	-writing about real events
-start using some of the diagonal and horizontal	-writing poetry -writing for different purposes
strokes needed to join letters and understand	Pupils should be taught to consider what they are going to write before beginning by:
which letters, when adjacent to one another, are	-planning or saying out loud what they are going to write about
best left unjoined.	-writing down ideas and/or key words, including new vocabulary
-write capital letters and digits of the correct size,	-encapsulating what they want to say, sentence by sentence
	Make simple additions, revisions and corrections to their own writing by:
orientation and relationship to one another and to	-evaluating their writing with the teacher and other pupils
lower case letters.	-re-reading to check that their writing makes sense and that verbs to indicate time are used
-use spacing between words that reflects the size of	correctly and consistently, including verbs in the continuous form
the letters.	-proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)
	-read aloud what they have written with appropriate intonation to make the meaning clear.
Pupils should revise and practise correct letter	
formation frequently. They should be taught to write	Pupils should understand, through being shown these, the skills and processes essential to writing:
with a joined style as soon as they can form letters	that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.
	Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for
securely with the correct orientation.	pupils to develop and order their ideas through playing roles and improvising scenes in various
	settings. Pupils might draw on and use new vocabulary from their reading, their discussions about
	it (one-to-one and as a whole class) and from their wider experiences.

YEAR 3	R 3 Grammar						
Word Structure	Sentence Structure	Text Structure	Punctuation				
	Expressing time and cause using:	-Introduction to paragraphs (Pg. 48	Introduction to inverted commas to				
prefixes -Use of the forms <i>a</i> and <i>an</i> according	-conjunctions -adverbs	U8) -Headings and sub-headings (Pg 42	punctuate direct speech (Pg 40 U4, Pg 64 U 16)				
to whether the next word begins with		U5)					
a consonant or a vowel		-Use of the present perfect form of					
-Word families based on common words, showing how words are		verbs instead of the simple past (e.g. He has gone out to play contrasted					
related in form and meaning		with He went out to play).					

### Key Vocabulary:

Word family, Conjunction, Preposition, Direct speech, Inverted commas (or 'speech marks' – use both interchangeably), Prefix, Consonant, Consonant letter vowel, Vowel letter, Clause, Subordinate clause

Handwriting	Composition
Pupils should be taught to:	Pupils should be taught to plan their writing by:
-use the diagonal and horizontal strokes	-discussing writing similar to that which they are planning to write in order to understand and learn from its
that are needed to join letters and	structure, vocabulary and grammar
understand which letters, when	-discussing and recording ideas
adjacent to one another, are best left	draft and write by:
	-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich
unjoined	vocabulary and an increasing range of sentence structures (See Appendix 2) -organising paragraphs around a theme
-increase the legibility, consistency and	-in narratives, creating settings, characters and plot
quality of their handwriting [for example,	-in non-narrative material, using simple organisational devices such as headings and sub-headings
by ensuring that the downstrokes of	evaluate and edit by:
letters are parallel and equidistant; that	-assessing the effectiveness of their own and others' writing and suggesting improvements
lines of writing are spaced sufficiently so	-proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in
that the ascenders and descenders of	sentences
letters do not touch].	-proof-read for spelling and punctuation errors
Pupils should be using joined handwriting	-read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the
throughout their independent writing.	tone and volume so that the meaning is clear.
Handwriting should continue to be taught,	Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their
with the aim of increasing the fluency with	work across the curriculum. These purposes and audiences should underpin the decisions about the form the
which pupils are able to write down what	writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and
they want to say. This, in turn, will support	collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops.
their composition and spelling.	Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor
	their reading, checking at different levels.

YEAR 4	4 Grammar						
Word Structure	Sentence Structure	Text Structure	Punctuation				
	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Fronted adverbials Pg 80 U23	-Use of paragraphs to organise ideas around a theme Pg 84 U25 & Pg 92 U29 -Appropriate choice of pronoun Pg 62 U15 or noun within and across sentences to aid cohesion and avoid repetition Pg 1145 U39.	-Use of inverted commas and other <b>punctuation</b> to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas Pg 108 U36 -Apostrophes to mark singular and <b>plural</b> possession (e.g. the girl's name, the boys' boots). Pg 88 U27 -Use of commas after fronted				
			adverbials				

Key Vocabulary: Determiner, Pronoun, Possessive pronoun, Adverbial

Handwriting	Composition				
Pupils should be taught to:	Pupils should be taught to plan their writing by:				
-use the diagonal and horizontal strokes that	-discussing writing similar to that which they are planning to write in order to understand and learn from its				
are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	structure, vocabulary and grammar -discussing and recording ideas <u>draft and write by:</u> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich				
-increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	vocabulary and an increasing range of sentence structures (See Grammar appendix) -organising paragraphs around a theme -in narratives, creating settings, characters and plot				
	<ul> <li>- in non-narrative material, using simple organisational devices such as headings and sub-headings</li> <li><u>evaluate and edit by:</u></li> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>-proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> </ul>				
Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	-proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same				

YEAR 5 Grammar							
Word Structure	Sentence Structure		Text Structure	Punctuation			
-Converting nouns or adjectives into verbs using suffixes (Pg 94 U30) -Verb prefixes	<ul> <li>-Relative clauses beginning with who, which, where, why or whos, that, or an omitted relative pronoun. (Pg 135 U47)</li> <li>-Indicating degrees of possibility using modal verbs Pg 142 U51 or adverbs.</li> </ul>		-Devices to build cohesion within a paragraph. Pg 112 U38 -Linking ideas across paragraphs using adverbials of time, place and number. Bracket Dash Cohesion Ambiguity	-Brackets, dashes or commas to indicate parenthesis -Use of commas to clarify meaning or avoid ambiguity			
• • • •							
Handwriting         Pupils should be taught to:         -write legibly, fluently and with increasing speed by:         -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.         -choosing the writing implement that is best suited for a task.         Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.		Composition           -Writing to affect the reader. Writing as a reader and reading as a writer!           Pupils should plan their writing by:           -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own           -noting and developing initial ideas, drawing on reading and research where necessary           -in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed           Draft and write by:           -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning           -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action           -précising longer passages           -using a wide range of devices to build cohesion within and across paragraphs           -using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)           Evaluate and edit by:           -assessing the effectiveness of their own and others' writing           -proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning           -ensuring the consistent and correct use of tense throughout a piece of writing           -ensuring the consistent and correct use of tense throughout a piece of writing           -proof-read for spelling and punctuation errors					

YEAR 6	YEAR 6 Grammar								
Word Structure	Sentenc	e Structure	Text Structure	Punctuation					
and vocabulary appropriate for formal speech and writing. Pg 102 U33, Pg 138 U49 -How words are related by meaning as synonyms and antonyms	-Use of passive voice Pg 128 U45 & Pg 136 U48 to affect the presentation of information in a sentence. -The different between structures typical of informal speech and structures for formal speech and writing (such as use of question tags, or use of subjunctive forms)		Linking ideas across paragraphs Pg. 144 U52 using a wider range of cohesive devices: -Repetition of a word or phrase -Grammatical connections -ellipsis Layout devices such as: headings, subheadings, columns, bullets, tables. Ellipsis Colon Semi-colon Bullet poin	-Use of the semi-colon, colon and dash. Use of colon to introduce a list and use of semi-colon within lists. -Punctuation of bullet points. -How hyphens can be used to avoid ambiguity.					
· · ·		, synonym, , arconym,	Composition						
<ul> <li>Key Vocabulary: Active, Passive, Subject, Object,</li> <li>Handwriting</li> <li>Pupils should be taught to: <ul> <li>-write legibly, fluently and with increasing speed by:</li> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> </ul> </li> <li>-choosing the writing implement that is best suited for a task.</li> <li>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li> </ul>		<ul> <li>Writing to affect the reader. Writing as a reader and reading as a writer!</li> <li>Pupils should plan their writing by:</li> <li>-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>Draft and write by:</li> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>-précising longer passages</li> <li>-using a wide range of devices to build cohesion within and across paragraphs</li> <li>-using further organisational and presentational devices to structure text and to guide the reader</li> <li>Evaluate and edit by:</li> <li>-assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>-ensuring the consistent and ecoinsing the appropriate register</li> <li>-proof-read for speeling and punctuation errors</li> <li>-perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>							