



Mission Statement - Growing and learning in Christ through faith, family and friendship

Writing Progression Whole School

By the end of term children should meet the following expectations across a range of texts including fiction and non-fiction.

EYFS	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ➤ Gives meaning to the marks they make when drawing, painting and writing. ➤ Hear and identify the initial sound in words. ➤ Recognise the grapheme for the sounds they have been taught. ➤ Orally say a simple sentence with adult support. 	<ul style="list-style-type: none"> ➤ Identifies separate words spoken in sentences. ➤ Able to recognise and write some tricky words correctly. ➤ Identify and write the sounds heard in words for the phonemes taught. ➤ With support begin to use capital letters in their writing. 	<ul style="list-style-type: none"> ➤ Writes CVC words in the correct order. ➤ Spells words by segmenting and blending, using the phonemes taught. ➤ Attempts to write simple sentences with support. ➤ Sometimes use capital letters and full stops. (Not always in the correct place.)
Planning	<ul style="list-style-type: none"> ➤ With adult support can discuss what they want to draw, paint or write. 	<ul style="list-style-type: none"> ➤ With support can orally compose simple sentences to retell an event. 	<ul style="list-style-type: none"> ➤ With adult support can begin to link ideas together to form a simple narrative. ➤ With adult support retell an event by linking ideas.
Drafting and Writing	<ul style="list-style-type: none"> ➤ Recognise their name and make marks to represent it. ➤ Write some letters in their name. 	<ul style="list-style-type: none"> ➤ Use some of their print and letter knowledge in their early writing or mark making. E.g. writing a list from the top of the page. ➤ With adult support form letters and numbers in the correct orientation. 	<ul style="list-style-type: none"> ➤ Write recognisable letters, most of which are correctly formed. ➤ Write simple phrases and sentences that can be read by others. ➤ Beginning to put spaces between words.

		<ul style="list-style-type: none"> ➤ Hold a pencil in a secure grip and sit correctly at the table. ➤ Writes a label or caption. ➤ Write most or all of their name with a capital letter and the start. 	<ul style="list-style-type: none"> ➤ Write own name clearly with a capital letter to start.
Evaluating and Editing	<ul style="list-style-type: none"> ➤ Begins to make own preferences known when appraising drawings paintings or writing they have produced. 	<ul style="list-style-type: none"> ➤ With adult support begin to recognise errors in own writing. 	<ul style="list-style-type: none"> ➤ With adult support begins to reread writing for sense.
Performing	<ul style="list-style-type: none"> ➤ Orally repeat rhyming strings ➤ Orally blend and segment sounds taught in words. 	<ul style="list-style-type: none"> ➤ Retell a story or recount of an event. 	<ul style="list-style-type: none"> ➤ With adult support orally perform a familiar poem or song.
Year 1	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ➤ Repeat a simple sentence modelled to them. ➤ Write the sentence so it can be read by themselves and others. ➤ With prompting, separate words with spaces ➤ Use full stops to mark simple sentences. ➤ Recognise and write from memory capital letters. ➤ Use a capital letter for the word I ➤ Identify and use question marks. ➤ Use the conjunction <i>and</i> to link words in sentences. 	<ul style="list-style-type: none"> ➤ Say and hold in memory, sentences that can be read by themselves and others. ➤ Separate words with spaces, beginning to be roughly the same size. ➤ Use capital letters and full stops to mark simple sentences. ➤ Use capital letters for names of people, places and days of the week. ➤ Identify and use exclamation marks ➤ Use the conjunction <i>and</i> to link clauses. ➤ Use the conjunction <i>but</i> to link words. 	<ul style="list-style-type: none"> ➤ Say and hold in their memory whilst writing, sentences that can be read by themselves and others, including those with the joining word and, ➤ Separate words with spaces of a consistent size. ➤ Use capital letters and full stops to mark simple sentences in independent writing. ➤ Use capital letters for the names of people, places, days of the week and the word I. (editing with support) ➤ Identify and use question marks and exclamation marks in independent writing. ➤ Use the conjunctions <i>and</i> and <i>but</i> to link words and clauses in independent writing.

			<ul style="list-style-type: none"> ➤ Use the conjunction <i>or</i> to link words and clauses.
Planning	<ul style="list-style-type: none"> ➤ Orally plan and sequence ideas for writing, with adult support. 	<ul style="list-style-type: none"> ➤ Sequence ideas and events in a narrative, e.g. create a story map. ➤ Sequence events in non-fiction recounts using simple vocabulary such as <i>first</i>, <i>then next</i>, <i>finally</i>. 	<ul style="list-style-type: none"> ➤ Use familiar plots to structure their own stories. ➤ Sequence ideas and events in different non-fiction texts.
Drafting and Writing	<ul style="list-style-type: none"> ➤ Orally compose each sentence before writing. ➤ With adult support re-read every sentence to check it makes sense. ➤ Orally compose and write sentences to form short narratives. ➤ Orally compose simple sentences to write short non-fiction texts. 	<ul style="list-style-type: none"> ➤ Orally compose every sentence before writing, including compound sentences using '<i>and</i>' and '<i>but</i>' ➤ Re-read every sentence to check it makes sense. ➤ Orally compose and sequence their own sentences to write short narratives. ➤ Orally compose and sequence their own sentences to write short non-fiction texts. 	<ul style="list-style-type: none"> ➤ Orally compose every sentence before writing including compound sentences using conjunctions <i>and</i>, <i>but</i> and <i>or</i>. ➤ Independently re-read each sentence to check it makes sense, focussing particularly on the compound sentences. ➤ Orally compose and sequence their own sentences, including some which use conjunctions to write short narratives. ➤ Orally compose and sequence their own sentences to write short non-fiction texts.
Evaluating and Editing	<ul style="list-style-type: none"> ➤ Discuss and give opinions about their writing with adults and peers. 	<ul style="list-style-type: none"> ➤ Discuss their writing with adults saying what they like about it. 	<ul style="list-style-type: none"> ➤ Discuss their writing in detail with adults and peers. (<i>The best word I have used is.., I am proud of</i>)
Performing	<ul style="list-style-type: none"> ➤ Read their own writing aloud to an adult. 	<ul style="list-style-type: none"> ➤ Read their writing audibly to a small group 	<ul style="list-style-type: none"> ➤ Read their writing aloud, audibly, to the whole class.

Year 2	Autumn	Spring	Summer
Vocabulary, grammar and Punctuation	<ul style="list-style-type: none"> ➤ Say, write and punctuate simple and compound sentences using the conjunctions <i>and but</i> ➤ Use sentences with different forms : questions and exclamations ➤ Secure the use of capital letters, full stops, question marks and exclamation marks. ➤ Use subordination for time using <i>when</i> ➤ Use subordination for reason <i>because</i> ➤ Use the subordinating conjunction <i>that</i> in oral sentences using starter prompts ➤ Identify, understand and select verbs to complete sentences. ➤ Use the progressive form of verbs in the present tense orally and in writing to mark actions in progress e.g. I am reading ➤ Use past tense accurately and consistently for narratives, recounts and historical reports. ➤ Identify, understand and select nouns to complete sentences. ➤ Generate, select and effectively use adjectives <p>Identify, understand and select adverbs to complete sentences</p>	<ul style="list-style-type: none"> ➤ Say, write and punctuate simple and compound sentences using the conjunctions <i>so and or</i> ➤ Use sentences with different forms, statements and commands. ➤ With prompting, edit and improve own writing using full stops, capital letters, question marks and exclamation marks. ➤ Use commas to separate items in a list ➤ Use subordination for time using <i>before and after</i>. ➤ Use subordination for reason using <i>if</i> ➤ Use the subordinating conjunction <i>that</i> in sentences and use in narrative writing. ➤ Generate, select and effectively use verbs ➤ Explore the progressive form of verbs in the past tense, orally and in writing to mark actions in progress e.g. He was singing ➤ Use present tense accurately and consistently for non- chronological reports and persuasive adverts. ➤ Generate, select and effectively use nouns. ➤ Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases 	<ul style="list-style-type: none"> ➤ Within their own writing, edit and improve simple and compound sentences using the conjunctions <i>and, but, so and or</i> ➤ Use and punctuate correctly sentences with different forms, statement, question, exclamation and command. ➤ Independently, edit and improve own writing using full stops, capital letter, question marks and exclamation marks. ➤ Use commas to separate items in lists in fiction and non- fiction texts, including cross curricular writing. ➤ Use apostrophes for contracted forms. ➤ Use apostrophes for singular possession in nouns ➤ Use subordination for time using <i>when, before and after</i>. ➤ Use subordination for reason using <i>because and if</i> ➤ Use the subordinating conjunction <i>that</i> in sentences and use these in non- fiction writing such as a recount or letter ➤ Independently, edit and improve own writing by strengthening the use of verbs. ➤ Explore the progressive form of verbs in the present tense and

		<ul style="list-style-type: none"> ➤ Generate, select and effectively use adverbs. 	<p>past tense to mark action in progress.</p> <ul style="list-style-type: none"> ➤ Independently, edit and improve own writing to ensure accurate and consistent use of tense, ➤ Independently, edit and improve own writing by strengthening the use of nouns. ➤ Identify, generate and effectively use noun phrases ➤ Independently edit and improve own writing by strengthening the use of adverbs.
Planning	Discuss and plan what to write about.	<ul style="list-style-type: none"> ➤ Discuss and plan what to write about 	Discuss and plan what to write about.
Drafting and Writing	<ul style="list-style-type: none"> ➤ Orally rehearse each sentence prior to writing including simple and compound sentences. ➤ Identify purpose and audience for writing and discuss the language needed. 	<ul style="list-style-type: none"> ➤ Orally rehearse every sentence before writing including those which have been extended. ➤ Identify purpose and audience for writing ➤ Plan and write clear sections, drafting short sections as appropriate. 	<ul style="list-style-type: none"> ➤ Drawing on sentence structures from known texts, orally rehearse every sentence before writing ➤ Identify purpose and audience for writing. <p>Discuss the language and structural organisation needed.</p>
Evaluating and Editing	<ul style="list-style-type: none"> ➤ Edit and improve own writing with specific guidance from the teacher ➤ Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better. 	<ul style="list-style-type: none"> ➤ Edit and improve own writing with some signposting from the teacher. ➤ Discuss and establish a response partner agreement and use this to support the process of evaluating 	<ul style="list-style-type: none"> ➤ Edit and improve own writing in relation to audience and purpose. ➤ Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience.

	<ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling, grammar and punctuation. 	<p>their writing with peers and adults.</p> <ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs. 	<p>Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs</p>
Performing	<ul style="list-style-type: none"> ➤ Read aloud their writing with intonation, taking note of punctuation to make the meaning clear. 	<ul style="list-style-type: none"> ➤ Read aloud their writing with intonation taking note of punctuation to make the meaning clear. 	<ul style="list-style-type: none"> ➤ Read aloud their writing with intonation taking note of punctuation to make the meaning clear.

Year 3	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ➤ Identify clauses in sentences. ➤ Explore, identify and create complex sentences using a range of conjunctions. ➤ Use commas to separate clauses in complex sentences where the subordinate clause appears first. ➤ Identify, understand and select prepositions to complete sentences. E.g. <i>above below beneath within outside beyond</i> ➤ Identify, understand and select adverbs to complete sentences. E.g. <i>suddenly, silently, eventually, cautiously, timidly</i> ➤ Identify speech within a passage of text, highlight the words spoken in inverted commas. ➤ Identify, understand and select the perfect form of verbs to complete sentences. ➤ Use the determiner <i>a</i> or <i>an</i> according to whether the word begins with a consonant or vowel. 	<ul style="list-style-type: none"> ➤ Identify clauses in sentences. ➤ Explore and identify main and subordinate clauses in complex sentences. ➤ Explore, identify and create complex sentences using a range of conjunctions. ➤ Use commas to separate clauses in complex sentences where the subordinate clause appears first. ➤ Generate and select prepositions for <i>where</i>. ➤ Select, generate and extend the use of adverbs. ➤ Identify and use inverted commas to punctuate direct speech. ➤ Use the perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action. 	<ul style="list-style-type: none"> ➤ Explore and identify main and subordinate clauses in complex sentences. ➤ Explore, identify and create complex sentences using a range of conjunctions. ➤ Use commas to separate clauses in complex sentences where the subordinate clause appears first. ➤ Generate, select and effectively use prepositions in own writing. ➤ Independently edit and improve own writing by strengthening the use of adverbs. ➤ Use inverted commas to punctuate direct speech in independent writing. ➤ Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and playscripts.
Planning	<ul style="list-style-type: none"> ➤ Identify purpose and audience for writing. ➤ Discuss the vocabulary, grammar and structural organisation needed. ➤ Discuss and record ideas for planning using a range of formats. 	<ul style="list-style-type: none"> ➤ Identify purpose and audience for writing. ➤ Discuss the vocabulary, grammar and structural organisation needed. ➤ Discuss and record ideas for planning. 	<ul style="list-style-type: none"> ➤ Identify purpose and audience for writing. ➤ Discuss the vocabulary, grammar and structural organisation needed. ➤ Discuss and record ideas for planning

Drafting and Writing	<ul style="list-style-type: none"> ➤ Create and develop characters for narrative. ➤ Improve a passage prepared by the teacher with a focus on different sentence structures. ➤ Using facts provided by the teacher, group related material into paragraphs. 	<ul style="list-style-type: none"> ➤ Improvise, create and write dialogue using inverted commas, synonyms for said and where appropriate adverbs. ➤ During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created. ➤ Group related material into paragraphs 	<ul style="list-style-type: none"> ➤ Create and develop settings for narrative. ➤ During and after composition, independently edit and improve own writing by using different sentence structures. ➤ Group related materials into paragraphs, identifying suitable subheadings.
Editing and Evaluating	<ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling, grammar and punctuation in own writing. ➤ Discuss own writing with the teacher and make some improvements in light of the evaluation. 	<ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling, grammar and punctuation in own and others writing. ➤ Discuss and propose changes with partners and improve writing in light of the evaluation. 	<ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling, grammar and punctuation in own and others writing. ➤ With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in light of the evaluation.
Performing	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or a class. 	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or a class. 	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or a class.

Year 4	Autumn	Spring	Summer
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ➤ Create and use sentences with an adverb starter. ➤ Use a comma after an adverb starter. ➤ Create sentences with fronted adverbials for when, use a comma after the fronted adverbial. ➤ Use inverted commas to punctuate direct speech. ➤ Identify, select and effectively use pronouns. ➤ Use nouns for precision e.g. burglar rather than the man. ➤ Explore, identify and use Standard English verb inflections in writing e.g. we were not we was 	<ul style="list-style-type: none"> ➤ Create complex sentences with adverb starters, use a comma to separate the clauses. ➤ Create sentences with fronted adverbials for where, use a comma after the fronted adverbial. ➤ Use commas after fronted adverbials. ➤ Use inverted commas and other punctuation to indicate direct speech. ➤ Identify, select and effectively use pronouns. ➤ Explore, identify, collect and use noun phrases. ➤ Use Standard English verb inflections for writing was instead of were, saw instead of seen. 	<ul style="list-style-type: none"> ➤ Create and use complex sentences with adverb starters in own writing, using a comma to separate the clauses. ➤ Create sentences with fronted adverbials for when and where, using commas after the fronted adverbials. ➤ Use inverted commas and other punctuation to indicate direct speech. ➤ Start a new paragraph when a new speaker says something. ➤ Identify, select and effectively use pronouns. ➤ Explore, identify, collect and use noun phrases.
Planning	<ul style="list-style-type: none"> ➤ Identify and discuss the purpose and audience of the writing, discuss the vocabulary, structure and grammar needed. ➤ Discuss and record ideas for planning using an appropriate planning format. 	<ul style="list-style-type: none"> ➤ Identify and discuss the purpose and audience for writing, consider the structure, vocabulary and grammar needed for this. ➤ Discuss and record ideas for planning. 	<ul style="list-style-type: none"> ➤ Identify and discuss the purpose and audience for the writing. Carefully consider the structure and vocabulary. ➤ Discuss and record ideas for planning. ➤ Generate and refine vocabulary choices.
Drafting and Writing	<ul style="list-style-type: none"> ➤ Develop characterisation using action, dialogue and description. ➤ Improvise and compose dialogue between two characters. 	<ul style="list-style-type: none"> ➤ Develop settings using vocabulary to create emphasis, humour, atmosphere or suspense. 	<ul style="list-style-type: none"> ➤ Plan and write an opening paragraph which combines setting and character/s.

	<ul style="list-style-type: none"> ➤ Improve a passage written by the teacher with a focus on different sentence structures. ➤ Use paragraphs to organise ideas in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when. ➤ Link ideas across paragraphs using fronted adverbials for when and where. 	<ul style="list-style-type: none"> ➤ Improvise and compose dialogue to show or give clues about how a character is feeling. ➤ During composition, use different sentence structures. Orally compose alternatives and select from these according to the effect they create. ➤ Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location or time. ➤ Link ideas across paragraphs using fronted adverbials for where. 	<ul style="list-style-type: none"> ➤ Improvise and compose dialogue, demonstrating their understanding of Standard English (for narrative sections) and non-Standard English (for some speech). ➤ During and after composition, independently, edit and improve own writing by using different sentence structures. ➤ Use paragraphs to organise writing in fiction, linking ideas across paragraphs using fronted adverbials for when and where.
Evaluating and Editing	<ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling, grammar and punctuation in own writing. ➤ Discuss own writing with the teacher or a partner and make some improvements. 	<ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling, grammar and punctuation in own and others writing. ➤ Discuss and propose changes to own and others writing with partners/ small groups. ➤ Improve writing in light of evaluation. 	<ul style="list-style-type: none"> ➤ Proofread to check for errors in spelling and punctuation in own and others' writing. ➤ With a focus on audience and purpose, discuss and propose changes with partners and in small groups in light of evaluation.
Performing	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a range of audiences. ➤ Use the voice to respond to the use of Standard English and non-Standard English in their own writing.

Year 5	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ➤ Create complex sentences by adding a relative clause using a relative pronoun. ➤ Create and punctuate complex sentences using <i>ed</i> opening clauses. ➤ Demarcate complex sentences using commas to clarify meaning. ➤ Identify and use brackets to indicate parenthesis. ➤ Link ideas across paragraphs using adverbials for time, place and numbers. ➤ Explore, identify, collect and use expanded noun phrases. 	<ul style="list-style-type: none"> ➤ Create complex sentences by dropping in a relative clause. ➤ Use a range of relative pronouns. ➤ Create and punctuate complex sentences using <i>ing</i> opening clauses. ➤ Demarcate complex sentences using commas to clarify meaning, including those which have relative clauses. ➤ Identify and use commas to indicate parenthesis. ➤ Identify and use dashes to indicate parenthesis in less formal writing. ➤ Use devices to build cohesion within a paragraph. ➤ Use expanded noun phrases to convey information concisely. 	<ul style="list-style-type: none"> ➤ Using relative pronouns create complex sentences by using relative clauses at both ends of the sentences and embedded within. ➤ Create complex sentences where the relative pronoun is omitted. ➤ Create and punctuate complex sentences using <i>ed</i> and <i>ing</i> opening clauses in fiction and non-fiction writing. ➤ Create and punctuate sentences using simile starters. ➤ Use commas to avoid ambiguity. ➤ Identify and use commas to indicate parenthesis. ➤ Use brackets and dashes to indicate parenthesis in formal and less formal writing. ➤ Use expanded noun phrases to convey complicated information concisely.
Planning	<ul style="list-style-type: none"> ➤ Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use. ➤ Plan writing by drawing on a writing model. ➤ Develop and clarify ideas through talk, noting key events and vocabulary on a written plan. 	<ul style="list-style-type: none"> ➤ Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use. ➤ Compare two similar texts and, with support, draw on these to create own plan. ➤ Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. 	<ul style="list-style-type: none"> ➤ Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use. ➤ Drawing on reading and research, create own plan for writing. ➤ Develop and clarify ideas through talk, noting key events and vocabulary on the created plan.

	<ul style="list-style-type: none"> ➤ Examine how authors develop characters in books. 	<ul style="list-style-type: none"> ➤ Examine how authors develop settings in books. 	<ul style="list-style-type: none"> ➤ Examine how characters and settings are presented in films, develop ideas further by adding descriptive vocabulary.
Drafting and Writing	<ul style="list-style-type: none"> ➤ Show characterisation through the use of description and dialogue. ➤ Improve and passage prepared by the teacher with a focus on different sentence structures. 	<ul style="list-style-type: none"> ➤ Select appropriate structure, vocabulary and grammar to describe a setting. ➤ Develop and use a toolkit to write a setting description. ➤ During composition use different sentence structures, orally compose alternatives and select from these according to the effect created. 	<ul style="list-style-type: none"> ➤ Blend action, dialogue and description within and across paragraphs. ➤ During and after composition, independently edit and improve own writing by using different sentence structures.
Evaluation and Editing	<ul style="list-style-type: none"> ➤ Proofread to ensure consistent and correct use of tense throughout. ➤ Proofread to ensure consistent subject/ verb agreement. ➤ Ensure spelling and punctuation are correct throughout the text. 	<ul style="list-style-type: none"> ➤ Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> ➤ Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Performing	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear. 	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear. 	

Year 6	Autumn	Spring	Summer
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> ➤ Use devices to build cohesion between paragraphs in narrative, adverbials. ➤ Identify in texts, semi-colons which are used to mark the boundary between independent clauses. ➤ Identify the subject and object of a sentence. ➤ Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause. ➤ Identify and use colons to introduce a list, punctuate bullet points consistently. ➤ Use subjunctive forms in formal speech and writing, focussing on <i>wish</i> and <i>if</i> clauses. 	<ul style="list-style-type: none"> ➤ Use devices to build cohesion between paragraphs in persuasive texts. ➤ Identify and use semi- colons to mark the boundary between independent clauses. ➤ Explore and investigate active and passive in narrative writing. ➤ Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause. ➤ Identify and use semi- colons within lists. ➤ Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests. 	<ul style="list-style-type: none"> ➤ Use devices to build cohesion between paragraphs in discursive and explanatory texts. ➤ Edit and improve own writing by using semi-colons to mark the boundary between independent clauses. ➤ Explore and investigate active and passive. Comparing and using different phrases. ➤ Explore, collect and use examples of the future perfect form of verbs to mark relationships of time and cause. ➤ Explore how hyphens can be used to avoid ambiguity. ➤ Edit and improve own formal writing and speech by using subjunctive forms.
Planning	<ul style="list-style-type: none"> ➤ Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text- form, type and language for writing. ➤ Plan writing by drawing on a writing model, develop ideas through talk, noting key ideas on the plan. ➤ Examine and compare how authors develop characters through books. 	<ul style="list-style-type: none"> ➤ Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text- form, type and language for writing. ➤ Compare two similar texts and draw on these to create own plan for writing, develop and clarify ideas through talk, noting key ideas on the plan. ➤ Examine and compare how authors develop settings in books. 	<ul style="list-style-type: none"> ➤ Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text- form, type and language for writing. ➤ Draw on similar writing models, reading and research to create own plan for writing. ➤ Compare how characters and settings are presented in films and performances.

<p>Drafting and Writing</p>	<ul style="list-style-type: none"> ➤ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ➤ Explore the effect of using more formal vocabulary and sentence structures by comparing statements prepared by the teacher. ➤ Blend action and dialogue within sentences and paragraphs to convey character and advance the action. ➤ Revise the use of different sentence structures. ➤ Improve sentences and short texts prepared by the teacher and discuss the effects created. ➤ Use synonyms and pronouns to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> ➤ Explore, collect and use vocabulary typical of formal and informal speech and writing. ➤ Blend action and description within sentences and paragraphs to convey character and advance the action. ➤ Revise the different sentence structures. ➤ Discuss effects created by different sentence types. ➤ Using own writing experiment with different effects by changing sentence types and structures. ➤ Use devices to build cohesion within and across paragraphs in narrative writing. 	<ul style="list-style-type: none"> ➤ Select and discuss appropriate register for formal and informal purposes. ➤ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action. ➤ When writing and editing, consciously control the use of different sentence structures for effect. ➤ Use a wide range of devices to build cohesion within and across paragraphs. ➤ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in their writing.
<p>Evaluating and Editing</p>	<ul style="list-style-type: none"> ➤ Reflect upon the effectiveness of writing in relation to audience and purpose. ➤ Ensure consistent and correct use of tense throughout. ➤ Ensure consistent subject/ verb agreement. ➤ Ensure spelling and punctuation is correct. 	<ul style="list-style-type: none"> ➤ Reflect upon the effectiveness of writing in relation to audience and purpose. ➤ Proofread, suggest and make changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> ➤ Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
<p>Performing</p>	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or class ensuring meaning is clear. 	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or class ensuring meaning is clear. 	<ul style="list-style-type: none"> ➤ Use appropriate intonation, tone and volume to present their writing to a group or class ensuring meaning is clear.

