



## Long Term Curriculum Plan for Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HT1	<p><b>Who am I?</b>  <b>I Like Myself, Funny Bones, Oliver's Fruit Salad</b>  Lists- fruit shopping list  Labels- role play, body parts  Description using adjectives- fruit &amp; senses  Speech bubbles – writing and punctuating simple sentences.  Questions – linked to science  Personal fact files – RE/Myself</p>	<p><b>How do I grow and stay healthy?</b>  <b>Once there were Giants,</b> Florence Nightingale  <b>(Demi), DK Life Stories –</b> Florence Nightingale ,  <b>Meerkat mail</b>  Narrative – Once there were giants.  Information texts – Keeping healthy  Captions  Plan for writing  Information text  Explanations – Germs  Diary entries/ Letter writing – Hygiene complaint.  Florence Nightingale  Florence Facts  DK life stories – Florence Nightingale.</p>	<p><b>How did people survive the Stone Age?</b>  <b>Stone Age Boy (Satoshi Kitamura), Discovery in the Cave (Mark Dubowski), The Winter Cave/Danger in the Forest (Penny Dolan), The Stone Age</b>  Narratives – Stone Age Boy  Diary Entries – Stone Age Boy  Information texts – Stone Age Life  Non-chronological reports linked to Enrichment activities  Poetry linked to the Stone Age and Harvest</p>	<p><b>Why are all living things different?</b>  <b>Charlotte's Web by E.B White</b>  Explanation (Plastic Pollution)  Fables  Instructions  Charlotte's Web diary recounts  Non-chronological reports</p>	<p><b>Were the Anglo Saxons fierce fighters or friendly farmers?</b>  <b>The Hobbit</b>  Write a Diary entry as Bilbo on one of his adventures  Fantasy story</p>	<p><b>Can we live forever?</b>  <b>Pig heart Boy, How To Live Forever</b>  Narrative – How to live forever  Discussion – Would you want to live forever?  Explanation – How our vital organs keep us alive  Report – Healthy Eating  Instructions – How to make a healthy meal</p>
HT2	<p><b>Is anyone out there?</b>  <b>Beegu, How to Catch a Star, Aliens love Santa pants.</b>  Fact files- Neil Armstrong  Descriptions- aliens/planets  Story retelling  Diary – Beegu and Neil Armstrong</p>	<p><b>How do you eat yours?</b>  <b>Charlie &amp; the Chocolate Factory, Make it Chocolate</b>  Recount – Chocolate day  Narrative – Charlie and the chocolate factory  Non Chronological report  Make it Chocolate.  Food poems/riddles  Chocolate bar adverts</p>	<p><b>How would you survive in the Bronze and Iron Age?</b>  <b>The Captive Celt (Terry Deary)</b>  <b>Non-fiction texts – The Bronze and Iron Age - variety of texts; The Cut-throat Celts (Terry Deary)</b>  Recount – Time Travelling  Non chronological writing - life in the Bronze and Iron Age (The Amesbury Archer)</p>	<p><b>Why did people travel on the Mayflower?</b>  <b>The Boy who fell off the Mayflower</b>  Stories from the past  Recount – diary entry  Poetry  Image poems  Letter writing</p>	<p><b>Why did the Vikings choose to attack Lindisfarne and invade Britain?</b>  <b>The Hobbit</b>  Poetry  Non chronological report  Riddles</p>	<p><b>Why should we thank the Ancient Greeks?</b>  <b>Who Let the Gods Out? Greek theatre information texts</b>  Report – Ancient Greek theatre  Persuasion – Come visit Greece!  Newspaper article about a global issue  Report – How the Olympics began  Letter of application to be a Greek God</p>

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			Explanation Texts – linked to forces and magnets Narrative - Myths and Legends – Greek (Theseus and the Minotaur)			
<p>Milestones Autumn Term <i>Contextualised Plan Tracking Grid Objectives</i></p>	<p><b>Handwriting</b> <i>I sit correctly at a table, holding a pencil comfortably and correctly.</i> <i>I form the digits 0-9 correctly.</i></p> <p><b>Spelling</b> <i>I spell unknown words using my phonemes (phonetically plausible attempts).</i></p> <p><b>Composition</b> <i>I say a sentence out loud before I write it down.</i></p> <p><b>Grammar</b> <i>I use the personal pronoun 'I'</i></p> <p><b>Punctuation</b> <i>I leave spaces between words.</i> <i>I use a capital letter for the start of a sentence</i></p>	<p><b>Handwriting</b> <i>I use some diagonal and horizontal strokes needed to join letters.</i> <i>I understand which letters, when adjacent to one another, are best left unjoined.</i> <i>I write capital letters (and digits) of the correct size/ orientation to one another.</i></p> <p><b>Spelling</b> <i>I segment spoken words into phonemes and record these as graphemes.</i></p> <p><b>Composition</b> <i>I develop stamina for writing by writing for different purposes.</i></p> <p><b>Grammar</b> <i>My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</i></p> <p><b>Punctuation</b> <i>I use full stops and capital letters – most are correct</i> <i>I mostly use exclamation and question marks accurately to demarcate sentences.</i></p>	<p><b>Handwriting</b> <i>I increase the legibility, consistency and quality of my handwriting.</i> <i>I understand which letters, when adjacent to one another, are best left unjoined.</i> <i>I use diagonal and horizontal strokes that are needed to join letters.</i></p> <p><b>Spelling</b> <i>I use the first two or three letters of a word to check its spelling in the dictionary.</i></p> <p><b>Composition</b> <i>I write a non-narrative using simple organisational devices such as headings and sub-headings.</i> <i>In narrative writing, I develop resolutions and endings.</i></p> <p><b>Grammar</b> <i>I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing (when, if because, although)</i> <i>I recognise and use determiners 'a', 'an' and 'the' appropriately.</i></p> <p><b>Punctuation</b> <i>I begin to use inverted commas for some speech punctuation.</i></p>	<p><b>Handwriting</b> <i>I use the diagonal and horizontal strokes that are needed to join letters.</i> <i>I understand which letters, when adjacent to one another, are best left unjoined. b/p/s/x</i></p> <p><b>Spelling</b> <i>I use the first two or three letters of a word to check its spelling in the dictionary.</i></p> <p><b>Composition</b> <i>I write from memory simple dictated sentences that include words and punctuation taught.</i> <i>My narrative writing is organised into clear sequences with more than a basic beginning, middle and end.</i></p> <p><b>Grammar</b> <i>I use a range of sentences with more than one clause- though use of conjunctions.</i> <i>'We put our umbrellas up when it rained' becomes 'when it rained, we put up our umbrellas.'</i> <i>I use a wider range of conjunctions, such as, although, however, despite, as well as.</i> <i>I use the correct article 'a' or 'an'.</i></p>	<p><b>Handwriting</b> <i>I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters.</i> <i>I choose the writing implement that is best suited to the task.</i></p> <p><b>Spelling</b> <i>I form verbs and prefixes, e.g. dis, de, mis, over and re.</i> <i>I use the first two or three letters of a word to check its spelling in the dictionary.</i> <i>I begin to proof read my work for spelling and punctuation errors.</i></p> <p><b>Composition</b> <i>My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade.</i> <i>I organise writing into paragraphs to show different information or events.</i></p> <p><b>Grammar</b> <i>I ensure the correct use of tense throughout a piece of writing.</i> <i>I start sentences in different ways. (ed/ ing/ simile openers, adverbials, conjunctions, not with the pronoun he, she, they ,it him, her etc or the).</i></p>	<p><b>Handwriting</b> <i>I produce legible joined handwriting and develop my own personal fluent joined handwriting style.</i></p> <p><b>Spelling</b> <i>I use a range of spelling strategies not just phonics.</i> <i>I use a dictionary to check spelling/ meaning.</i> <i>I proof read and edit my work to check for spelling and punctuation errors.</i> <i>I ensure I use the correct homophone.</i> <i>I spell most words with silent letters correctly.</i></p> <p><b>Composition</b> <i>I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</i></p> <p><b>Grammar</b> <i>I use the correct tense throughout a piece of writing.</i> <i>I use modal verbs mostly appropriately to suggest degrees of possibility.</i> <i>I add precision, detail and qualification using prepositional phrases and adverbs.</i> <i>I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.</i></p> <p><b>Punctuation</b></p>

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				<p><i>My sentences are often opened in different ways to create effects.</i></p> <p><b>Punctuation</b></p> <p><i>All my sentences are correctly demarcated.</i></p>	<p><i>Use a thesaurus for alternative word choices.</i></p> <p><b>Punctuation</b></p> <p><i>I use commas to avoid ambiguity and to clarify meaning.</i></p>	<p><i>I can mostly use commas correctly to mark phrases and clauses- clarity.</i></p>
HT3	<p><b>What is it like at the poles?</b></p> <p><b>Lost and found.</b></p> <p><b>Assortment of non-fiction.</b></p> <p>Happy Feet – Visual Literacy, predictions</p> <p>Description</p> <p>Non fiction</p> <p>Questions</p> <p>Captions</p> <p>Letters – Lost and Found</p>	<p><b>Are you a survivor?</b></p> <p>Survival day recount</p> <p>Narrative – Fog Island</p> <p>Non Fiction – Everest.</p> <p>If Everest could tell a story which one would it tell?</p> <p>Postcards/letters/Diaries from Everest.</p>	<p><b>Where On Earth Are We? The Darkest Dark/Man on the Moon</b></p> <p>Narratives – The Darkest Dark</p> <p>Biographies – Chris Hadfield</p> <p>Autobiographies</p> <p>Diaries – Space</p> <p>Poetry - Space</p>	<p><b>What happened when the Romans came?</b></p> <p><b>Roman Mysteries / Escape from Pompei</b></p> <p>Non Chronological Reports</p> <p>Recount</p> <p>Stories from other cultures.</p>	<p><b>Why is the Earth known as the ‘Goldilocks’ planet?</b></p> <p><b>Stephen Hawking Series</b></p> <p>Reports – planets &amp; solar system</p> <p>Explanation – night and day etc</p> <p>Power of imagery – space poetry</p> <p>Recount – newspaper report on Tim Peake/moon landings</p>	<p><b>How has communication changed over time?</b></p> <p><b>Holes by Louis Sachar</b></p> <p>Biography – influential people (speeches)</p> <p>Poetry – I have a dream...</p> <p>Discussion – Is the internet a useful tool?</p>
HT4	<p><b>Why did London Burn?</b></p> <p><b>Traditional Tales</b></p> <p>Traditional Tales</p> <p>Diaries</p> <p>Newspaper reports</p> <p>Letter</p> <p>Descriptions</p>	<p><b>Who lives in a place like this?</b></p> <p><b>Little Evie in the Wild woods,</b></p> <p>Non Chronological reports.</p> <p>Animal fact files</p> <p>Recount</p> <p>wildlife park visit</p> <p>Story in familiar setting</p> <p>Little Evie in the wild woods.</p> <p>Prediction</p> <p>Planning</p> <p>Retell in a new setting with change of animal.</p> <p>Animal riddles.</p>	<p><b>How does your garden grow?</b></p> <p><b>Legend of Robin Hood (variety of authors)</b></p> <p><b>Alice in Wonderland (Lewis Carroll)</b></p> <p>Explanation Texts - plants</p> <p>Instructions – growing and looking after a plant</p> <p>Nonsense Poetry – linked to English (Alice in Wonderland, Alice through the Looking Glass)</p> <p>Narrative – Robin Hood</p>	<p><b>Are there any volcanoes in Britain?</b></p> <p><b>Journey to the Centre of the Earth</b></p> <p>Instructions</p> <p>Myths and Legends</p> <p>Chronological Report</p>	<p><b>What makes water unique?</b></p> <p>Biographies and autobiographies</p>	<p><b>WW2 – the war to end all wars?</b></p> <p><b>Boy in the striped pjs</b></p> <p><b>Rose Blanche</b></p> <p><b>Erika’s Story</b></p> <p>Newspaper report – outbreak of WW2</p> <p>Report – life on the Home front</p> <p>Evacuee diaries</p> <p>Blitz narrative</p>
<p>Milestones</p> <p>Spring Term</p> <p><i>Contextualised Plan</i></p> <p><i>Tracking Grid</i></p> <p><i>Objectives</i></p>	<p><b>Handwriting</b></p> <p><i>I form lower case letters in the correct direction, starting and finishing in the right place.</i></p> <p><b>Spelling</b></p>	<p><b>Handwriting</b></p> <p><i>I use spacing between words that reflects the size of the letters.</i></p> <p><b>Spelling</b></p>	<p><b>Spelling</b></p> <p><i>I spell words with additional prefixes and suffixes and understand how to add them to root words.</i></p>	<p><b>Handwriting</b></p> <p><i>I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of</i></p>	<p><b>Spelling</b></p> <p><i>I spell some words with ‘silent’ letters.</i></p> <p><i>I convert nouns and adjectives into verbs by adding a suffix.</i></p>	<p><b>Spelling</b></p> <p><i>I change verbs into nouns by adding suffixes.</i></p> <p><b>Composition</b></p> <p><i>I use paragraphs correctly so that each one has a clear</i></p>

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<p><i>I use the suffixes –ing, -ed, -er and –est where no change is needed in the spelling of root words.</i></p> <p><i>I write from memory simple dictated sentences including the words taught so far.</i></p> <p><b>Composition</b></p> <p><i>I plan my writing by saying what I am going to write about.</i></p> <p><i>I read my own writing aloud so it can be heard by others and check for sense.</i></p> <p><b>Grammar</b></p> <p><i>I use ‘and’ to join ideas within a sentence.</i></p> <p><b>Punctuation</b></p> <p><i>I begin to use other punctuation such as question and explanation marks.</i></p> <p><i>I use a full stop accurately.</i></p>	<p><i>I spell longer words using suffixes such as ment, ness, ful, less, ly.</i></p> <p><i>I spell common exception words (see Year 2 list)</i></p> <p><b>Composition</b></p> <p><i>I plan and discuss the content of my writing.</i></p> <p><i>I evaluate my writing independently, with me peers and with my teacher by making simple additions and corrections.</i></p> <p><i>I write from memory, simple dictated sentences.</i></p> <p><b>Grammar</b></p> <p><i>I use expanded noun phrases to describe, expand and specify.</i></p> <p><i>I use subordination ( when, if, that or because)</i></p> <p><b>Punctuation</b></p> <p><i>I use capital letters for the personal pronoun I and for most proper nouns.</i></p>	<p><i>I spell correctly word families based on common words (solve, solution, solver)</i></p> <p><i>I identify the root word in longer words.</i></p> <p><b>Composition</b></p> <p><i>I make improvements by proposing changes to grammar and vocabulary to improve consistency.</i></p> <p><i>I look at and discuss different models of writing, taking account of purpose and audience.</i></p> <p><i>I plan my writing by discussing and recording ideas.</i></p> <p><i>I write a narrative with a clear structure, setting, characters and plot.</i></p> <p><i>I suggest improvement to my writing through assessing with peers and through self-assessment.</i></p> <p><b>Grammar</b></p> <p><i>I use the perfect form of verbs instead of the simple past.</i></p> <p><i>I understand the purpose of adverbs.</i></p> <p><i>I use adverbs effectively in my writing.</i></p> <p><i>I use conjunctions, adverbs and prepositions to express time and cause.</i></p> <p><b>Punctuation</b></p> <p><i>I use apostrophes for possession with increasing accuracy including plural possession.</i></p>	<p><i>writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></p> <p><b>Spelling</b></p> <p><i>I spell words with additional prefixes and suffixes and understand how to add them to root words.</i></p> <p><i>I use plural ‘s’ and possessive ‘s’ correctly.</i></p> <p><b>Composition</b></p> <p><i>I write a narrative with a clear structure, setting, characters and plot.</i></p> <p><i>I include key vocabulary and grammar choices that link to the style of writing.</i></p> <p><b>Grammar</b></p> <p><i>I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.</i></p> <p><i>I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency.</i></p> <p><i>I use fronted adverbials of place, time and manner, including the use of a comma.</i></p> <p><b>Punctuation</b></p> <p><i>I use the apostrophe for omission and possession.</i></p> <p><i>I secure the use of punctuation in direct speech, including a comma after the reporting clause.</i></p>	<p><i>I distinguish between homophones and other words which are often confused.</i></p> <p><b>Composition</b></p> <p><i>I link ideas within paragraphs.</i></p> <p><i>I develop characters through action, description and dialogue.</i></p> <p><i>I add well-chosen detail to interest the reader.</i></p> <p><b>Grammar</b></p> <p><i>I use stylistic devices to create effects in writing (simile, metaphor, personification)</i></p> <p><i>I use modal verbs or adverbs to indicate degrees of possibility.</i></p> <p><i>I use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</i></p> <p><i>I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</i></p> <p><b>Punctuation</b></p> <p><i>I use colons to introduce a list.</i></p> <p><i>I use inverted commas and other punctuation to accurately indicate direct speech.</i></p>	<p><i>topic, and has a signal of change in time, place or event.</i></p> <p><i>I adapt the grammar and vocabulary used in my writing to suit the audience and purpose.</i></p> <p><i>I create atmosphere and describe settings – I use antonyms and synonyms to enhance description.</i></p> <p><i>I describe and integrate dialogue to convey character and advance the action.</i></p> <p><i>I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.</i></p> <p><b>Grammar</b></p> <p><i>I use a range of cohesive devices including adverbials, within and across sentences and paragraphs.</i></p> <p><i>I ensure correct subject and verb agreement in singular and plural.</i></p> <p><i>I use a wide range of clause structures, sometimes varying their position within the sentence.</i></p> <p><i>I use structures typical to very formal speech – subjunctive forms.</i></p> <p><b>Punctuation</b></p> <p><i>I make some correct use of a further range of punctuation across a range of writing.</i></p> <p><i>I can use punctuation for parenthesis mostly correctly.</i></p>
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<p>HT5</p>	<p><b>What can be found on the ground?</b>  <b>Mad about mini beasts;</b>  <b>The Bad Tempered Ladybird; What the Ladybird Heard</b>                  Life cycle explanation (butterfly)                  Visit recount                  Questions                  Poetry - minibeasts</p>	<p><b>Robin Hood: Friend or Foe?</b>  <b>The Adventures of Robin Hood</b>                  Descriptive diary writing – The secret garden                  Narrative – The night Gardener                  Experiment write ups in Science.                  Captions for photos in computing                  Life cycle explanations.</p>	<p><b>Would you like to be a Pharaoh?</b>  <b>Bill and Pete go down the Nile (Tomie dePaola)</b>                  Narratives – Bill and Pete                  Instructions - mummification                  Information Texts - Egypt                  Newspaper Reports - Egypt</p>	<p><b>What did the Victorians do for us?</b>  <b>Oliver Twist</b>                  Playscript                  Recount</p>	<p><b>Why is the rainforest a lifesaver?</b>  <b>Journey to the River Sea</b>                  Reports – animals and their habitats                  Poetry – rainforest setting                  Adventure narrative                  Explanation – life cycles                  Persuasive writing – protecting the rainforest</p>	<p><b>WW2 – the war to end all wars?</b>  <b>Boy in the striped pjs</b>  <b>Rose Blanche</b>  <b>Erika’s Story</b>                  Instructions – great escape                  Letter home – life in a concentration camp</p>
<p>HT6</p>	<p><b>Where have you been in the world?</b>  <b>Flotsam</b>                  Postcards – seaside link                  Information Leaflets - seasons                  Adverts – seaside link                  Story writing – Flotsam</p>	<p><b>What is the best ever invention?</b>  <b>The Most Magnificent Thing, Until I met Dudley</b>  <b>Visual Literacy – The shirt machine/Wallace and Gromit cracking contraptions.</b>                  Explanation texts – How products work – Linked to DT                  Biographies                  Thomas Edison                  Instructions (How to light a bulb)                  Narrative                  The Most Magnificent Thing.</p>	<p><b>Cowboy or Indian? Indian in the Cupboard.</b>                  Myths and Legends – Native American Indian legends.                  Plays and Dialogues – Native American Indians linked to class read ‘Indian in the cupboard’.                  Narrative – linked to class read ‘Indian in the cupboard’.</p>	<p><b>Does every river flow to the sea?</b>  <b>White Dolphin</b>                  Explanation (Water Cycle)                  Persuasive                  Kennings Poems</p>	<p><b>Why do we remember the Mayans?</b>                  Journey to the River Sea                  Adventure narrative                  Recount – life of Mayans                  Blogging                  Notation skills                  Beliefs and questions from RE                  Persuasion</p>	<p><b>What makes me... me?</b>                  Explanation – adaptation of animals                  Persuasion – environment                  Newspaper article about a global issue                  Letter to government about pollution</p>
<p>Milestones                  Summer Term  <i>Contextualised Plan</i>  <i>Tracking Grid Objectives</i></p>	<p><b>Handwriting</b>  <i>I name the letters of the alphabet in order.</i>  <i>I form capital letters.</i>  <b>Spelling</b>  <i>I use letter names to show alternative spellings of the same phoneme.</i></p>	<p><b>Handwriting</b>  <i>I form lower case letters of the correct size relative to one another.</i>  <b>Spelling</b>  <i>I use apostrophes for the most common contracted words.</i>  <i>I spell words with different spellings e.g. knock, typewriter, ice.</i></p>	<p><b>Spelling</b>  <i>I recognise and spell additional homophones.</i>  <i>I make comparisons from a word already known to apply to an unfamiliar word.</i>  <i>I spell some identified commonly misspelt words from the Year 3 &amp; 4 list.</i>  <b>Composition</b></p>	<p><b>Spelling</b>  <i>I recognise and spell additional homophones.</i>  <i>I spell some identified commonly misspelt words from the Year 3 &amp; 4 list.</i>  <b>Composition</b>  <i>I begin to open paragraphs with topic sentences and organise them around a theme.</i></p>	<p><b>Spelling</b>  <i>I spell some identified commonly misspelt words from the Year 5 &amp; 6 list.</i>  <b>Composition</b>  <i>My settings are used to not only create atmosphere, but also to indicate a change.</i>  <i>Models from my reading are often used or integrated into my writing.</i></p>	<p><b>Spelling</b>  <i>I make sure that I can spell the vast majority of words that appear in the Year 5 &amp; 6 list.</i>  <b>Composition</b>  <i>My second draft show evaluative and reflective thinking which is evident by thoughtful and effective</i></p>

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<p><i>I spell words that use suffixes for plurals or 3<sup>rd</sup> person (E.g. adding s/es box, pen)</i></p> <p><b>Composition</b> <i>I sequence sentences to form short narratives.</i> <i>I use sequence sentences in chronological order to recount an event/ experience. (Basic adverbials: for when, first, then, next, after that etc)</i></p> <p><b>Grammar</b> <i>I may attempt to use other conjunctions.</i> <i>I make sure that word choices are relevant to the context and I use word banks to support this.</i> <i>I begin to use adjectives to add detail to my sentences.</i></p> <p><b>Punctuation</b> <i>I use capital letters for the names of people, places and days of the week.</i></p>	<p><i>I identify and apply my knowledge of homophones/ near homophones.</i></p> <p><b>Composition</b> <i>I proof-read to check for errors in spelling, grammar and punctuation.</i> <i>I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</i></p> <p><b>Grammar</b> <i>I use sentences with different forms: statements, questions, exclamations and commands.</i> <i>I use co-ordination (and, but or or)</i> <i>I use present and past tenses correctly and consistently including the progressive form.</i> <i>I use adjectives, adverbs and expanded noun phrases to add detail and specify.</i></p> <p><b>Punctuation</b> <i>I begin to use commas to separate items in a list.</i> <i>I sometimes use apostrophes for singular possession.</i></p>	<p><i>I identify structure, grammatical features and use of vocabulary for effect in texts.</i> <i>I compose sentences using a wider range of structures linked to the grammar objectives.</i> <i>I begin to organise paragraphs around a theme.</i></p> <p><b>Grammar</b> <i>Word choices are adventurous and carefully selected to add detail and to engage the reader.</i> <i>Detail is added by the expansion of noun phrases and with the use of adverbials.</i></p> <p><b>Punctuation</b> <i>Commas are sometimes used to mark clauses and phrases.</i></p>	<p><i>My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</i></p> <p><b>Grammar</b> <i>I use expanded noun phrases with modifying adjectives.</i> <i>I use adverbs and prepositions to express time, place and cause.</i> <i>I build cohesion within paragraphs through controlled use of tenses; subordinating and coordinating conjunctions.</i> <i>I use standard English for verb inflections – instead of spoken forms.</i></p> <p><b>Punctuation</b> <i>I almost always use commas for fronted adverbials.</i></p>	<p><i>I manage shifts in time and place effectively and guide the reader through my text.</i></p> <p><b>Grammar</b> <i>I use the perfect form of verbs to mark relationships of time and cause.</i> <i>I choose words for deliberate effect and I use them thoughtfully and with precision.</i></p> <p><b>Punctuation</b> <i>I use brackets, dashes or commas to indicate parenthesis.</i></p>	<p><i>changes made to impact on the reader.</i> <i>My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy.</i></p> <p><b>Grammar</b> <i>I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility and certainty.</i> <i>I use a range of verb forms to create more subtle meanings</i> <i>I use passive voice to present information with a different emphasis.</i> <i>My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</i></p>
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