



LincolnCarlton
·ACADEMY·

The Writing Curriculum

September 2024 – July 2025

Intent

At Lincoln Carlton Academy, we recognise that writing is a crucial part of our curriculum which aims to lay a foundation for success across all areas of learning. Through our diverse writing curriculum, we will develop in children a broad vocabulary, a keen imagination and the confidence to express their thoughts and ideas clearly and creatively in a range of writing genres.

We believe that all our children, regardless of ability and background, can assimilate the essential building blocks of writing: speaking and listening, word-level, sentence-level and text level knowledge. Using *The Literacy Tree*, a book-based platform, as a driver, we have created a coherently planned and sequenced curriculum that utilises the carefully chosen and ambitious core texts to ensure that cumulative fluency is achieved over time. We strive to have a curriculum which is reflective of the diversity of our community and the wider world, in which all children feel seen and valued.

By the end of Key Stage 2, we intend to equip our children with the essential skills of letter formation, spelling, punctuation and grammar, which are key to success in secondary school and beyond. We place a huge emphasis on editing and improving writing, with the aim of developing reflective and ambitious writers who have the skills to unlock their own potential. Above all, we hope all children leave us with a love of writing and pride in the skills they have acquired.

Our writing curriculum is ambitious for all:

“Every student, Every lesson, All the time”

Implementation

At Lincoln Carlton Academy we are committed to the delivery of excellence in the teaching of writing. We believe that every child in every class deserves to be taught by an expert and so professional development of staff is a key component in the implementation of our writing curriculum.

Writing is taught using the ‘Teach Through the Text Approach (see right) and teachers use Literacy Tree as the starting point for their planning. The chosen texts can be found for every year group in Appendix 1 alongside progression of knowledge and skills in Appendix 2.

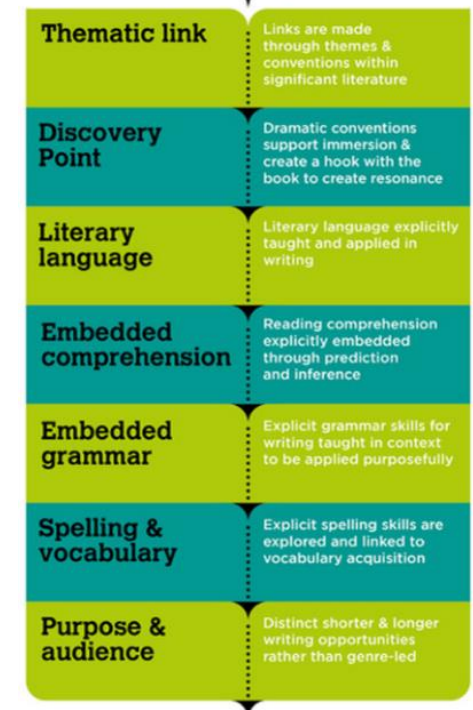
Teachers are highly skilled at adapting Literacy Tree planning to ensure:

- That planning addresses any misconceptions identified through ongoing assessment.
- That planning anticipates misconceptions that may arise.
- There are scaffolds for those who need to continue to build their cumulative fluency and close gaps.

Each writing journey incorporates key elements:

- Immersive introduction to each new writing journey
- Discussion around the focus text
- Exposure to new vocabulary (in context)
- Adapted scaffolds to support the teaching of key skills
- Modelling at each stage of the writing process:
 - o Spelling using No Nonsense
 - o Grammar
 - o Letter formation and handwriting
 - o Sentence structure
 - o Cohesion

The Teach Through a Text Approach from Literacy Tree



Impact

When children leave Lincoln Carlton Academy to continue their educational journey they will:

- Have fond memories of their English experiences at primary school.
- Be passionate about learning and ambitious in relation to their future aspirations.
- Be motivated, independent lifelong learners.
- Be fluent and confident readers enabling them to access the whole of the curriculum.
- Be able to express themselves orally and in writing.
- Be able to make connections between what they have learnt and use these to further continue to broaden their knowledge.
- Have developed a wide and varied range of vocabulary (this is particularly important for our most disadvantaged pupils).

The graduated approach handbook for SEND students should be used to provide the simple, everyday strategies that should be employed to support learners in the classroom. The strategies below are aimed more specifically at adapting the English curriculum for SEND learners.

<p>In guided reading/writing, place students who need most support opposite the teacher so they can hear and see teacher prompts clearly.</p>	<p>When monitoring class independent reading and writing, make sure the teacher and additional adults position themselves so all pupils are within range of eye contact.</p>	<p>Make available a range of accessible materials including, for example:</p> <ul style="list-style-type: none"> • Chunky pencils • Different coloured crayons • Individual whiteboards and pens for writing in different contexts. • Pencil grips for pupils who need them. 	<p>Approach English concepts at a level of understanding that is appropriate, eg grammar may be better taught by modelling, rather than through the use of explicit and metalinguistic vocabulary, such as verbs, adjectives, subordinate clauses, which will confuse some pupils.</p>	<p>Film and video are powerful tools to support English learning, particularly in relation to storytelling and the study of literature.</p>	<p>Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing.</p>
<p>When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – eg to explore a scene from Shakespeare, or build sound collages for a poem.</p>	<p>In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character.</p>	<p>Use activities involving drama skills such as hot seating. In drafting, eg for writing a persuasive text, use role-play as part of the preparation.</p>	<p>Summarise sequences of events through mind maps, spider plans, role-play, drama etc.</p>	<p>Pupils can use image technology to support the writing process – for example, by creating a storyboard of pictures as a scaffold for writing a narrative.</p>	<p>ICT can be used to offer alternatives to writing as a way of responding to text, eg through creating an electronic presentation, perhaps with images, as a response to text.</p>
<p>Clicker helps with spelling, providing a talking word bank.</p>	<p>Allow pupils enough time to complete reading and written tasks with appropriate support, eg a guided writing session or a one-to-one reading conference.</p>	<p>Some pupils with more significant learning disabilities may not yet have the ability to analyse language, but can be helped to form and express their own views independently through modelling and practice.</p>	<p>Introduce key vocabulary explicitly and ensure this includes verbs as well as nouns – for example, as well as teaching rhythm and symbolism in readiness for writing a literary critical essay, also introduce the common verbs used to develop literary comment, such as depicts, conveys, suggests, evokes...</p>	<p>Highlight key words for the main message of the text. These could be individual words, but will more often be phrases such as persuasive language, noun phrases, or character portraits.</p>	<p>Be aware that metaphor (for example, in poetry) and irony can be interpreted literally by some pupils (including those on the autistic spectrum), creating confusion and/or misunderstanding.</p>

Progression of Knowledge in Writing and Core Texts













EYFS

Autumn Term	Spring Term	Summer Term
Core Texts		
The Colour Monster Farmer Duck Little Red Hen	Owl babies Monkey Puzzle The Emperor's Egg	Superworm by Julia Donaldson The Extraordinary Gardener The Tiny Seed
A Squash and a Squeeze The Everywhere Bear In every house, on every street	The Three Billy Goats Gruff Little Red Riding Hood	The Hundred Decker Bus Izzy Gizmo Super Milly

Autumn Term	Spring Term	Summer Term
Fine Motor Skills		
<ul style="list-style-type: none"> • Develop dominant hand • Develop recognisable letters • Make snips with scissors • Develop use of cutlery • Develop pencil/paintbrush grip (with support) • Develop pencil/paintbrush control 	<ul style="list-style-type: none"> • Develop pencil control – To know correct formation of ladder (ltiujy) and robot (rnmhbp) letters • Develop use of scissors for cutting – straight lines • To know how to use a knife and fork • Develop pencil/paintbrush grip • Develop pencil/paintbrush control with increasing control 	<ul style="list-style-type: none"> • Develop pencil control – To know correct formation of caterpillar (coadgqesf) and monster (vwxyz) letters • To know how to use scissors to cut accurately and safely • To know how to use a knife and fork effectively • To know how to grip a pencil correctly and effectively. • Develop paintbrush control
Writing (including spelling)		
<u>Letter Level Knowledge</u> <ul style="list-style-type: none"> • To know how to write your forename • To know the correct formation of Phase 2 GPCs • To know how to write the initial and end phoneme in a word. • To know that a sentence is made of words. • To orally compose a sentence. 	<u>Word Level Knowledge</u> <ul style="list-style-type: none"> • To know how to write the grapheme for phase 2 and 3 initial sounds, digraphs and trigraphs. • To know how to write a CVC word with Phase 2/3 GPCs. • To know how to write a label and a caption. • To know how to orally compose a sentence and break it down into words. 	<u>Sentence level knowledge</u> <ul style="list-style-type: none"> • To know how to write CVVC, CCVC, CVCC and CCVCC words. • To know how to orally compose a sentence, break it down into words and write each word with the correct GPCs. • To know that finger spaces are needed between words and begin to use in guided writing.

	<ul style="list-style-type: none">• To know the 'tricky' part in the tricky words taught so far.	<ul style="list-style-type: none">• To know the 'tricky' part of the tricky words taught so far.• To know that a sentence can be re-read to check it makes sense.
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Year 1

Autumn Term		Spring Term		Summer Term	
Core Texts					
Cave Baby Julia Donaldson  Narrative Retell	The Naughty Bus Jan Oke and Jerry Oke  Narrative Own adventure story	The Odd Egg Emily Gravett  Narrative Non-fiction reports	Stanley's Stick John Hegley and Neal Layton  Narrative Own version narrative	Lost and Found Oliver Jeffers  Narrative Own version 'lost and found' story	Dadaji's Paintbrush Rashmi Sirdeshpande  Narrative Own version narrative
Astro Girl Ken Wilson-Max  Narrative Fact file	Billy and the Beast Nadia Shireen  Narrative Own version 'defeat a monster' narrative	Leo and the Octopus Isabelle Marinov  Narrative Fact file	The See Saw Tom Percival  Narrative Own version narrative	Pig the Pug Aaron Blabey  Narrative 'How to' guide	The Magic Bed John Burningham  Narrative Own version fantasy stories

Key Knowledge to be taught:

Transcription - Handwriting

Autumn Term	Spring Term	Summer Term
<p>To know how to:</p> <ul style="list-style-type: none"> • Sit at a table correctly – feet flat on the floor, back into the chair, sitting up straight. • Hold a pencil correctly and comfortably using a tripod grip. • Use the non-dominant hand to hold the paper still. • Begin to form lower-case letters in the correct direction, starting and finishing the correct place. • Begin to form capital letters. • Begin to form digits 0-9. • Begin to correctly size letters using 21mm handwriting lines. <p>Children will begin to understand that letters belong to handwriting families. Left-handed learners will be given specific instruction to meet their needs.</p>	<p>To know how to:</p> <ul style="list-style-type: none"> • Form lower case letters correctly, in the correct direction, starting and finishing the correct place. • Form capital letters correctly. • Form digits 0-9 correctly. • Consistently and correctly size letters on 21mm handwriting lines. 	<p>To know how to:</p> <ul style="list-style-type: none"> • Form all lower-case letters, capital letters and digits correctly. They will be correctly positioned on the line. • Correctly size letters on 16mm handwriting lines.

Transcription - Spelling

Autumn Term	Spring Term	Summer Term
<p>To know how to:</p> <ul style="list-style-type: none"> Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Begin to spell the days of the week (using a capital letter to start). Spell words containing each of the phonemes already taught. To know how to use -ed when there is no change to the spelling of the root word. Spell common exception words – their, people, oh, your, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want, Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far. Apply simple spelling rules – Adding -es, suffix er, suffix, est, 	<p>To know how to:</p> <ul style="list-style-type: none"> Spell common exception words Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Use -ing where no change is needed to the spelling of the root word. Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far. Apply simple spelling rules: <ul style="list-style-type: none"> the /tʃ/ sound usually spelt as tch the /v/ sound at the end of words adding s and es to words (plural of nouns and the third person singular of verbs) adding the endings -ing, -ed and -er to verbs where no change is needed to the root word adding -er and -est to adjectives where no change is needed to the root word 	<p>To know how to:</p> <ul style="list-style-type: none"> Spell common exception words Use the prefix un- Use -er and -est where there is no change to the spelling of the root word. Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far. Apply simple spelling rules ?????– which ones at this point?(folder from last year shows revision of phase 5 common exception words so maybe this is all that goes in here?)

Composition

Autumn Term	Spring Term	Summer Term
<p>With substantial modelling from an adult, know how to:</p> <ul style="list-style-type: none"> Say out loud what you are going to write about. Compose a sentence orally before writing it. Break sentences down into words. Sequence sentences to form short narrative. Re-read what has been written to check it makes sense. 	<p>With some modelling from an adult, know how to:</p> <ul style="list-style-type: none"> Say out loud what you are going to write about. Compose a sentence orally before writing it. Break sentences down into words. Sequence sentences to form short narrative. Re-read what has been written to check it makes sense. 	<p>Consistently and independently know how to:</p> <ul style="list-style-type: none"> Say out loud what you are going to write about. Compose a sentence orally before writing it. Break sentences down into words. Sequence sentences to form short narrative. Re-read what has been written to check it makes sense.

Vocabulary, Grammar and Punctuation

Autumn Term	Spring Term	Summer Term
<p>With substantial modelling from an adult, know how to:</p> <ul style="list-style-type: none"> • Recognise sentence boundaries in spoken sentences. • Use some of the distinctive features of 'Standard English' in spoken sentences. • Leave a space between words. • Punctuate sentences with a capital letter and full stop. • Punctuate the end of a sentence with an exclamation mark or a question mark. • Join words and sentences using and. 	<p>With some modelling from an adult, know how to:</p> <ul style="list-style-type: none"> • Use some of the distinctive features of 'Standard English' in spoken sentences. • Consistently and independently use a capital letter for the personal pronoun I. • Consistently leave spaces between words. • Punctuate sentences with a capital letter and full stop. • Punctuate the end of a sentence with an exclamation mark or a question mark. • Join words and sentences using and. 	<p>Consistently and independently know how to:</p> <ul style="list-style-type: none"> • Use some of the distinctive features of 'Standard English' in spoken sentences. • Use capital letters for proper nouns. • Leave spaces between words. • Punctuate sentences with a capital letter and full stop. • Punctuate the end of a sentence with an exclamation mark or a question mark. • Join words and sentences using and.

Year 2

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wolves by Emily Gravett Outcome: Non-chronological report	The Journey Home by Frann Preston-Gannon Outcome: Letter	The bear under the stairs by Helen Cooper Outcome: Information Text	Tadpoles promise by Jeanne Willis Outcome: Narrative	Ocean meets sky by Eric and Terry Fan Outcome: Narrative	The Great Fire of London by Emma Adams Outcome: Booklet
Jim and the Beanstalk by Raymond Briggs Outcome: Narrative	Dear Earth by Isabel Otter and Clara Anganuzzi Outcome: Informative Leaflet	The Bear and the Piano by David Litchfield Outcome: Narrative	Grandpa's camper by Harry Woodgate Outcome: Narrative	The Dragon Machine by Helen Ward Outcome: Narrative	A Walk in London by Salvatore Rubbino Outcome: Tour Guide

Key Knowledge to be taught:

Transcription - Handwriting

Autumn Term	Spring Term	Summer Term
<p>To know how to:</p> <ul style="list-style-type: none"> • Join to the top - ai ay ey • Join e – ee, ea, ey • Join – ie, ide, igh • Join horizontally – oa, ow, oe, ou • Join o – oi, ou, oy • Join to r – er, ir, ur 	<p>To know how to:</p> <ul style="list-style-type: none"> • Join from a diagonally - ar, air, are • Join from a diagonally to ascender – al, all, alk • Join horizontally ot, on, oe • Join c to e - ice, ace, cel • Join to g then break - age, dge, nge, gen • Join from and to l - le, el, al, il • Join to s and break from – sh, as, es • Join to y - ky, ly, hy • Join ing string – ting, ring, king • Join letters in kn, mb, wr, wh • Join from w horizontally to a - war, wan, wap • Join to l - ily ely kly 	<p>To know how to:</p> <ul style="list-style-type: none"> • Join and incorporate apostrophe - I'm I'll he's she's • Join letter i to a/o in ian / ion – cian, sion, tion • Join suffix strings – less, ness • Join suffix strings – er, ier, est, iest

Transcription – Spelling

Autumn Term	Spring Term	Summer Term
<p>To know how to:</p> <ul style="list-style-type: none"> • Spell homophones and to know the difference in the meaning): sea/ see, bee/be, blue/blew, one/won, sun/son, here/hear, to/too/two • Look at words with a long vowel sound, spelt with a singular ‘i’: find, kind, mind, behind, child, wild and climb. These are the common exception words for this term too! • Spell some common exception words: Find, kind, mind, behind, child, children, wild, climb • Use the spelling rule for <i>-j, -g, -dge and -ge</i> <i>Key words: jacket, jar, jog, join, adjust, giant, gem, magic, giraffe and energy, age, huge, change, charge, badge, edge, bridge, dodge and fudge.</i> • Use the ‘s’ sound spelt c before e, i and y. <i>Key words: race, ice, cell, city and fancy.</i> • Use the ‘n’ sound spelt ‘kn’ and the ‘gn’ at the beginning of words. <i>Key words: knock, knew, know, knee, gnat and gnaw.</i> 	<p>To know how to:</p> <ul style="list-style-type: none"> • Spell common exception words: Clothes, door, floor, poor, most, only, both, even, great, break, steak, old, told, cold, gold, hold, pretty, class, grass, pass, fast, last, past. • Use the ‘ai’ sound spelt ‘y’ <i>Key words: fly, dry, cry, try, reply, by and July.</i> • Spell contractions: <i>can’t, didn’t, hasn’t, haven’t, it’s, couldn’t, shouldn’t, I’ll</i> • Use ‘l’ or ‘el’ sound spelt at the end of a words and following a consonant: <i>Key words: table, apple, bottle, little, middle.</i> • Use the ‘ee’ sound spelt ‘ey’ <i>Key words: key, donkey, monkey, chimney and valley.</i> • Use the ‘r’ sound spelt ‘wr’ at the beginning of words. <i>Key words: write, written, wrote, wrong, wrap.</i> • Use the ‘a’ sound spelt ‘a’ after ‘w’ and ‘qu’ <i>Key words: want, watch, wander, quantity, squash</i> • Use the ‘z’ sound spelt ‘s’ <i>Key words: usual, treasure, television</i> • Spell homophones: <i>new and knew and their, they’re and there</i> • Add -es to nouns and verbs ending in ‘y’ <i>Key words: flies, tries, replies, copies, babies, carries.</i> • Use the possessive apostrophe (singular nouns). <i>Key words: the girl’s, Megan’s, the child’s, the man’s</i> • Use the suffixes -ly, -ful and -less <i>Key words: joyful, sadly, penniless, happily, helpful.</i> • Spell words ending in -tion: <i>Key words: station, fiction, motion, nation, section, education, fraction.</i> 	<p>To know how to:</p> <ul style="list-style-type: none"> • Spell common exception words: after, father, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, who, whole, any, many, water, again, half, money, Mr, Mrs, parents. • To use the ‘l’ or ‘el’ sound spelt ‘el’ at the end of words. <i>Key words: camel, tunnel, squirrel, travel, towel, tinsel.</i> • To use the ‘or’ sound is usually spelt as ‘a’ before ‘l’ or ‘ll’ <i>Key words: all, ball, call, walk, talk, always</i> • To use the sound spelt ‘ar’ and ‘or’ after a ‘w’ <i>Key words: warm, war, ward, warn, towards, word, work, worm, world and worth.</i> • Use the possessive apostrophe (singular nouns). • Add the suffixes – ment and –less <i>Key words: penny, merry, fulfil, harm, care, power, agree, enjoy, pay.</i> • Use the ‘l’ or ‘el’ sound spelt –al at the end of a word. <i>Key words: metal, pedal, petal, capital, hospital, animal and medical.</i> • Use the ‘u’ sound spelt ‘o’ <i>Key words: other, mother brother, nothing, monkey</i>

Composition

Plan	Draft and Write	Evaluate and Edit	Perform and Publish
<p>To know how to:</p> <ul style="list-style-type: none"> Plan what they are going to write about. Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<p>To know how to:</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes 	<p>To know how to:</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly). 	<p>To know how to:</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>

Grammar

By the end of Year 2, know how to:

- Use expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]
- Use adverbs and simple adverbials to express time, place and manner.
- Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]
- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
- Create multi-clause sentences using subordination (when, if, that, because) and co-ordination (or, and, but).
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name].
- Begin to use inverted commas to punctuate direct speech

Grammar Terminology:

- noun
- noun phrase
- statement
- question
- exclamation
- command
- compound
- suffix

- adjective
- adverb
- verb
- tense (past, present)
- apostrophe
- comma

Year 3

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The heart and the bottle, Oliver Jeffers Dilemma Narrative	The tear thief by Carol Ann Duffy Outcome: Newspaper Report	Escape from Pompeii, Christine Balit Outcome: Narrative	Cloud Tea Monkeys by Mal Peet and Elspeth Graham Outcome: Non- chronological report	How to live forever by Colin Thompson Outcome: Narrative - Prequel	Jim, a cautionary tale by Hilaire Belloc Outcome: Narrative
The First Drawing, Mordicai Gerstein Outcome: Historical Narrative	Polar Express Outcome: Information Text	The Pied Piper of Hamelin, Michael Morpurgo Outcome: Myth/legend	The Tin Forest Outcome: Diary	Flotsam by David Wiesner Outcome: Narrative - Sequel	Nen and the Lonely Fisherman by Ian Eagleton Outcome: Own version of a narrative

Key Knowledge to be taught:

Transcription - Handwriting

Autumn Term	Spring Term	Summer Term
To know how to: <ul style="list-style-type: none"> Do a diagonal join – ci, cir, cer, cen, mb, imb, umb, amb ck Join l - ale dle ele tle Join y - ly lly iky iny dy Join i - ie in il ill Write and join t at the correct height - ti tio cti ati it Form and join double letters - ll tt rr nn mm cc oo dd ss ff ee Join e - he we re 	To know how to: <ul style="list-style-type: none"> Space letters consistently - ew, ev, ex Join to and from h for ch - ch, che, cho, cha, chi Join from the letter e - ey, ei, eigh Join horizontally in ous - ous, mous, ious Join from the letter a - ap, ar, an Join horizontally to the letter y - ly, ky, ny 	To know how to: <ul style="list-style-type: none"> Join to and from r for ure - ure, sure, ture Join from w to h - who, wha, whe, whi Form numerals 1-9 correctly Write silent letter joins - wra, wri, kni Join from f - f fte, fir, fin

Transcription - Spelling

Autumn Term	Spring Term	Summer Term
To know how to: <ul style="list-style-type: none"> Spell Common Exception Words: breath, breathe, early, earth, eight, eighth, heard, heart, height, reign, straight, weight, accident, accidentally, 	To know how to: <ul style="list-style-type: none"> Spell Common Exception Words: occasion, occasionally, though, thought, believe, enough, often, opposite, through, favourite, strange, 	To know how to: <ul style="list-style-type: none"> Spell Common Exception Words: natural, woman, women, exercise, experiment, complete, consider, continue, therefore, question, quarter,

<p>actual, actually, address, although, appear, build, disappear, remember</p> <ul style="list-style-type: none"> • Spell homophones and near homophones <i>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight, break/brake, grate/great, rain/reign.</i> • Add -ed, -ing, -er and -est to a root word ending in: <ul style="list-style-type: none"> ○ consonant -y ○ short vowel consonant * consonant -e <p><i>Key words: copy / happy / cry, pat / hum / drop / sad, hike / nice / shine</i></p> <ul style="list-style-type: none"> • Use the prefix -dis and -un <p><i>Key words: unhappy, unlucky, unusual, undo, untie, dislike, disagree, disappear, disorder.</i></p> <ul style="list-style-type: none"> • Spell words with the 'a' sound spelt 'ei' 'eigh', 'aigh' 'ey' <p><i>Key words: made, taste, again, explain, remain, vein, rein, weight, straight, grey, prey, they.</i></p> <ul style="list-style-type: none"> • Spell words with the prefixes -mis and -re <p><i>Key words: reappear, redo, return retry, miscalculate, misread, mistake</i></p> <ul style="list-style-type: none"> • Spell the 'i' sound spelt with a 'y' <p><i>Key words: gym, cygnet, myth, pyramid, mystery, Egypt</i></p> <ul style="list-style-type: none"> • Spell words ending -gue and - que sound <p><i>Key words: league, tongue, fatigue, catalogue, antique and unique.</i></p>	<p>caught, library, learn, knowledge, peculiar, sentence, separate</p> <ul style="list-style-type: none"> • To spell words with the suffixes -sub and -tele <p><i>Key words: phone, graph, scope, vision, photo, merge, marine, way.</i></p> <ul style="list-style-type: none"> • Use the -sh sound spelt with a ch, ss or s <p><i>Key words: chef, shop, sure, mission, special, brochure, sugar.</i></p> <ul style="list-style-type: none"> • Spell words ending in the suffix -less <p><i>Key words: care, fear, pain, sad, thought.</i></p> <ul style="list-style-type: none"> • Spell words ending in the suffix 'ly' and -ful <p><i>Key words: thank, mercy, slow, rough, sudden, angry, pain</i></p> <ul style="list-style-type: none"> • Spell words with the prefix -super and -auto <p><i>Key words: automatic, autograph, autopilot, autobiography, superman, superstar, supernatural, superficial.</i></p> <ul style="list-style-type: none"> • Use the K sound spelt ch <p><i>Key words: ache, anchor, Christmas, school. choir, echo.</i></p>	<p>purpose, possible, busy/business, important, imagine, increase</p> <ul style="list-style-type: none"> • Add -ly to a root word ending in le and ic specifically root words: simple, humble, basic, frantic, dramatic, music • Use the u sound spelt ou <p><i>Key words: young, touch, trouble, double, country</i></p>
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Composition

Plan	Draft and Write	Evaluate and Edit	Perform and Publish
<p>To know how to:</p> <ul style="list-style-type: none"> • Discuss and record ideas 	<p>To know how to:</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue) • Create settings, characters and plot in narratives 	<p>To know how to:</p> <ul style="list-style-type: none"> • Suggest improvements to their own and others' writing. • Propose changes to grammar and vocabulary to improve consistency, e.g. word choice 	<p>To know how to:</p> <ul style="list-style-type: none"> • Read aloud their own writing, to a group or the whole class, using appropriate intonation.

Grammar

By the end of Year 3, know how to:

- Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell].
- Use adverbial phrases to identify place, time, manner and frequency.
- Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play].
- Create a range of multi-clause sentences using a wide range of conjunctions.
- Begin a sentence with a subordinate clause.
- Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]
- Use apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's].
- To use inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Use second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will... Are you nervous about the London trip? When we arrived at school we...]
- Use paragraphs as a way to group related material.
- Use headings and sub-headings to aid presentation.

Grammar Terminology:

- preposition
- conjunction
- word family
- prefix
- clause
- subordinate clause
- direct speech
- consonant
- consonant letter
- vowel
- vowel letter
- inverted commas (or 'speech marks')

Year 4

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jaberwocky by Lewis Carroll Outcome: Nonsense Poem	Farther by Grahame Baker Smith Outcome: Sequel Stories	Winter's Child by Angela McAlister Outcome: Fantasy Sequel	Matchbox diary by Paul Fleischman Outcome: Biography	Shackleton's Journey by William Grill Outcome: Retelling of a true story	Varmints, Helen Ward
Fryndleswylde by Natalia and Lauren O'Hara Outcome: Write your own legend	Iron Man by Ted Hughes Outcome: Mystery Narrative	Cinnamon by Neil Gaiman Outcome: Mythical Tale	Viking Voyagers Outcome: A Day in the Life of	The Baker by the Sea, Paula White Outcome: Tourism Writing	The Mermaid of Zennor, Charles Causley Outcome: Narrative Sequel

Key Knowledge to be taught:

Transcription - Handwriting

Autumn Term	Spring Term	Summer Term
To know how to: <ul style="list-style-type: none"> Join e - eat eac ead Join s - ask asp ast Join diagonally - un unn inn imm, ship ment ness less Join horizontally - rep rem rea reo Join y - ly ily ity ify Join w - owf owb owm owd Join m - umn umv umf Join w - wan was way wax Join l - lig rig tig mig 	To know how to: <ul style="list-style-type: none"> Join to ascenders - al, all, alt, afl Join to and from the letter f - ff, lf, ife fy Join to and from the letter e - rec, red, ved, ves Join to and from letters in ear, are, rew, new Join to revise whole alphabet formation Join to and from the letter v - live, tive, sive, five Form break letters - bl, pl, gl Join for days of week – focus day 	To know how to: <ul style="list-style-type: none"> Join horizontally from e- rep rem rea reo Join diagonally and horizontally to y - ly ily ity ify Join horizontally to and from m - umn umv umf Join diagonally in suffixes - ship ment ness less Join diagonally to ascenders - al, all, alt, afl Join to and from f - ff, lf, ife fy

Transcription - Spelling

Autumn Term	Spring Term	Summer Term
To know how to: <ul style="list-style-type: none"> Spell Common Exception Words: <i>answer, arrive, bicycle, calendar, centre, century, certain, circle, decide, describe, different, difficult, experience, extreme, famous, February, forwards, fruit</i> 	To know how to: <ul style="list-style-type: none"> Spell Common Exception Words: <i>grammar, group, guide, history, interest, length, material, medicine, mention, minute, notice, ordinary, particular, perhaps, popular, position</i> Spell words where the g sound is spelt gu 	To know how to: <ul style="list-style-type: none"> Spell Common Exception Words: <i>possession, potatoes, pressure, probably, promise, regular, special, strength, suppose, surprise, various, recent, naughty, island</i> Spell words with the 's' sound spelt 'sc'

<ul style="list-style-type: none"> • Spell words with ending sounding like ze (sure and -ture) <i>Key words: treasure, measure, pleasure, enclosure, closure.</i> • Spell homophones: <i>peace/piece, main/mane and fair/fare. seen/scene.</i> • Spell words with the /eɪ/sound spelt ei, eigh, or ey <i>Key words: vein, weigh, eight, neighbour, they, obey</i> • Spell words with the /ʃ/ sound spelt ch (mostly French in origin) <i>Key words chef, chalet, machine, brochure, parachute and machine.</i> 	<p><i>Key words: guide, guitar, guard, guidebook, guest, guardian, guarantee, guess.</i></p> <ul style="list-style-type: none"> • Spell words ending with -ture <i>Key words: future, nature, mixture, torture, venture, temperature and feature.</i> • Spell homophones and near homophones <i>Key words: scene/seen, mail. Male, bawl, ball</i> • Spell words with the prefixes anti and inter <i>Key words: international, intergalactic, interrupt, intervene, antibiotic, antidote, antihistamine.</i> • Spell words ending sion, ssion, tion and cian <i>Key words: physician, optician, magician, politician, electrician, extension, collision, confusion, exclusion, infusion, explosion, profession, session, possession, mission, fiction, fraction, direction, attention.</i> • Spell words ending sion, ssion, tion and cian <i>Key words: physician, optician, magician, politician, electrician, extension, collision, confusion, exclusion, infusion, explosion, profession, session, possession, mission, fiction, fraction, direction, attention.</i> 	<p><i>Key words: science, scene, scissors, ascend, descend, crescent, scented</i></p> <ul style="list-style-type: none"> • Spell words ending with a 'sion' <i>Key words: division, collision, explosion, conclusion, extension, intrusion, comprehension.</i> • Spell words with the suffix -ous <i>Key words: spacious, envious, furious, famous, courageous, spacious, various, poisonous</i> • Know how to spell words with the suffix 'ly' added to words ending in 'y', 'le' and 'ic' <i>Key words: happy, pretty, easy, gentle, simple, humble, noble, basic, frantic, dramatic</i>
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Composition

Plan	Draft and Write	Evaluate and Edit	Perform and Publish
<p>To know how to:</p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>To know how to:</p> <ul style="list-style-type: none"> • Progressively build a varied and rich vocabulary and an increasing range of sentence structures • Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and sub-headings] 	<p>To know how to:</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>To know how to:</p> <ul style="list-style-type: none"> • 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.

Grammar

<p>By the end of Year 4, know how to:</p> <ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest] • Use fronted adverbials [e.g. Later that day, I heard the bad news.] • Use of the simple future tense [e.g. we will learn about Vikings].
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- Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]
- Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]
- Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs
- Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]
- Use apostrophes to mark plural possession [e.g. the girl's name, the girls' names.
- Use of commas after fronted adverbials
- Use reporting clauses including a relative clause for description and specification
- Use inverted commas to punctuate quotes in non-fiction writing
- Use some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair] Vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat.]
- Use Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]
- Use of paragraphs to organise ideas around a theme
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Grammar Terminology:

- determiner
- pronoun
- possessive pronoun
- adverbial

Year 5

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The man who walked between the towers, Mordicai Gerstein Outcome: Memoir	Mythologica Outcome: mythical narrative	The Island, Armin Greder Outcome: Sequel	The lost happy endings, Carol Ann Duffy Outcome: Prequel	Anne Frank, Josephine Poole Outcome: Report	Firebird, Saviour Pirotta and Catherine Hyde Outcome: Narrative
Hidden Figures, Margot Lee Shetterly Outcome: Biography or autobiography	Percy Jackson, Lightning Thief, Rick Riordan Outcome: Narrative	Freedom Bird, Jerdine Nolen Outcome: Biography	The Sleeper and the spindle, Neil Gaiman and Chris Riddell Outcome: Fairy Tale Re-work	The children of the Benin Kingdom, Dina Orji Non-chronological report	High Rise Mystery, Sharna Jackson Outcome: Narrative

Key Knowledge to be taught:

Transcription - Handwriting

To know how 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.

Autumn Term	Spring Term	Summer Term
<p>To know how to:</p> <ul style="list-style-type: none"> • Join to and from r - start aware turtle tread • Join using consistent height and size - flow flowed, row rowing, crow crowing, tow towed • Develop fluency in writing - require shirt entire • Form t at correct height - actually thought quarter interact • Form s correct size and shape - schools bicycles tourists fairies • Join at speed as writing demands • Form letters from which we do not join - b p g q j x y z • Join to and from ascenders - able ible ably ibly • Form k - ocket icket ucket acket • Form y - system fully welly chilly yearly 	<p>To know how to:</p> <ul style="list-style-type: none"> • Form y - bully, fully, filly, belly, welly, chilly • Form letter sizes using <i>-ough</i> words • Join at speed as writing demands • Form small letters using <i>-ea</i> words • Form and join f - fa, fu, fe, fl, ft, ff • Join to revise whole alphabet formation • Join horizontally to e - ve, we, oe, fe, re • Form letters from which we do not join - b p g q j x y z • 	<ul style="list-style-type: none"> • Revise Y4 curriculum as required • Focus on slow practice for perfection

Transcription - Spelling

Autumn Term	Spring Term	Summer Term
<p>To know how to:</p> <ul style="list-style-type: none"> • <i>Spell Common Exception Words: according, achieve, aggressive, ancient, available, awkward, controversy, curiosity, desperate, develop, environment, frequently, government, harass, hindrance, identity, lightning, marvellous, muscle, necessary, nuisance, persuade, privilege, recognise, secretary, shoulder, temperature, thorough, variety, vegetable</i> • Spell words with the letter string 'ough' • Spell words with silent letters. <p><i>Key Words: autumn, doubt, solemn, numb</i></p> <ul style="list-style-type: none"> • Spell words ending in '-able' and '-ible' • Spell homophones (<i>isle/aisle aloud/allowed, affect/effect, herd/heard, past/passed</i>). • Use the hyphen with prefixes -re and -co' • Use a dictionary to support learning word roots, derivations and spelling patterns. 	<p>To know how to:</p> <ul style="list-style-type: none"> • <i>Spell Common Exception Words: bruise, bargain, communicate, community, conscious, conscience, convenience, correspond, criticise, determined, embarrass, equip, equipped, equipment, familiar, foreign, forty, guarantee, immediately, language, leisure, neighbour, profession, queue, rhythm, signature, sincere, sincerely, soldier, sufficient, vehicle, yacht</i> • Spell words using apostrophes for possession with a focus on plurals • Spell rare GPCs • Spell words ending in '-ably' and '-ibly' • Spell homophones <i>led/lead, steel/steal, alter/altar</i> • Spell words with the /i:/ sound spelt 'ei' • Building words from root words: graph / tele • Revisit Autumn / Spring Year 5 homophones • Spell words with the 's' sound spelt 'sc' (<i>science, scene, scissors, ascend, descend, crescent, scented</i>) (Revisit from Year 4) 	<p>To know how to:</p> <p><i>Spell Common Exception Words: accommodate, accompany, amateur, apparent, appreciate, attached, average, category, cemetery, committee, competition, definite, dictionary, disastrous, especially, exaggerate, existence, explanation, individual, interfere, interrupt, occupy, occur, opportunity, parliament, physical, prejudice, programme, pronunciation, recommend, relevant, restaurant, rhyme, sacrifice, stomach, suggest, symbol, system, twelfth</i></p> <ul style="list-style-type: none"> • Spell words ending sounding like ze (<i>sure and -ture</i>) (revisit from Year 4) • Spell new homophones (<i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i>) • Spell words with endings sounding like /tʃə/ spelt '-ture' (revisit from Year 4) • Spell words with endings <i>sion, ssion, tion and cian</i> (revisit from Year 4) (<i>include physician, optician, , electrician, extension, collision, confusion, , profession, session, , fiction, fraction, direction</i>)

Composition

Plan	Draft and Write	Evaluate and Edit	Perform and Publish
<p>To know how to:</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	<p>To know how to:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>To know how to:</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation Ensure the consistent or correct use of tense throughout a piece of writing Distinguish between the language of speech and writing and identify the level of formality required 	<p>To know how to:</p> <ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Grammar

By the end of Year 5, know how to:

- Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn.
- Use of noun phrases to convey complicated information concisely.
- Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs.
- Indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must].
- Use the future tense using a range of modal verbs.
- Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose].
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/ implied relative pronoun.
- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives.
- Use some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.]
- Use the personal pronoun 'one', [e.g. One should not be concerned about... It is better to do this oneself.]
- Use nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]
- Use multi-word vs precise verbs [find out – discover; ask for – request; go in – enter]
- Use devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]
- Link ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]

Grammar Terminology:

- modal verb
- relative pronoun
- relative clause
- parenthesis
- bracket
- dash
- cohesion
- ambiguity

Year 6

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Arrival, Shaun Tan Outcome: Narrative	The Promise, Nicola Davies Outcome: Sequel	The Invention of Hugo Cabret, Brian Selznick Outcome: Flashback Narrative	The three little pigs, The Guardian Outcome: Discussion piece	Rain Player, David Wisiniewski Outcome: Analysis	Teacher's choice based on the needs of the cohort
Windrush Child, Benjamin Zephaniah Outcome: Persuasive Writing	Can we save the tiger? Martin Jenkins Outcome: Discussion piece		The Last Wild, Piers Today or Boy in the Tower Or Suffragette: the battle for equality, David Roberts Outcomes: Narrative/formal letter/speech	The wind in the wall, Sally Gardner Outcome: Narrative	

Key Knowledge to be taught:

Transcription - Handwriting

To know how 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

Transcription - Spelling

Autumn Term	Spring Term	Summer Term
<p>To know how to:</p> <ul style="list-style-type: none"> • Spell common exception words: <i>achieve, ancient, available, bruise, category, communicate, community, conscience, conscious, controversy, curiosity, definite, desperate, disastrous, environment, especially, excellent, existence, explanation, familiar, foreign, frequently, government, identity, immediate (ly), individual, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, parliament, privilege, recognise, restaurant, sacrifice, secretary, shoulder, signature, sincere (ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, twelfth, variety, yacht</i> • Spell words ending ‘-able/-ably’ and ‘-ible/-ibly’ • Add suffixes beginning with vowels to words ending in ‘-fer’ • Spell homophones with ‘ce’ and ‘se’. • Spell words with the suffix –ous • Spell words with the suffixes -tious and -cious • Spell homophones (<i>led/lead, steel/steal, alter/altar</i>) and tricky ‘ce’ and ‘se’ (practice / practise, licence / license, advice / advise, 	<p>To know how to:</p> <ul style="list-style-type: none"> • Spell common exception words: <i>accommodate, accompany, according, aggressive, amateur, apparent, appreciate, attached, average, awkward, cemetery, committee, competition, convenience, correspond, criticise, determined, develop, dictionary, embarrass, equip, equipped, equipment, exaggerate, forty, guarantee, harass, hindrance, interfere, interrupt, lightning, nuisance, opportunity, occupy, occur, persuade, physical, prejudice, profession, programme, pronunciation, queue, recommend, relevant, rhyme, thorough, vegetable, vehicle</i> • Spell words with -ough letter string • Spell words with endings which sound like /ʃəl/ (-tial and -cial) • Spell homophones and other words that are often confused (<i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit</i>) • Spell words ending in –ant, –ance/–ancy • Spell words ending in –ent, –ence/–ency 	<p>To know how to:</p> <ul style="list-style-type: none"> • Spell all year 5/6 common exception words • Utilise strategies for learning words from statutory word list and personal spelling logs • Spell commonly misspelt homophones • Utilise key strategies to proof-read work independently • Spell rare GPCs from statutory word list • Use etymology and morphology as strategies for spelling new words • Generate words from prefixes and roots

Composition

Plan	Draft and Write	Evaluate and Edit	Perform and Publish
<p>To know how to:</p> <ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary In writing 	<p>To know how to:</p> <ul style="list-style-type: none"> • Describe settings, characters and atmosphere and integrate dialogue 	<p>To know how to:</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others’ writing. 	<p>To know how to:</p> <ul style="list-style-type: none"> • Perform their own compositions, varying the intonation, volume, and

<p>narratives, consider how authors have developed characters and settings.</p>	<p>to convey character and advance the action in narratives.</p> <ul style="list-style-type: none"> • Précis longer passages. • Use a wide range of devices to build cohesion within and across paragraphs. • Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]. 	<ul style="list-style-type: none"> • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure the consistent or correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural. • Distinguish between the language of speech and writing and choose the appropriate register 	<p>movement with an awareness of audience.</p>
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Grammar

- By the end of Year 6, know how:
- Words are related by meaning as synonyms and antonyms [e.g. big, large, little]
 - To use the full range of noun phrases to create descriptions in fiction and non-fiction
 - To use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs
 - To use the past perfect tense [e.g. He had just arrived the house when the phone started to ring.
 - To use semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up]
 - To use a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes
 - To use the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up].
 - To use the colon to introduce a list and use of semi-colons within lists.
 - To punctuate of bullet points to list information.
 - Hyphens can be used to avoid ambiguity.
 - To create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation.
 - To use the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that...]
 - The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?]
 - The use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]
 - To link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis.
 - To use layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]

- Grammar Terminology:
- subject
 - object
 - active
 - passive

- synonym
- antonym
- ellipsis
- hyphen
- colon
- semi-colon
- bullet points