

Writing Knowledge and Skills Progression



'Inspiring and achieving success for all!'

Upton Cross Academy

Intent

At Upton Cross Academy, we aim to promote a love of writing and that children take pride in their accomplishments. We aim for the children acquiring a wide vocabulary (through other subjects) and understanding of grammar and structure.

- We fully understand that it is important that we recognise the importance of speaking and listening as a key tool for developing writing skills and being able to participate fully as a member of society.
- It is important that our children write clearly, accurately and coherently, adapting their language and style to suit a range of purposes and audiences.
- We aim to develop children's stamina for writing that is fluent and legible.

We build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at Upton Cross Academy and beyond.

Implementation

Elements of English (Reading, writing, phonics, spelling, speaking and listening) are dovetailed together to form National Curriculum Programmes of Study and Scheme of Work

- English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum.
- Writing is planned for using Pie Corbett's 'Talk 4 Writing' framework as it is based on the principles of how children work. Enabling children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. There are three clear sections to the writing process: **imitation, innovation and invention.**
- Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

Spelling



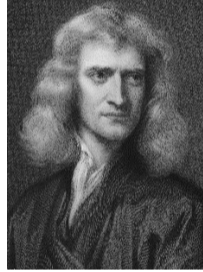





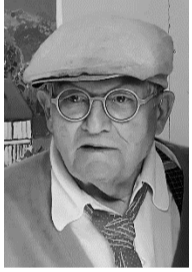
The journey of spelling begins in EYFS and through the **Read Write Inc** programme. This links with reading objectives and the systematic learning of phonics. Our expectation is that the children will be off the programme by the Spring Term of Year 2 and then there is the shift to Reading Vipers and Spelling Shed. The Shed enables the teacher to follow and practice the spelling patterns outlined in the National Curriculum.

We provide discrete spelling and handwriting sessions. Spelling Bee has been newly introduced as a tool to support the precision teaching of spelling within school and at home.

Feedback

We aim to provide immediate feedback and guidance to move writing on.

Characteristics of Learning

								
Ernest Shackleton I can find out and explore.	William Shakespeare I play with what I know.	Sir Isaac Newton I am willing to have a go.	Beatrix Potter I am involved and can concentrate.	Emmeline Pankhurst I keep on trying.	Kelly Holmes I enjoy achieving what I set out to do.	Steven Hawking I have my own ideas.	Isambard Brunel I make links in my learning.	David Hockney I choose ways to do things.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Termly assessment is showing that most children at Upton Cross are achieving in Literacy at age-related expectations. Each year we have children achieving at a greater depth in reading and writing at the end of EYFS/KS1 and are working hard to emulate that at the end of KS2. We hope that all the new literacy initiatives outlined above will help to boost children's learning and progress.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from Upton Cross to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Progression of Narratives

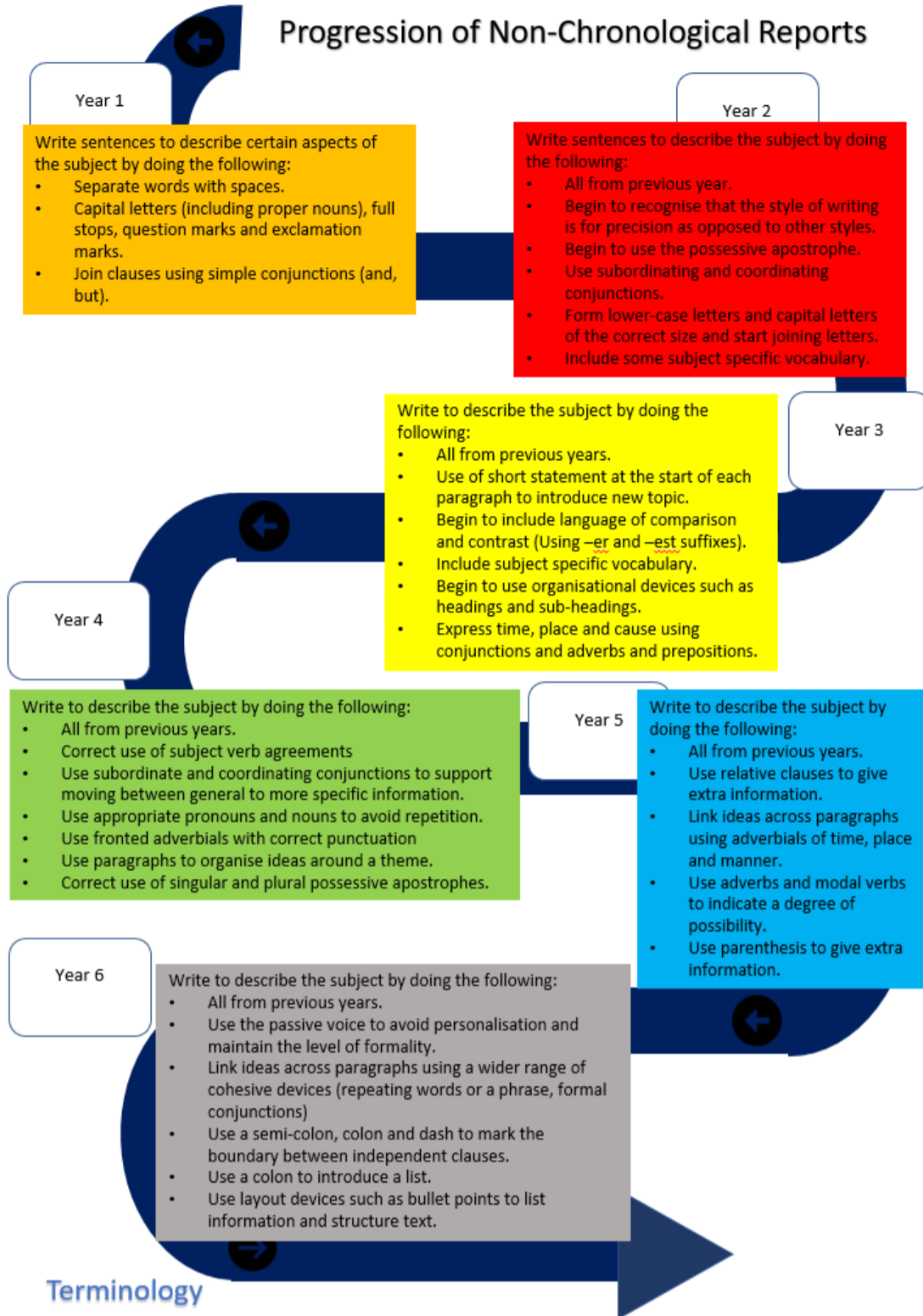
Progression of Narratives



Terminology

<p>Year 1</p> <p>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Year 2</p> <p>Noun, noun phrase, <u>statement</u>, question, exclamation, command compound, <u>suffix</u>, adjective, <u>adverb</u>, verb tense (<u>past</u>, <u>present</u>) apostrophe, comma.</p>	<p>Year 3</p> <p>Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Year 4</p> <p>Determiner pronoun, Possessive pronoun, adverbial.</p>	<p>Year 5</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.</p>
<p>Year 6</p> <p>Subject, <u>object</u> active, passive, <u>synonym</u>, <u>antonym</u>, <u>ellipsis</u>, <u>hyphen</u>, colon, semi-colon, <u>bullet points</u>.</p>				

Progression of Non-Chronological Reports



Terminology

<p>Year 1</p> <p>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Year 2</p> <p>Noun, noun phrase, <u>statement</u>, question, exclamation, command compound, <u>suffix</u>, adjective, <u>adverb</u>, <u>verb tense</u> (past, present) apostrophe, comma.</p>	<p>Year 3</p> <p>Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Year 4</p> <p>Determiner pronoun, Possessive pronoun, adverbial.</p>	<p>Year 5</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.</p>
<p>Year 6</p> <p><u>Subject</u>, <u>object</u> active, passive, <u>synonym</u>, <u>antonym</u>, <u>ellipsis</u>, <u>hyphen</u>, colon, semi-colon, <u>bullet points</u>.</p>				

Progression of Instruction Texts



Terminology

<p>Year 1</p> <p>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Year 2</p> <p>Noun, noun phrase, <u>statement</u>, question, exclamation, command compound, <u>suffix</u>, adjective, <u>adverb</u>, verb tense (<u>past</u>, <u>present</u>) apostrophe, comma.</p>	<p>Year 3</p> <p>Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Year 4</p> <p>Determiner pronoun, Possessive pronoun, adverbial.</p>	<p>Year 5</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.</p>
<p>Year 6</p> <p><u>Subject</u>, <u>object</u> active, passive, <u>synonym</u>, <u>antonym</u>, <u>ellipsis</u>, <u>hyphen</u>, colon, semi-colon, <u>bullet points</u>.</p>				

Progression of Recounts Texts

Progression of Recount Texts



Terminology

<p>Year 1</p> <p>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Year 2</p> <p>Noun, noun phrase, <u>statement</u>, question, exclamation, command compound, <u>suffix</u>, adjective, <u>adverb</u>, <u>verb tense (past, present)</u>, apostrophe, comma.</p>	<p>Year 3</p> <p>Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Year 4</p> <p>Determiner pronoun, Possessive pronoun, adverbial.</p>	<p>Year 5</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.</p>
<p>Year 6</p> <p><u>Subject object</u> active, passive, <u>synonym</u>, <u>antonym</u>, <u>ellipsis</u>, <u>hyphen</u>, colon, semi-colon, <u>bullet points</u>.</p>				

Progression of Persuasion Texts

Progression of Persuasion Texts



Terminology

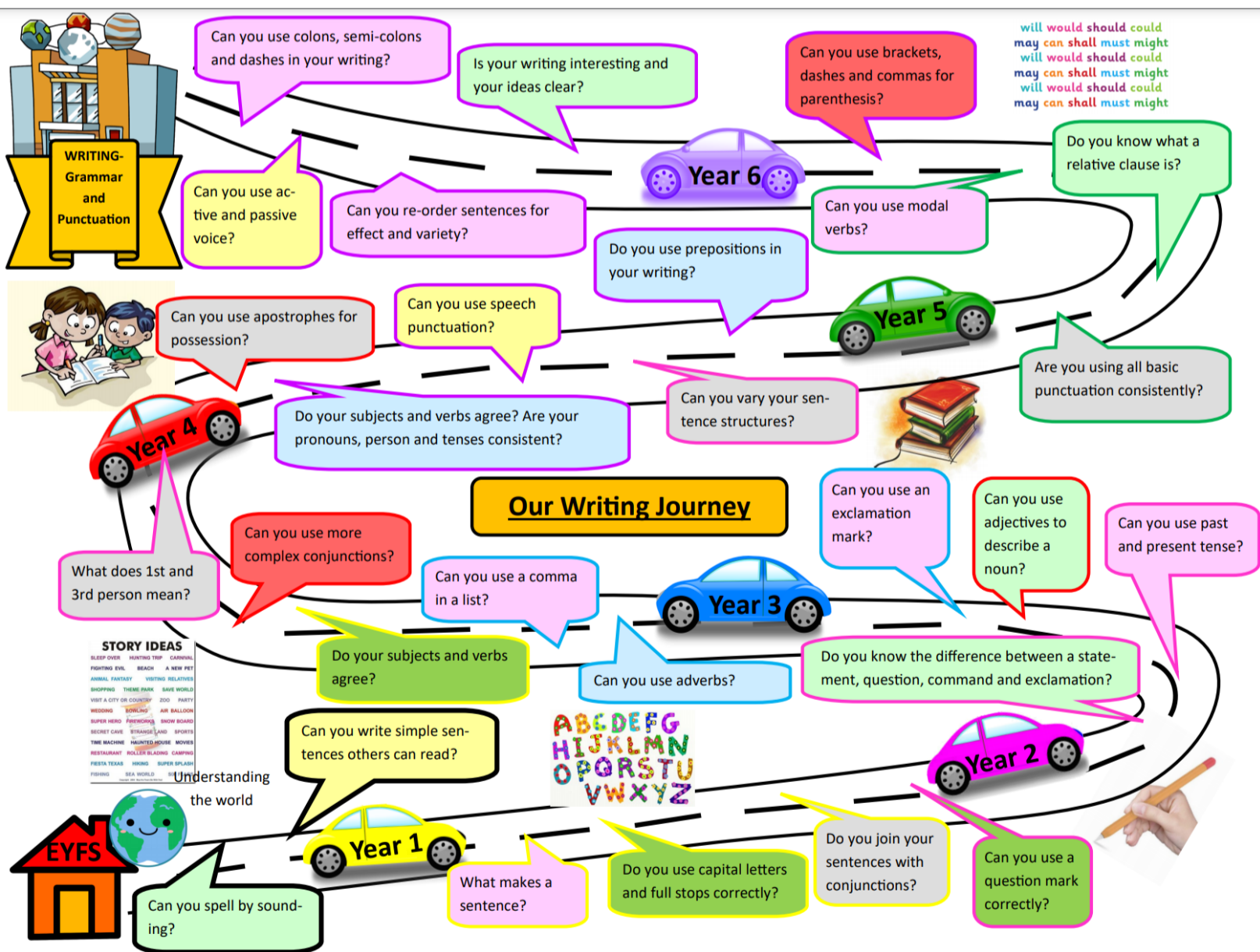
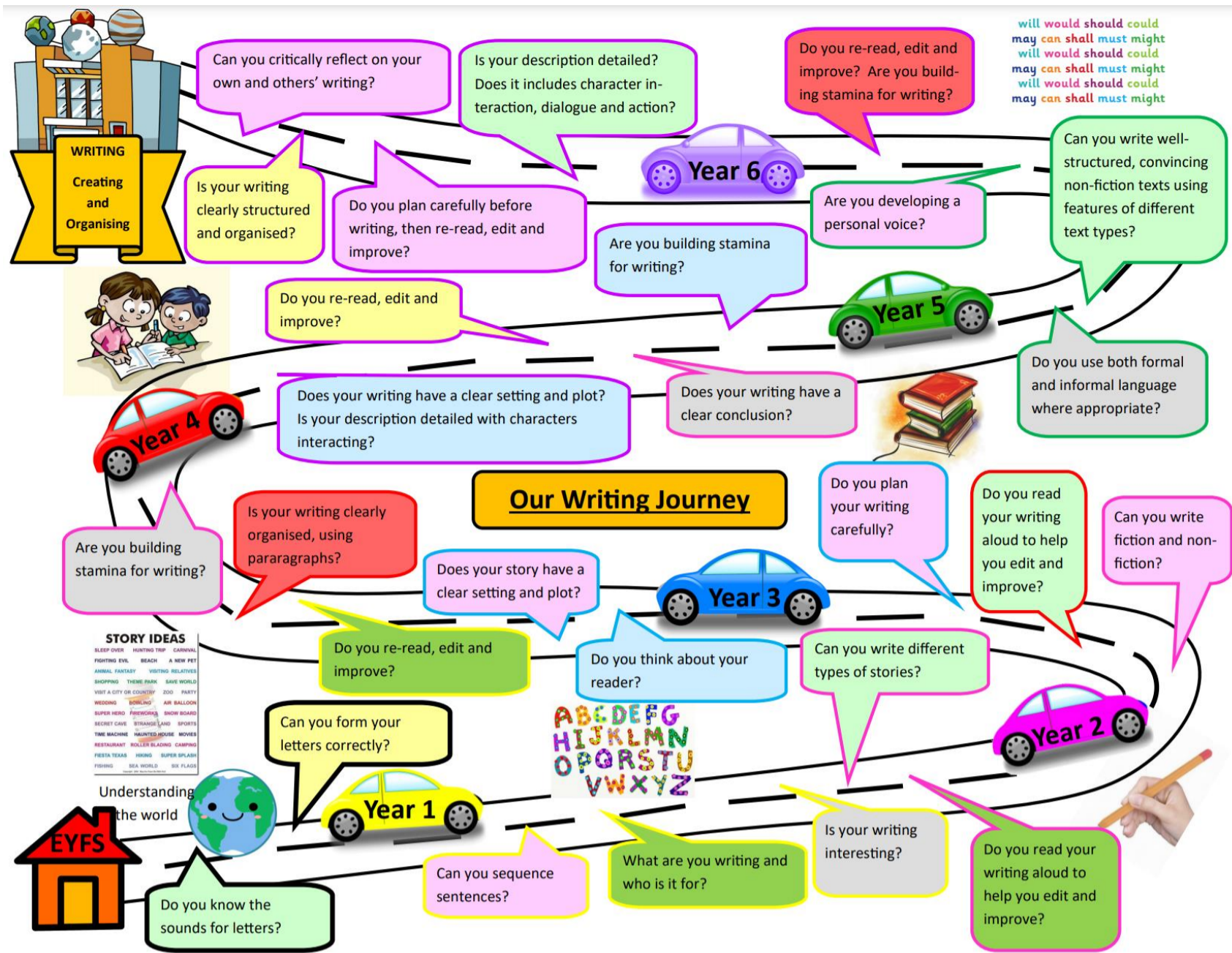
Year 1	Year 2	Year 3	Year 4	Year 5
Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, <u>statement</u> , question, exclamation, command compound, <u>suffix</u> , adjective, <u>adverb</u> , verb tense (<u>past</u> , <u>present</u>) apostrophe, comma.	Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	Determiner pronoun, Possessive pronoun, adverbial.	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.
Year 6				
Subject, object active, passive, <u>synonym</u> , <u>antonym</u> , <u>ellipsis</u> , <u>hyphen</u> , colon, semi-colon, <u>bullet points</u> .				

Progression of Explanation Texts



Terminology

<p>Year 1</p> <p>Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Year 2</p> <p>Noun, noun phrase, <u>statement</u>, question, exclamation, command compound, <u>suffix</u>, adjective, <u>adverb</u>, verb tense (<u>past</u>, <u>present</u>) apostrophe, comma.</p>	<p>Year 3</p> <p>Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Year 4</p> <p>Determiner pronoun, Possessive pronoun, adverbial.</p>	<p>Year 5</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity.</p>
<p>Year 6</p> <p><u>Subject</u>, <u>object</u> active, passive, <u>synonym</u>, <u>antonym</u>, <u>ellipsis</u>, <u>hyphen</u> colon, semi-colon, <u>bullet points</u>.</p>				



Key Stage 1

YEAR 1

Transcription	Handwriting
<p>Know how to spell words containing each of the 40+ phonemes already taught. Common exception words. The days of the week.</p> <p>Name the letters of the alphabet Name the letters of the alphabet in order Use letter names to show alternative spellings of the same phoneme.</p> <p>Add prefixes and suffixes Use the spelling rule for adding s or es for plural. Use the prefix un. Use the spelling rule for adding s or es for verbs in 3rd person singular. Add ing, ed, er, est where no change is needed to the root words.</p> <p>Apply simple spelling rules. Identify known phonemes in unfamiliar words. Use syllables to divide words. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (ie. letters that are formed in similar ways) and to practise these.</p>
	Vocabulary, punctuation and grammar
	<p>Learn spaces between words. Join words and sentences using <i>and</i>. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>
Composition	Terminology
<p>Write sentences. Say out loud what is to be written about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud writing clearly enough to be heard by their peers and the teacher.</p>	<p>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>

YEAR 2

Transcription	Handwriting
<p>Know how to spell Segment spoken words into phonemes and record these as graphemes. Spell many words correctly using segmenting. Learn additional alternative ways of spelling phonemes. Learn some words with different alternative spellings, including a few common homophones. Common exception words. Words with contracted forms. Recognise homophones and near-homophones.</p> <p>Add suffixes Spell longer words using suffixes such as ment, ness, ful, less, ly.</p> <p>Apply simple spelling rules. Identify known phonemes in unfamiliar words. Use syllables to divide words. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation. Form lower-case letters of the correct size relative to one another. Begin to use some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>
	Vocabulary, punctuation and grammar
	<p>Use both familiar and new punctuation correctly. Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences. Punctuate sentences using commas for lists. Punctuate sentences using apostrophes to mark contractions. Punctuate sentences using apostrophes to mark singular possession. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Develop sentence construction. Use different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify, eg. the blue butterfly. Use present and past tenses correctly and consistently including progression form. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Understand and begin to use some features of written Standard English.</p>
	Terminology
	<p>Verb, tense – past and present, adjective, noun, noun phrase, suffix, apostrophe, comma, compound, statement, question, exclamation, command. Understand the terminology. Use the terminology to talk about own writing.</p>
Composition	
<p>Develop positive attitudes towards and stamina for writing. Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes. Consider what they are going to write before beginning. Discuss ideas for the content of the writing. Plan the content of writing and write down ideas. Write down or annotate plan with key language and vocabulary. Formulate sentences which express their ideas for writing. Orally rehearse structured sentences or sequences of sentences. Make simple additions, revisions and corrections. Evaluate writing independently and/or with teacher. Evaluate writing with peers. Make improvements to writing after evaluation. Re-read to check that writing makes sense. Re-read to check that verbs indicating time are used correctly and consistently, including verbs in the continuous form. Proof-read to check errors in spelling, grammar and punctuation. Read aloud own writing with appropriate intonation to make the meaning clear.</p>	

Lower Key Stage 2

YEAR 3

Transcription	Handwriting
<p>Know how to spell Words with additional prefixes and suffixes and understand how to add them to root words. For example – form nouns using super, anti, auto. Recognise and spell additional homophones. For example – he'll, heel, heal.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Word families based on common words. For example solve, solution, solver. Spell identified commonly misspelt words from Year 3 and 4 word list.</p> <p>Apply spelling rules and strategies. Identify the root in longer words. Use syllables to divide words. Make analogies from a word already known to apply to an unfamiliar word.</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>Practise and develop fluency of joined script. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Increase legibility, consistency and quality of their handwriting: - downstrokes of letters are parallel and equidistant. -lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Composition	Vocabulary, punctuation and grammar
<p>Plan writing Look at and discuss models of writing of the text type, purpose and audience to be written, noting: -structure -grammatical features -use of vocabulary Discuss and record ideas for writing. Write down or annotate plan with key language and vocabulary.</p> <p>Draft and write Compose sentences using a wider range of structures. Make careful choices about vocabulary used. Orally rehearse structured sentences or sequences of sentences. Group related material together to form simple paragraphs. Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative, using simple organisational devices such as headings and sub-headings.</p> <p>Evaluate and edit Self-assess the effectiveness of writing. Assess writing with peers. Suggest improvements to writing. Make improvements by proposing changes to grammar and vocabulary to improve consistency, eg. the accurate use of pronouns in sentences.</p> <p>Proof-read to check for errors in spelling and punctuation errors.</p> <p>Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Develop understanding of grammatical features. Use a range of sentences with more than one clause by using a wider range of conjunctions, eg. when, if, because, although. Use the perfect form of verbs to mark relationships of time and cause. Use conjunctions, adverbs and prepositions to express time and cause. Indicate grammatical features with punctuation. Begin to use inverted commas to punctuate direct speech.</p>
	Terminology
	<p>Word family, conjunction, adverb, preposition, direct speech, inverted commas (or speech marks), consonant letter, vowel letter, clause, subordinate clause. Understand the terminology. Use the terminology to talk about own writing.</p>

YEAR 4

Transcription	Handwriting
<p>Know how to spell Words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian.</p> <p>Recognise and spell additional homophones. For example – accept and except, whose and who's.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary. Spell identified commonly misspelt words from Year 3 and 4 word list.</p> <p>Apply spelling rules and strategies. Identify the root in longer words. Use syllables to divide words. Make analogies from a word already known to apply to an unfamiliar word.</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>Practise and develop fluency of joined script. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Increase legibility, consistency and quality of their handwriting: -downstrokes of letters are parallel and equidistant. -lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Composition	Vocabulary, punctuation and grammar
<p>Plan writing Look at and discuss models of writing of the text type, purpose and audience to be written, noting: -structure -grammatical features -use of vocabulary Discuss and record ideas for writing. Write down or annotate plan with key language and vocabulary.</p> <p>Draft and write Compose sentences using a wider range of structures. Make careful choices about vocabulary used. Orally rehearse structured sentences or sequences of sentences. Organise writing in paragraphs with clear themes. Begin to open paragraphs with topic sentences. Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative, using organisational devices such as headings and sub-headings.</p> <p>Evaluate and edit Self-assess the effectiveness of writing. Assess writing with peers. Suggest improvements to writing. Make improvements by proposing changes to grammar and vocabulary to improve consistency, eg. the accurate use of pronouns in sentences.</p> <p>Proof-read to check for errors in spelling and punctuation errors.</p> <p>Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Develop understanding of grammatical features. Use a range of sentences with more than one clause. Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. Use fronted adverbials. Use expanded noun phrases with modifying adjectives and prepositional phrases eg, The strict teacher with the curly hair. Indicate grammatical features with punctuation. Use inverted commas to punctuate direct speech. Use other punctuation in direct speech, including a comma after the reporting clause. Use apostrophes to mark plural possession. Use commas after fronted adverbials.</p>
	Terminology
	<p>Pronoun, possessive pronoun, adverbial, determiner. Understand the terminology. Use the terminology to talk about own writing.</p>

Upper Ker Stage 2

YEAR 5

Transcription	Handwriting
<p>Know how to Form verbs with prefixes. For example, dis, de, mis, over and re.</p> <p>Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify. Understand the general rules for adding prefixes and suffixes above.</p> <p>Spell some words with 'silent' letters, eg. knight, psalm, solemn.</p> <p>Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from Year 5 and 6 word list.</p> <p>Understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus. Use a range of spelling strategies.</p>	<p>Write legibly fluently and with increasing speed.</p> <p>Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. Choose the writing implement that is best suited for a task (eg. quick notes, letters).</p>
Composition	Vocabulary, punctuation and grammar
<p>Plan writing Identify the audience for and purpose of the writing. Select the appropriate form and register for the audience and purpose of the writing. Note and develop initial ideas. Use knowledge of the writer's craft from their reading. Use knowledge from research. In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Draft and write Use the appropriate grammar and vocabulary for the audience and purpose. Understand how grammar and vocabulary choices can change and enhance meaning. Understand how grammar and vocabulary choices create impact on the reader. In narratives, integrate description, action and dialogue to convey character and plot. Précis short passages, conveying key information. Use a range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit Assess the effectiveness of their own and others' writing. Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and 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. Distinguish between the formal and informal spoken and written language.</p> <p>Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>	<p>Develop understanding of grammatical features. Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. Use cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie. omitted) relative pronoun.</p> <p>Indicate grammatical features with punctuation. Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.</p>
	Terminology
	<p>Relative, clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity. Understand the terminology. Use the terminology to talk about own writing.</p>

YEAR 6

Transcription	Handwriting
<p>Know how to Convert verbs into nouns by adding suffixes. For example, tion, ure.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Spell identified commonly misspelt words from Year 5 and 6 word list. Understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus. Use a range of spelling strategies.</p>	<p>Write legibly fluently and with increasing speed.</p> <p>Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. Choose the writing implement that is best suited for a task (eg. quick notes, letters).</p>
Composition	Vocabulary, punctuation and grammar
<p>Plan writing Identify the audience for and purpose of the writing. Select the appropriate form and register for the audience and purpose of the writing. Note and develop initial ideas. Use knowledge of the writer's craft from their reading. Use knowledge from research.</p> <p>Draft and write Use the appropriate grammar and vocabulary for the audience and purpose. Understand how grammar and vocabulary choices can change and enhance meaning to impact on the reader. In narratives, integrate description of settings, characters and atmosphere and dialogue to convey character and advance the action. Précis longer passages, conveying key information. Use a wide range of devices to build cohesion within and across paragraphs. Use organisational and presentational devices to structure text and to guide the reader. For example – headings, bullet points, underlining.</p> <p>Evaluate and edit Assess the effectiveness of their own and others' writing. Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and 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. Distinguish between the correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Proof-read to check for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</p>	<p>Develop understanding of grammatical features. Recognise the difference between vocabulary and structures that are appropriate for formal and informal speech and writing, including subjunctive. Use the subjunctive where appropriate in formal writing and speech. For example – If I were to insist, it is essential that he be available. Use passive verbs to affect the presentation of information in a sentence. Use expanded noun phrases to convey complicated information concisely.</p> <p>Indicate grammatical features with punctuation. Use hyphens to avoid ambiguity. Use semi-colons, colons or dashes to mark boundaries between main clauses. Use a colon to introduce a list. Punctuate bullet points consistently.</p>
	Terminology
	<p>Active and passive, subject and object, hyphen, antonym, synonym, colon, semi-colon, bullet points, ellipsis. Understand the terminology. Use the terminology to talk about own writing.</p>