



Updated 2022-23

## CURRICULUM SUMMARY English – Years 3-6 Overview

		Year 3	Year 4	Year 5	Year 6
English	Texts	<p><b>Autumn</b></p> <p>'Sand Wizards' by John Blake (a story with a similar setting) Fiction - Writing <i>Write two descriptions to show contrasting mood</i></p> <p>'Krindlekrax' by Philip Ridley Fiction - Writing <i>Letter of advice</i></p> <p>'A Tune of Lies' by Lou Kuenzler Fiction – Writing <i>Write a new ending to a play</i></p> <p>'Charlotte's Web' by E B White Non-fiction - Writing <i>Non-chronological report</i></p> <p><b>Spring</b></p> <p>'A Tale of Two Robots' by Roy Apps (sci-fi/fantasy) Non-Fiction – Writing <i>Write a balanced discussion</i></p> <p>'The Iron Man' by Ted Hughes Fiction – Writing <i>Diary entry</i></p> <p>'Water-Cycle' by Andrew Fuesk Peters (Poetry) Non-fiction – Writing <i>To write clear and useful explanations</i></p> <p>'Athena and Medusa' (Greek myth) Fiction - Writing <i>Change the ending to a story</i></p> <p><b>Summer</b></p> <p>'One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia' by Miranda Paul - Writing</p> <p>'The Ice Palace' by Robert Swindells Fiction – Writing <i>Write a speech</i></p> <p>'Smash and Grab!' by John Dougherty (mystery) Fiction – Writing <i>Write a mystery story</i></p> <p>'Planet Omar' by Zanib Mian Fiction - Writing</p> <p>'The Enchantress of the Sands' by</p>	<p><b>Autumn</b></p> <p>'Lost or Stolen?' by Narinder Dhama (a dilemma story) Fiction – Writing <i>Write a new chapter with a different dilemma and setting</i></p> <p>'Varjak Paw' by S F Said (children's fiction) Non-fiction Writing <i>To write letters in role</i></p> <p>'The Balloon' by Oscar Wilde/'My Sari' by Debjani Chatterjee/'At the End of the School Day' by Wes Magee (poetry) Non-fiction – Writing <i>To write an article in style of a recount</i></p> <p>'Tales Told in Tents' by Sally Pomme (stories from other cultures) Non-fiction Writing <i>Write a book review</i></p> <p><b>Spring</b></p> <p>'The Bogey Men and the Trolls Next Door' by Kaye Umansky (a story in narrative verse) Non-fiction – Writing <i>A letter of application</i></p> <p>'The Dancing Bear' by Michael Morpurgo Non-fiction Writing <i>To write a persuasive speech</i></p> <p>'The Fly and the Fool' by Lou Kuenzler (a playscript) Non-fiction – Writing <i>To create a report about Vietnam following research</i></p> <p>'Fly Eagle Fly' by Christopher Gregorowski (stories from other cultures) Fiction - Writing <i>To write a short parable</i></p> <p><b>Summer</b></p> <p>'Runaways' by Jim Eldridge (L&amp;L article) Non-fiction – Writing <i>To write a Victorian newspaper article</i></p> <p>'Street Child' by Bertie Doherty (children's fiction) Non-fiction - Writing <i>Write a comparative information text</i></p>	<p><b>Autumn</b></p> <p>'Prometheus &amp; Pandora' by Janey Pursglove (a myth) Fiction – Writing <i>To write an ending for a story from a character's point of view</i></p> <p>'Eye of the Wolf' by Daniel Pennac Fiction – Writing <i>Write a story in the style of an author</i></p> <p>'Macbeth' by William Shakespeare Non-fiction - Letter <i>Write an informal letter</i></p> <p>'Bling!' by Jon Blake (a modern retelling of a myth/dilemma story) Non-fiction – writing <i>Write a newspaper recount for younger readers</i></p> <p><b>Spring</b></p> <p>'Goodnight Stroud' by Pie Corbett, 'Last Night I saw the City Breathing' by Andrew Fusek Peters (poetry) Fiction – Writing <i>Write a persuasive presentation</i></p> <p>'The Adventures of Odysseus' by Hugh Lupton, Daniel Morden &amp; Christina Balit Greek Mythology Non-Fiction – Writing <i>To write a non-chronological report</i></p> <p>'This is Not a Fairy Tale' by Jeremy Strong Fiction (a significant children's author) – Writing <i>Write an episode of a story</i></p> <p><b>Summer</b></p> <p>'Snow White in New York' by Fiona French (picture book) Fiction - Writing <i>Rewrite a story with a new setting</i></p> <p>'Dragon Slayer' by Gill Howell (a story from another culture) Fiction – Writing <i>To write an adventure story</i></p> <p>'Rooftoppers' by Katherine Rundell Fiction – Writing</p>	<p><b>Autumn</b></p> <p>'Robin Hood and the Golden Arrow' by Geraldine McCaughrean (a legend) Narrative and alternative ending from a first person perspective</p> <p>'There's a Boy in the Girl's Bathroom' by Louis Sachar <i>Diary Entry and letter of complaint</i></p> <p>'Rose Blanche' by Christophe Gallaz and Roberto Innocenti (WW2 picture book) <i>Newspaper Report</i></p> <p>'Rabbit in Mixer Survives' by Roger McGough (poetry) <i>Poem</i></p> <p><b>Spring</b></p> <p>'Clockwork' by Philip Pullman <i>Recount and character profile</i></p> <p>'Gone Away!' By Lou Kuenzler (a story with flashbacks) <i>Narrative Flashback</i></p> <p>'A Midsummer's Night Dream' by William Shakespeare (a play) <i>Balanced argument</i></p> <p><b>Summer</b></p> <p>'Cosmic' by Frank Cottrell-Boyce – <i>Teacher foci selected</i></p> <p>'Pandora' Narrative <i>'Up'</i> <i>Letter and contemporary piece</i></p> <p><i>Newspaper article</i></p> <p>'Mars One' <i>Explanation</i></p> <p>'Scientist' <i>Biography</i></p> <p>Picture book narrative biography – 'Shackleton's Journey' by William Grill – <i>Teacher foci selected</i></p>

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	Jamila Gavin (folktale) Non-fiction – Writing <i>To write a biography</i>	'Sugarcane Juice' by Pratima Mitchell (stories from other cultures) Non-fiction – Writing <i>To write a trailer script to advertise a film</i>	<i>Setting description</i> 'Father's Day' by Lou Kuenzler (a playscript) Non-fiction – Writing <i>Write a balanced text</i>	
Guided reading texts	Fiction: 'Winne the Pooh' (children's classics) by A A Milne Poetry: 'Changing Guard at Buckingham Palace' (poetry) by A A Milne Fiction: 'Alice's Adventures in Wonderland' (children's classics) by Lewis Carroll Fiction: 'A Tale Dark and Grimm' (based on fairy tales) by Adam Gidwitz Fiction: 'The Miraculous Journey of Edward Tulane' by Kate DiCamillo Non-Fiction: 'A Life Story in Rock' – (Navigator - Believe It or Not) Fiction: 'The Jungle Book' by Rudyard Kipling (classics) Fiction: 'The Diary of a Wimpy Kid' by Jeff Kinney Non-Fiction: Malala's Speech (Malala Yousafzai)	Fiction: 'The Magician's Nephew' by C S Lewis Non-Fiction: 'Adaptations for Flying – Animal Adaptations' Poetry: 'Macavity the Mystery Cat' by T S Eliot Fiction: 'A Series of Unfortunate Events' by Lemont Snicket (pen name of Daniel Handler) Non-Fiction: 'Biography of Michael Morpurgo' Poetry: 'Forward' by Benjamin Zephaniah Fiction: 'Where the Mountain meets the Moon' by Grace Lin Non-Fiction: 'You're probably not brushing your teeth correctly' (article) Poetry: 'Jim' by Hilaire Belloc	Fiction: 'The Secret Garden' by Frances Hodgson Burnett Non-Fiction: 'Molecules of Life' (science text) Poetry: 'Matilda' by Hilaire Belloc Fiction: 'Walk Two Moons' by Sharon Creech Non-Fiction: 'Biography of Fiona French' (author of 'Snow White in New York') Poetry: 'Earth Song' (lyrics) by Michael Jackson Fiction: 'Wonder' by R. J. Palacio Non-Fiction: 'The King's Speech' (George VI – English for More Able Y5 version)	Fiction: 'Harry Potter and the Philosopher's Stone' J K Rowling Fiction: 'The Railway Children' Edith Nesbit Non-Fiction: 'WW2 newspaper article - from BBC on this day' (Article) Poetry: 'From a railway carriage' by Robert Louis Stevenson Fiction: 'Evolution of Calpurnia Tate' by Jacqueline Kelly Non-Fiction: 'Evolution' from Kingfisher Encyclopaedia Poetry: 'It's like that' by Maya Angelou Fiction: 'A Monster Calls' by Patrick Ness Non-Fiction: 'Barack Obama's Inauguration Speech' (speech) Poetry: 'Caged Bird' by Maya Angelou
Reading	Y1 – I can use my knowledge of root words to read out loud and to understand the meaning of new words. Y2 – I can use my knowledge prefixes and suffixes to read out loud and to understand the meaning of new words. Y3 – I can recognise exceptions to spelling rules and I understand that some words are not spelt the way they sound. Y4 – I have listened to and discussed fiction. Y5 – I have listened to and discussed poetry. Y6 – I have listened to and discussed plays. Y7 – I have listened to and discussed non-fiction. Y8 – I have listened to and discussed reference books. Y9 – I have read books with different structures. Y10 – I have read books that were written for a range of purposes. Y11 – I can use a dictionary to check the meaning of words that I have read.	G1 – I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words. G2 – I can recognise exceptions to spelling rules and I understand that some words are not spelt the way they sound. G3 – I have listened to and discussed fiction books. G4 – I have listened to and discussed poetry. G5 – I have listened to and discussed plays. G6 – I have listened to and discussed non-fiction and reference books. G7 – I have read books with different structures and can notice and explain the different organisational features. G8 – I have read books that were written for a range of purposes and can notice and explain the different organisational features. G9 – I can use a dictionary to check the meaning of words that I have read and explain the meaning in my own	B1 – I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words. B2 – I have read and discussed fiction books using information from the text to support my opinions. B3 – I have read and discussed poetry using information from the text to support my opinions. B4 – I have read and discussed plays using information from the text to support my opinions. B5 – I have read and discussed non-fiction and reference books using information from the text to support my opinions. B6 – I have read books with different structures and can notice and explain the different organisational features. B7 – I have read books that were written for a range of purposes and can notice and explain the different organisational features. B8 – I am familiar with myths and am able to discuss them with others.	I1 – I can use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words. I2 – I have read and discussed fiction, poetry, plays, non-fiction and reference books. I3 – I have read books with different structures and books that were written for a range of purposes and can explain my preferences. I4 – I am familiar with myths, and can discuss them in detail using evidence from the text while also recognising similarities and differences with other texts from my wider reading. I5 – I am familiar with legends and can discuss them in detail using evidence from the text while also recognising similarities and differences with other texts from my wider reading. I6 – I am familiar with traditional stories and can discuss them in detail using evidence from the text while also recognising similarities and differences with other texts from my wider reading.

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	<p>Y12 – I have read fairy stories and can tell other people about them.</p> <p>Y13 – I have read myths and can tell other people about them.</p> <p>Y14 – I have read legends and can tell other people about them.</p> <p>Y15 – I can recognise themes and conventions in different books.</p> <p>Y16 – I can read poems and play scripts out loud using intonation, tone, volume and actions effectively.</p> <p>Y17 – I can discuss interesting words and phrases in books.</p> <p>Y18 – I can recognise different poetic forms.</p> <p>Y19 – I can discuss my understanding of books and explain the meaning of words in context.</p> <p>Y20 – I can ask questions to improve my understanding of a text.</p> <p>Y21 – I can interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text.</p> <p>Y22 – I can predict what might happen in a story based in what the writer says and suggests.</p> <p>Y23 – I can identify and summarise the main ideas from several paragraphs of a text.</p> <p>Y24 – I can identify how language affects meaning.</p> <p>Y25 – I can identify how structure affects meaning.</p> <p>Y26 – I can identify how presentation affects meaning.</p> <p>Y27 – I can pick out and write down information from non-fiction texts.</p> <p>Y28 – I can discuss books that have been read to me.</p> <p>Y29 – I can discuss books that have I have read and listen to other people's opinions about them.</p>	<p>words to somebody else.</p> <p>G10 – I have read fairy stories and can tell other people about them, explaining my favourite characters and my likes and dislikes.</p> <p>G11 – I have read myths and can tell other people about them, explaining my favourite characters and my likes and dislikes.</p> <p>G12 – I have read legends and can tell other people about them, explaining my favourite characters and my likes and dislikes.</p> <p>G13 – I can recognise themes and conventions in different books and explain them to someone else.</p> <p>G14 – I can read poems and play scripts put loud, using intonation, tone, volume and actions effectively.</p> <p>G15 – I can discuss interesting words and phrases used in books and explain the affect that they have on the reader.</p> <p>G16 – I can recognise different poetic forms and discuss their features.</p> <p>G17 – I can discuss my understanding of books and explain the meaning of words in context.</p> <p>G18 – I can ask questions to improve my understanding of a text.</p> <p>G19 – I can interpret characters' feelings, thoughts, and motives from their actions and back this up using evidence from the text in the form of quotations.</p> <p>G20 – I can predict what might happen in a story based on what the writer says and suggests.</p> <p>G21 – I can identify and summarise the main ideas from several paragraphs of a text.</p> <p>G22 – I can identify how language, structure and presentation affect meaning.</p> <p>G23 – I can pick out and write down information from a range of non-fiction texts.</p> <p>G24 – I can discuss books that have been read to me and books that I have read justifying my point of view, and listen to other people's opinions about</p>	<p>B9 – I am familiar with legends and am able to discuss them with others.</p> <p>B10 – I am familiar with modern fiction and am able to discuss it with others.</p> <p>B11 – I am familiar with fiction from our literary heritage and books from other cultures and can discuss them with others.</p> <p>B12 – I can recommend books to other people and give reasons for my choices using information from the text.</p> <p>B13 – I can recognise themes and conventions in different books.</p> <p>B14 – I can compare a book with another book and make comparisons within a book.</p> <p>B15 – I have learnt a range of poetry off by heart and can perform to an audience.</p> <p>B16 – I can read poems and play scripts out loud for performance, using intonation, tone, volume and actions effectively.</p> <p>B17 – I can discuss my understanding of books and explain the meaning of words in context.</p> <p>B18 – I can ask questions to improve my understanding of a text.</p> <p>B19 – I can interpret characters' feelings, thoughts and motives from their action and back this up with evidence from a text.</p> <p>B20 – I can predict what might happen in a story based on what the writer has implied.</p> <p>B21 – I can identify and summarise the main ideas from several paragraphs in a text and give evidence to back up these ideas. To do this I use quotations and paraphrasing.</p> <p>B22 – I can identify how structure and presentation affect meaning.</p> <p>B15 – I can discuss and assess how authors use language, and consider the impact on the reader.</p> <p>B23 – I can tell the difference between statements of fact and statements of opinion.</p> <p>B24 – I can pick out, write down and present information from non-fiction texts.</p>	<p>I7 – I am familiar with modern fiction and can discuss them in detail using evidence from the text while also recognizing similarities and differences from my wider reading.</p> <p>I8 – I am familiar with fiction from our literary heritage and books from other cultures and can discuss them in detail using evidence from the text while also recognising similarities and differences from my wider reading.</p> <p>I9 – I can recommend books to other people and give detailed reasons for my choices including information about plot, characters, setting and author's use of language.</p> <p>I10 – I can recognise and discuss themes and conventions in different books.</p> <p>I11 – I can compare a book with another book and make comparisons within a book including points made about: author, plot, characters, setting, use of language, chapter organisation, structure and impact on the reader.</p> <p>I12 – I have learnt a range of poetry off by heart and can perform these to a range of audiences.</p> <p>I13 – I can read poems and play scripts out loud for performance, using intonation, tone, volume and actions effectively to engage an audience.</p> <p>I14 – I can discuss my understanding of books and explain the meaning of words in context.</p> <p>I15 – I can ask a range of questions to improve my understanding of a text.</p> <p>I16 – I can interpret characters' feelings, thoughts and motives from their action and justify this with evidence from a text. (using the PEE approach)</p> <p>I17 – I can use inference and deduction to predict what might happen in a story.</p> <p>I18 – I can identify and summarise the main ideas from several paragraphs in a text and give evidence to justify these ideas. To do this I use quotations and paraphrasing succinctly.</p> <p>I19 – I can identify how structure and presentation affect meaning and the</p>
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			them.	<p>B25 – I can discuss books that have been read to me and books that I have read, and challenge other people's views politely.</p> <p>B26 – Following research of a topic, I can explain, discuss and present my findings in a variety of ways. I can challenge other people's views about my chosen topic politely.</p> <p>B27 – I can back up my views with relevant evidence.</p>	<p>impact of this on the reader.</p> <p>I20 – I can discuss and assess how authors use language, and consider the impact on the reader.</p> <p>I21 – I can tell the difference between statements of fact and statements of opinion and explain how we can use this information to deduce the writer's thoughts about the theme of the book.</p> <p>I22 – I can pick out, write down and present information from non-fiction texts in my own words, using a range of sources.</p> <p>I23 – I can discuss books that have been read to me and books that I have read using evidence, and challenge other people's views politely.</p> <p>I24 – Following research of a topic, I can explain, discuss and persuasively present my findings in a variety of ways. I can challenge other people's views about my chosen topic politely with contradictory evidence.</p> <p>I25 – I can justify my views with relevant evidence in a succinct fashion.</p>
Writing	<p>Y1 – Use prefixes and suffixes and understand how to add them.</p> <p>Y2 – Spell further homophones.</p> <p>Y3 – Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Y4 – Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Y5 – Join my letters correctly so that I can join up my writing.</p> <p>Y6 - Plan my writing by discussing writing that is similar to what I am writing.</p> <p>Y7 - Plan my writing by discussing and recording ideas.</p> <p>Y8 – Use varied vocabulary in my writing.</p> <p>Y9 – Write in paragraphs.</p> <p>Y10 - Create settings, characters and plot in my stories.</p> <p>Y11 – Use headings and subheading in non-fiction writing.</p> <p>Y12 - Evaluate and edit my writing but saying how effective it is and making suggestions about how it can be</p>	<p>G1 – Use prefixes and suffixes and understand how to add them.</p> <p>G2 – Spell further homophones.</p> <p>G3 – Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>G4 – Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>G5 – Consistently use joined up handwriting.</p> <p>G6 - Plan my writing by discussing writing that is similar to what I am writing and learn from its structure, vocabulary and grammar.</p> <p>G7 - Plan my writing by discussing and recording ideas.</p> <p>G8 – Use varied and rich vocabulary in my writing.</p> <p>G9 – Write in paragraphs, developing links between my paragraphs and writing them around a theme.</p> <p>G10 - Create settings, characters and plot in my stories.</p> <p>G11 – Use a range of organisational</p>	<p>B1 – Use prefixes and suffixes and understand how and when to add them.</p> <p>B2 – Spell some words with 'silent' letters e.g. knight, solemn</p> <p>B3 – Distinguish between homophones and other words which are often confused: advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p>B4 – Use dictionaries to check the spelling and meaning of words.</p> <p>B5 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>B6 - Use a thesaurus.</p> <p>B7 – Consistently use neat and stylized joined up handwriting.</p> <p>B8 - Plan my writing by: identifying the audience for my writing; the purpose of my writing and the form it will be written in.</p> <p>B9 - Plan my writing by noting and developing my initial ideas (drawing on reading and research where necessary).</p>	<p>I1 – Use prefixes and suffixes and understand how and when to add them.</p> <p>I2 – Spell some words with 'silent' letters e.g. knight, solemn</p> <p>I3 – Distinguish between homophones and other words which are often confused: advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</p> <p>I4 – Use dictionaries to check the spelling and meaning of words.</p> <p>I5 - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I6 - Use a thesaurus.</p> <p>I7 – Consistently use neat and stylised joined up handwriting adapting my style to suit the task e.g. for note taking or labelling.</p> <p>I8 - Plan my writing by: identifying the audience for my writing; the purpose of my writing and the form it will be written in.</p> <p>I9 - Plan my writing by noting and developing my initial ideas (drawing on</p>	

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	<p>improved.</p> <p>Y13 - Proof-read my writing to correct spelling and punctuation errors.</p> <p>Y14 - Read aloud my own writing to a group using a voice that makes the listening interested.</p> <p>Y15 – Use more sophisticated connectives in compound and complex sentences e.g. although, whilst, after, before, so.</p> <p>Y16 - Choose nouns or pronouns appropriately in my writing making sure that they are clear and are not repetitive.</p> <p>Y17 - Use time adverbs e.g. then, soon, next.</p> <p>Y18 – Use prepositions e.g. before, after, during, in.</p> <p>Y19 - Use the possessive apostrophe with singular and plural nouns.</p> <p>Y20 - Use inverted commas to punctuate direct speech.</p> <p>Y21 – Punctuate sentences accurately with full stops, capital letters, question marks and exclamation marks.</p> <p>Y22 – Use the following words when talking about my writing: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.</p>	<p>devices to structure non-fiction writing e.g. headings, subheadings and bullet points.</p> <p>G12 - Evaluate and edit my writing but saying how effective it is and making suggestions about how it can be improved.</p> <p>G13 – Evaluate and edit my writing by suggesting changes I can make to my grammar and vocabulary.</p> <p>G14 - Proof-read my writing to correct spelling and punctuation errors.</p> <p>G15 - Read aloud my own writing to a group or the whole class using the right intonation, tone and volume.</p> <p>G16 – Use more sophisticated connectives in compound and complex sentences e.g. although, whilst, after, before, so.</p> <p>G17 - Choose nouns or pronouns appropriately in my writing making sure that they are clear and are not repetitive.</p> <p>G18 - Use noun phrases e.g. the strict maths teacher with curly hair.</p> <p>G18 – Use adverbial phrases at the start of sentences (fronted adverbial) e.g. later that day, after a while.</p> <p>G20 – Use commas accurately after a fronted adverbial e.g. quickly, carefully,</p> <p>G21 – Punctuate direct speech accurately with commas and inverted commas.</p> <p>G22 – Punctuate sentences accurately with full stops, capital letters, question marks and exclamation marks.</p> <p>G23 - Use the following words when talking about my writing: determiner, pronoun, possessive pronoun, adverbial.</p>	<p>B10 - Plan your writing by imitating the style and language of a known author to help me develop character, setting and atmosphere.</p> <p>B11 – Use precise and rich vocabulary in my writing.</p> <p>B12 – Draft and write by describing settings, characters and atmosphere and integrating dialogue to allow your reader to make inferences from your writing.</p> <p>B13 – Develop cohesion between paragraphs and sentences using adverbials of time, place and number e.g. then, first, next, later, nearby.</p> <p>B14 – Use a range of organizational devices to structure non-fiction writing e.g. heading, subheadings, columns and bullet points.</p> <p>B15 - Evaluate and edit writing by assessing the effectiveness of my own and others' writing.</p> <p>B16 - Evaluate and edit my writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>B17 - Evaluate and edit my writing making sure that I have used the correct tense consistently.</p> <p>B18 - Evaluate and edit my writing ensuring that I have the correct subject and verb agreement when using singular and plural</p> <p>B19 - Proof-read my writing to check for spelling and punctuation errors.</p> <p>B20 - Perform my own writing using the appropriate intonation, volume, and movement so that the meaning is clear.</p> <p>B21 - Use expanded noun phrases in my writing.</p> <p>B22 - Use modal verbs or adverbs e.g. might, should, will, must, perhaps, surely</p> <p>B23 - Use relative clauses in sentences beginning with who, which, where, when and whose.</p> <p>B24 - Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>B25 - Use brackets, dashes or commas to indicate parenthesis.</p> <p>B26 - Use a colon to introduce a list.</p> <p>B27 - Use the following words when</p>	<p>reading and research where necessary).</p> <p>I10 - Plan your writing by imitating the style and language of a known author to help me develop character, setting and atmosphere.</p> <p>I11 – Use precise and rich vocabulary, including subject specific vocabulary, in my writing to enhance meaning.</p> <p>I12 – Draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in my stories.</p> <p>I13 – Develop cohesion between paragraphs and sentences using a range of appropriate words and phrases e.g. on the other hand, in contrast, as a consequence.</p> <p>I14 – Use a range of organizational devices to structure non-fiction writing e.g. heading, subheadings, columns, bullet points, underlining and tables.</p> <p>I15 - Evaluate and edit writing by assessing the effectiveness of my own and others' writing.</p> <p>I16 - Evaluate and edit my writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I17 - Evaluate and edit my writing making sure that I have used the correct tense consistently.</p> <p>I18 - Evaluate and edit my writing ensuring that I have the correct subject and verb agreement when using singular and plural</p> <p>I19 - Proof-read my writing to check for spelling and punctuation errors.</p> <p>I20 - Perform my own writing using the appropriate intonation, volume, and movement so that the meaning is clear.</p> <p>I21 - Use expanded noun phrases in my writing to convey complicated information concisely.</p> <p>I22 – Use the passive voice e.g. I broke the window in the greenhouse vs The window in the greenhouse was broken by me.</p> <p>I23 - Use commas to clarify meaning or avoid ambiguity in writing.</p>
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