


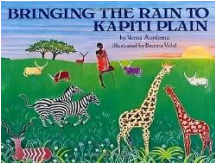
St. Bartholomew's Long Term Plan (Writing)

Acorn

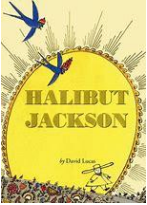
Autumn Term

Text	Writing Outcomes	Sentence	Text	Punctuation
<p>Autumn 1 (2 weeks)</p>	<p>WHERE THE WILD THINGS ARE</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p>	<p>Prime Area: Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 		<p>Specific Area: Literacy</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.

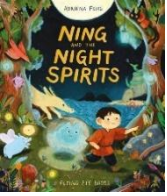

St. Bartholomew's Long Term Plan (Writing)

		<p>To use and to join words To use simple adjectives</p>	<p>To sequence key events in a story To create a simple story plan To change part of a well known story and create own story plan</p>	<p>Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people</p>
<p>Autumn 2 (2 weeks)</p>		<p>Prime Area: Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Specific Area: Literacy</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	


St. Bartholomew's Long Term Plan (Writing)

Autumn 2 (2 weeks)		<p>Prime Area: Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Specific Area: Literacy</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others 	
		<p>Year 1 Sentence Join words using <i>and</i></p>	<p>Text Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)</p>	<p>Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people</p>

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<p>Autumn 2 (2 weeks)</p>		<p>Prime Area: Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Specific Area: Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. ELG: Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	
		<p>Year 1 Sentence Apply taught graphemes to spell unknown words To verbalise a simple sentence To write a simple sentence To use simple adjective to describe To use it to avoid repetition</p>	<p>Text To describe a character's appearance To sequence sentences to write a description of a character</p>	<p>Punctuation To use CL and FS</p>
<p>Autumn 2 (2 weeks)</p>		<p>Prime Area: Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth 	<p>Specific Area: Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes 	

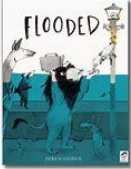
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Autumn 2 (2 weeks)		<p>exchanges with their teacher and peers.</p> <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>and poems and during role-play. ELG: Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others 		
		<p>Sentence</p> <p>To verbalise sentence</p> <p>To write a sentence with capital letters and full stops</p> <p>To use and to join clauses</p>	<p>Text</p> <p>To describe ideas and thoughts</p> <p>To write in role</p> <p>To write a set of simple instructions</p> <p>To plan and write an information leaflet</p>	<p>Punctuation</p> <p>To use capital letters and full stops</p> <p>To use question marks</p>	
		<p><u>EYFS SPECIFIC AREA – Literacy:</u></p> <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. <p><u>PRIME AREA – Communication and Language:</u></p> <p>Speaking:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 			
		<p>Year 1</p> <p>Sentence</p> <p>Join words and clauses using <i>and</i></p>	<p>Text</p> <p>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and</p>	<p>Punctuation</p> <p>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</p>	


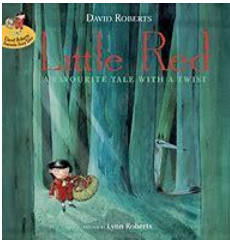
St. Bartholomew's Long Term Plan (Writing)

			adjectives by adding the prefix un-	
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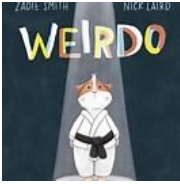
Spring Term

Spring 1		<p>EYFS SPECIFIC AREA – Literacy</p> <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. <p>Speaking:</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 		
		<p>How words can combine to make sentences • Joining words and joining clauses using and</p>	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
		<p>Prime Area: Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and 	<p>Specific Area: Literacy</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 	

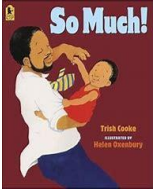
St. Bartholomew's Long Term Plan (Writing)

	<p>small group interactions;</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 		
	<p>Year 1 Sentence Join words and clauses using</p>	<p><i>and</i> Text Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the</p>	<p>prefix un- Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</p>	
<p>Spring 1</p>		<p>Prime Area: Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently 	<p>Specific Area: Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; 	

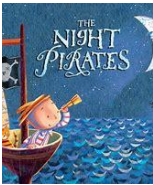
St. Bartholomew's Long Term Plan (Writing)

		<p>introduced vocabulary;</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
	<p>Sentence</p> <ul style="list-style-type: none"> To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question To verbalise and write a simple command To use adjectives to describe 	<p>Text</p> <ul style="list-style-type: none"> To write from the viewpoint of a character To write a simple recipe To change elements of a known story to plan and write own story To sequence sentences to form short narratives 	<p>Punctuation</p> <ul style="list-style-type: none"> To use capital letters and full stops To use question marks
Spring 2		<p>Prime Area: Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of 	<p>Specific Area: Literacy</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are

St. Bartholomew's Long Term Plan (Writing)


		conjunctions, with modelling and support from their teacher.	correctly formed; <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
		<p>Sentence</p> <ul style="list-style-type: none"> To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question To use adjectives to describe To use and to join ideas and clauses 	<p>Text</p> <ul style="list-style-type: none"> To write from the viewpoint of a character To change elements of a known story to plan and write own story To sequence sentences to form short narratives
		<p>Prime Area: Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	<p>Specific Area: Literacy</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others
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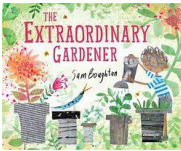
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		<p>Prime Area: Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Specific Area: Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	
		To verbalise a simple sentence To write a simple sentence To verbalise and write a simple question To use adjectives to describe To use and to join ideas and clauses To use un prefix To use and to join ideas and clauses.	Text To write from the viewpoint of a character To change elements of a known story to plan and write own story To sequence sentences to form short narratives	Punctuation To use capital letters and full stops To use question marks

Summer Term

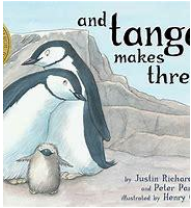
St. Bartholomew's Long Term Plan (Writing)

Summer 1		<p>Prime Area: Communication and Language</p> <p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 			<p>Specific Area: Literacy</p> <p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 		
		<p>Year 1 Sentence</p> <p>Join words and clauses using <i>and</i></p>	<p>Text</p> <p>Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Punctuation</p> <p>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>			

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Summer 1		<p>Prime Area: Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Specific Area: Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
Summer 2		<p>Prime Area: Communication and Language ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; 	<p>Specific Area: Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced

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- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Year 1

Sentence

Join words and clauses using
and
Use simple description

Text

Sequence sentences to form short narratives (link ideas or events by pronoun)

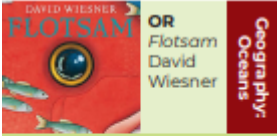
Punctuation

Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark


St. Bartholomew's Long Term Plan (Writing)

Oak Class

Autumn Term

Text	Writing Outcomes	Sentence	Text	Punctuation
<p>Autumn 1 3 weeks</p>	 <p>15 sessions, 3 weeks</p> <p>Sequels (mystery narratives) Postcards, setting descriptions, non-chronological reports, message in a bottle letters</p>	<p>Year 2 To use conjunctions (and, but, because) To start to recognise the 4 different types of sentence (focus on questions, statements) Recognise and write noun phrases</p>	<p>Group related ideas</p>	<p>Use commas to separate ideas in a lists To use capital letters and full stops</p>
		<p>Year 3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Group related ideas into paragraphs</p>	<p>Use commas to separate ideas in a lists To correct sentence punctuation</p>
		<p>Year 4 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Fronted adverbials [for example, Later that day, I heard the bad news.] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Use of paragraphs to organise ideas around a theme</p>	<p>Use of commas after fronted adverbials</p>

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		<p>Year 5 Use devices to build cohesion within a paragraph Use relative clauses with who, which, where, when, whose, that or an omitted relative pronoun</p>	Organise paragraphs around a theme with more focus on complex structures	Use commas to clarify meaning or avoid ambiguity
		<p>Year 6 Use devices to build cohesion within a paragraph Use relative clauses with who, which, where, when, whose, that or an omitted relative pronoun</p>	Organise paragraphs around a theme with more focus on complex structures Use layout devices	Use commas to clarify meaning or avoid ambiguity
Autumn 1		<p>Year 2 To use conjunctions (and, but, because) To start to recognise the 4 different types of sentence (focus on questions, statements) Recognise and write noun phrases To recognise simple adverbs of manner</p>	<p>To make predictions based on evidence To write consistently in the past tense (simple past tense changes – ed) Write from the view point of a character Write in first person Start to group similar information together</p>	<p>To use question marks and full stops to demarcate sentences To use commas for lists</p>
		<p>Year 3 Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Introduction to paragraphs as a way to group related material Write consistently in the correct tense</p>	<p>To start to recognise speech punctuation</p>


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	<p>Year 4</p> <p>To use conjunctions to create multi-clause sentences</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Text</p> <p>To create inference statements based on evidence</p> <p>To use the present perfect tense</p>	<p>Punctuation</p> <p>To use inverted commas and other punctuation to indicate direct speech</p> <p>To use commas after fronted adverbial</p>
	<p>Y5</p> <p>To use fronted adverbials</p> <p>To use expanded noun phrases to convey complicated information concisely</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to 	<p>Accurately use speech punctuation</p> <p>Use commas to clarify meaning or avoid ambiguity</p>

St. Bartholomew's Long Term Plan (Writing)

			enhance effects and clarify meaning	
		<p>Year 6 To use modal verbs To use relative clauses To use more advanced descriptive devices – metaphors, personification and similes Use expanded noun phrases to convey complicated information concisely. Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Use commas to clarify meaning or avoid ambiguity Use hyphens to avoid ambiguity</p>
<p>Autumn 2 3 weeks</p>		<p>Year 2 To use conjunctions but, because, and, so To write and use expanded noun phrases To write questions</p>	<p>Writing (Composition) Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing about real events • Writing for different purposes 	<p>To use commas for lists To use correct sentence punctuation for questions and commands</p>

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	 <p>OR <i>The Matchbox Diary</i> Paul Fleischman</p> <p>15 sessions, 3 weeks</p> <p>Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file</p>	<p>To write commands</p>	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating 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-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. 	
	<p>Year 3</p> <p>Use a or an according to whether the next work begins with a consonant or vowel.</p> <p>Express time, place and cause using conjunctions or prepositions</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<p>Text</p> <p>Writing (Composition)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Discussing and recording ideas Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an 	<p>Punctuation</p> <p>To use commas in a list</p> <p>To use inverted commas</p>	

St. Bartholomew's Long Term Plan (Writing)

		<p>increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	
	<p>Year 4 Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their 	<p>Writing (Composition) Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Discussing and recording ideas Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by: Assessing the effectiveness of their</p>	<ul style="list-style-type: none"> • Using commas after fronted adverbials • Using and punctuating direct speech


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		writing and reading.	<p>own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • 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 	
		<p>Year 5</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely <p>Use devices to build cohesion within the paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number,</p> <p>Use relative clauses</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, 	Use commas to clarify meaning and avoid ambiguity

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		<p>Year 6 Use expanded noun phrases to convey complicated information concisely Use devices to build cohesion within the paragraph Link ideas across paragraphs using a wider range of cohesive devices. Use relative clauses</p> <ul style="list-style-type: none"> • Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>grammar and punctuation to enhance effects and clarify meaning</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Use commas and hyphens to avoid ambiguity To use brackets, dashes or commas to indicate parenthesis</p>
<p>Autumn 2</p>		<p>Year 2 To write questions To use full stops and question marks To use a range of conjunctions (but, because, and)</p>	<p>To ask questions To make simple revisions and corrections</p>	<p>To use commas in a list To use correct punctuation for sentence Use possessive apostrophe to show singular possession</p>

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	 <p>Until I Met Dudley Roger McGough and Chris Riddell</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science Investigations</p> <p>10 sessions, 2 weeks</p> <p>Two explanation texts - formal and informal Letters, short explanatory paragraphs</p>	<p>Year 3</p> <p>To use conjunctions to explain and describe</p> <p>To use conjunctions to create subordinate clause sentences</p> <p>To use prepositions to show cause and effect and to add detail to sentences</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>To ask questions based on specific topics</p> <p>To start to use paragraphs</p> <p>To write an opening paragraph using conjunctions to explain cause and effect</p>	<ul style="list-style-type: none"> • Indicating possession by using the possessive apostrophe with plural nouns
	<p>Year 4</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>]• Using conjunctions, adverbs and prepositions to express time and cause</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<p>Writing (Composition)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Discussing and recording ideas Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> • Proposing changes to grammar and vocabulary to improve consistency, 	<ul style="list-style-type: none"> • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns 	

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			<p>including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • 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 	
		<p>Year 5</p> <p>To use relative clauses beginning with who, which, where, when, whose</p> <p>Extend the range of sentences with more than one clause by using a range of conjunctions.</p> <ul style="list-style-type: none"> • Learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Use inverted commas and other speech punctuation</p> <p>Use commas to avoid ambiguity in writing</p>

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		<p>Year 6</p> <p>To use expanded noun phrases to convey complicated information concisely Use passive verbs Use relative clauses Extend the range of sentences with more than one clause.</p> <ul style="list-style-type: none"> • Learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use colon to introduce lists</p>

St. Bartholomew's Long Term Plan (Writing)

Spring Term

Spring 1		Year 2 To write exclamation sentences To use statements, exclamations and questions To use conjunctions (when, if) To create expanded noun phrases	Writing (Composition) Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • Writing about real events • Writing for different purposes Consider what they are going to write before beginning by: <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> • Evaluating 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-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. 	Punctuation To use exclamation sentences To use correct punctuation for sentence type. To use commas for lists
		Year 3 To use a range of sentence types Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. 	Plan writing by: <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: <ul style="list-style-type: none"> • Organising paragraphs around a theme • In non-narrative material, using 	To use correct sentence punctuation (capital letter, full stop, question mark, exclamation mark)


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		<p>the teacher expanded to: the strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<p>simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggest improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation Read aloud their own writing to a group or whole class 	
		<p>Year 4</p> <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Fronted adverbials [for example, Later that day, I heard the bad news.] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> Organising paragraphs around a theme In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggest improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation Read aloud their own writing to a group or whole class 	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech Indicating possession by using the possessive apostrophe with plural nouns

St. Bartholomew's Long Term Plan (Writing)

		<p>Year 5• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Write sentences with more than one clause using a range of conjunctions Link ideas across a paragraph using adverbials Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas</p>
		<p>Year 6 se relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Write sentences with more than one clause using a range of conjunctions Recognise vocabulary and structures of formal speech and</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Use colons to introduce lists Use brackets, dashes or commas to indicate parenthesis Use semi-colons to mark boundaries between independent clauses</p>

St. Bartholomew's Long Term Plan (Writing)

		<p>writing including the subjunctive forms</p> <p>Use passive verbs</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	
	 <p>Own version narratives about kindness Letters, first person recounts, diaries, letters, posters, reports</p>	<p>Year 2</p> <p>To add suffix – ment and –ness</p> <p>To use expanded noun phrases</p> <p>To write in the present tense (present progressive)</p> <p>To use different sentence types.</p>	<p>To change parts of a known story to create own story</p> <p>To use story language and vocabulary</p> <p>Make simple additions, revisions and corrections</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>To use correct sentence punctuation</p>
		<p>Year 3</p> <p>To add suffix –ness and –ment</p> <p>To use prepositions to create noun phrases in a description</p> <p>To write in the present perfect tense</p> <p>To use variety of sentence forms to create dialogue</p>	<p>To plan a story using the main events of a known narrative.</p> <p>Start to organise paragraphs around key events or sections</p> <p>To proof-read for spelling and punctuation</p> <p>To make revisions and corrections</p>	<p>To use inverted commas</p> <p>To use correct punctuation for sentence type.</p>
		<p>Year 4</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions [for 	<p>Writing (Composition) Plan writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in 	<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech

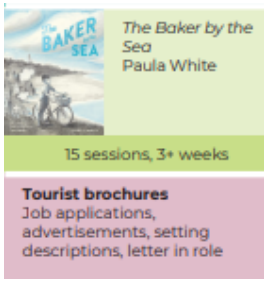
St. Bartholomew's Long Term Plan (Writing)

	<p>example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>order to understand and learn from its structure, vocabulary and grammar Draft and write by: • Organising paragraphs around a theme Evaluate and edit by: • Assessing the effectiveness of their own and others' writing and suggest improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation • Read aloud their own writing to a group or whole class</p>	<ul style="list-style-type: none"> • Use of commas after fronted adverbials • Introduction to inverted commas to punctuate direct speech
	<p>Year 5 Use relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun.</p> <p>To use modal verbs to indicate degrees of possibility To identify antonyms and synonyms of words</p> <p>To use personified phrases to create literary language</p> <p>To use relative clauses to make inference statements</p> <p>To turn adjectives into nouns using –ate, –ise and –ify</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across 	<p>To use brackets, dashes or comms to indicate parenthesis</p>

St. Bartholomew's Long Term Plan (Writing)

		<p>features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>paragraphs</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	
		<p>Year 6</p> <p>Use modal verbs and adverbs to indicate degrees of possibility</p> <p>Recognise vocabulary and structures for formal speech and writing, including subjunctive form</p> <p>Use passive verbs</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Use semi-colons to mark boundaries between independent clauses</p>

St. Bartholomew's Long Term Plan (Writing)

		 <p>Year 2 Use conjunctions (when, if or) To write commands To write exclamation sentences To write expanded noun phrases To write in the present tense</p>	<p>To group similar information into sections To start to use sub-headings. To discuss writing that is similar to learn from structure, vocabulary and grammar Discuss and record ideas Assess effectiveness of own and others' writing</p>	<p>To use correct punctuation for sentence To use commas in lists To use possessives for contraction</p>
	<p>Year 3 Use conjunctions effectively to persuade To write commands To use different sentence types to persuade To write expanded noun phrases To write in the present perfect tense</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvement 	<p>To use correct punctuation for sentence To use apostrophes for contraction</p>	
	<p>Year 4 Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] • Expressing time, place and cause using Use of commas after fronted adverbials conjunctions [for example, when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>To use commas after fronted adverbials To use apostrophes for contraction</p>	

St. Bartholomew's Long Term Plan (Writing)

		<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense Introduction to paragraphs as a way to group related material <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> Fronted adverbials [for example, Later that day, I heard the bad news.] 	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvement 	
		<p>Year 5</p> <p>To use metaphors</p> <p>To include quotations in non fiction writing</p> <p>To use the present perfect and modal verbs</p> <p>To use the present perfect tense when writing in third and first person</p> <p>To use relative clauses</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to 	<p>To use a semi-colon to introduce a list</p>

St. Bartholomew's Long Term Plan (Writing)

			enhance effects and clarify meaning	
		<p>Year 6</p> <p>Use passive verbs</p> <p>Variety of verb forms used correctly and consistently including the progressive and present perfect form</p> <p>Use relative clauses</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>an their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	Use colons or dashes to mark boundaries between independent clauses

Summer Term

		<p>Year 2</p> <p>To write in the correct tense (including past and present progressive)</p>	<p>Writing (Composition)</p> <p>Develop positive attitudes towards and stamina for writing by:</p>	To use apostrophe for singular possession and contraction
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St. Bartholomew's Long Term Plan (Writing)



To use adverbs
 To use expanded noun phrases
 To use different types of sentence

- Writing about real events
 - Writing for different purposes
- Consider what they are going to write before beginning by:
- Planning or saying out loud what they are going to write about
 - Writing down ideas and/or key words, including new vocabulary
 - Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
- Evaluating 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-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
 - Read aloud what they have written with appropriate intonation to make the meaning clear.

- Using the present progressive tense
- Using conjunctions and adverbs to express time, place and cause
- Using adverbs for time, place and manner
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g.

- Writing (Composition) Plan their writing by:
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - Discussing and recording ideas

To use singular and possessive apostrophe
 To use commas for lists

St. Bartholomew's Long Term Plan (Writing)

	<p>the teacher expanded to the strict maths teacher with curly hair) •</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	
	<ul style="list-style-type: none"> • Using the present progressive tense • Using conjunctions and adverbs to express time, place and cause • Using fronted adverbials for time, place and manner • Using commas after fronted adverbials • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) • 	<p>Writing (Composition) Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an 	<ul style="list-style-type: none"> • Using commas after fronted adverbials To use possessive apostrophes To use speech punctuation


St. Bartholomew's Long Term Plan (Writing)

			<p>increasing range of sentence structures English appendix 2</p> <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	
		<p>Year 5 Variety of verb forms used including present perfect tense. Use modal verbs to indicate degrees of possibility. Use descriptive tools – expanded noun phrases, metaphor, personification Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey 	<p>Use semi –colon to introduce lists. To use brackets, dashes or commas for parenthesis</p>

St. Bartholomew's Long Term Plan (Writing)

			<p>character and advance the action</p> <ul style="list-style-type: none"> • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	
		<p>Use modal verbs or adverbs to indicate degrees of possibility Use passive verbs Variety of verb forms used correctly and consistently including the progressive and present perfect form</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of 	<p>Use colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use a semi-colon within lists.</p>

St. Bartholomew's Long Term Plan (Writing)

			<p>their own and others' writing</p> <ul style="list-style-type: none"> Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	
	 <p>Jabberwocky Lewis Carroll</p> <p>10 sessions, 2 weeks</p> <p>Nonsense poems Performance poetry, explanatory descriptions</p>	<p>To use a range of sentence types To write expanded noun phrases To add -ly to adjective to create adverbs</p>	<p>To discuss and recognise a nonsense poem To use a known poem to create their own nonsense poem</p>	To use single possessive apostrophe
		<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) <ul style="list-style-type: none"> Use adverbs of time and place 	<p>To discuss and recognise a nonsense poem To use a known poem to create their own nonsense poem</p>	To use single and plural possessive apostrophe
		<ul style="list-style-type: none"> Expressing, soon, therefore], or prepositions [for example, before, after, during, in, because of] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<p>Writing (Composition) Plan writing by:</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <p>Draft and write by:</p> <ul style="list-style-type: none"> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) In narratives, creating settings, characters and plot Evaluate and edit by: <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve 	To use single and plural possessive apostrophe

St. Bartholomew's Long Term Plan (Writing)

			consistency, including the accurate use of pronouns in sentences	
	<p>Use a greater range of descriptive and figurative devices – personification, metaphor, similes, onomatopoeia</p> <p>Use of noun phrases to write concisely</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	To use a range of taught punctuation	
	<p>Year 6</p> <p>Use a greater range of descriptive and figurative devices – personification, metaphor, similes, onomatopoeia</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for 	<p>To use a range of taught punctuation</p> <p>Use hyphens to avoid ambiguity</p>	

St. Bartholomew's Long Term Plan (Writing)

		<p>Use of noun phrases to write concisely</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	<p>their own</p> <ul style="list-style-type: none">• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none">• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• Précising longer passages• Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• Assessing the effectiveness of their own and others' writing• Proposing changes to	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>
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St. Bartholomew's Long Term Plan (Writing)