



## WPA English Overview

### **There are 3 parts to the English curriculum: Spoken Language, Reading and Writing**

#### Intent statement

At Wantage Primary Academy, we believe that a quality English curriculum should develop children's love of reading, writing and discussion and enable them to access and explore big ideas about the world. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We aim to inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We recognise that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. Through our English curriculum, we support children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

#### Implementation

Our English curriculum is delivered using the National Curriculum English Programme of Study. The Early Learning Goals are followed in the Foundation Stage and become more formal ensure continuity and progression from the Early Years Foundation stage through to the National Curriculum. We use the Centre for Literacy in Primary Education as a basis for our English texts and structural ideas for lessons. This gives each year group a vast range of enriching texts to choose from, all suggested by CLPE for their ability to deepen their appreciation and engage with a variety of writers. The children have an English lesson every day with these high-quality texts driving the themes of their learning. They are exposed to a wide range of adventurous vocabulary, increasingly sophisticated and diverse, which in turn they then incorporate in their writing.

We have a rigorous English curriculum which provides many purposeful opportunities for reading, writing and discussion.

Our curriculum closely follows the aims of the National Curriculum for English which aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In addition to daily English lessons, children excel in early reading through the use of SSP (Supersonic Phonic Friends) phonics programme from Nursery – Year 2 and continue to develop a range of reading skills, as well as a love of reading through guided reading sessions and book share (see our Reading overview for full information).

#### Impact

As a result of our well-developed curriculum, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Our children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Our ongoing assessments and attainment at the end of EYFS and KS1 demonstrate our impact and our well-planned curriculum will ensure this continues throughout KS2. Pupil voice carried out shows children are enthusiastic and confident within English.

See our approach to reading and phonics on our 'English Reading curriculum' document

## WPA's English Writing Curriculum

Our Writing curriculum is rooted in reading, with all writing opportunities linked to a high-quality class text. Our writing lessons ensure that our children have exposure to a wide range of genres and learn to write for different audiences and purposes. In order to make secure links between writing and reading, pupils are made aware that they should 'read as a writer' and 'write as a reader'. In grammar sessions, the children are taught the knowledge of grammatical features they will need to apply to their writing; these then feed into the unit. This ensures that they make purposeful links and build on the skills they have learnt in order to progress. Our use of core books to drive each term's learning means that purposeful cross-curricular links can be made with children have extended writing opportunities in other subjects. Each year group have a yearly overview of the writing genres, narrative, non-fiction and poetry. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and four weeks to complete, and the outcome of each unit will be a Hot Write which will be used to assess the pupil's skills against the agreed success criteria.

### The Writing Process

As a school, we draw on examples, extracts and models from high-quality texts and use discussion and reading so that the children absorb and use exemplary models of writing. They will dissect and evaluate these models, analysing the grammatical features, language and tools that make the piece of writing a success. The rules for writing are the non-negotiable year group expectations we expect the children to include in their pieces of work, whilst the tools are the genre specific grammatical features that the children should include.

The next step in the writing process is the planning stage, where the children formulate their ideas, vocabulary and secure their understanding of the grammatical concepts they will need to use.

As the writing process continues, the teacher models writing and the children take part in shared and guided writing opportunities. When the children write independently, they may use strategies of imitation or innovation, where they change some elements of an original piece or where they are expected to have planned a new piece of writing based on the model genre. Through KS2, we expect that the children will be confident in selecting their own writing genres to present their work based on a given stimulus, whilst keeping their audience in mind.

Editing within writing is a key skill taught to all pupils and the children use editing pens and success criteria to support them with this. They are encouraged to explain and reason why they have edited particular parts of their work.

Classrooms are inviting, vocabulary rich environments, where pupils feel comfortable to ask questions and share ideas; they are places where great examples and hard work within writing are celebrated.

At WPA, we aim to teach children to become confident and competent writers. Throughout EYFS, Key Stage One and Key Stage Two, the children are given opportunities to write for a range of purposes, genres and audiences. The children have the chance to revisit writing for a certain purpose (in English lessons and in foundation subjects) to demonstrate progression and application in their writing.

The four writing purposes used are writing to entertain, to inform, to persuade and to discuss. In **KS1, we focus on the purposes of Writing to Entertain and Writing to Inform. As they move through KS2, pupils write to: Entertain, Inform, Persuade and Discuss.**

The text types are broken into three genres: Narrative, Non-fiction and poetry. Each of these genres has then been sub-divided into specific text types such as adventure stories, explanation text or a specific form of poetry, e.g. haiku.

Writing to Entertain includes: a range of narratives, setting descriptions, character descriptions, a range of poetry, speaking in role and character monologues

Writing to inform includes: recounts, letters, instructions, non-chronological reports, newspaper reports and explanation text

Writing to persuade includes: letters, campaigns, speeches and advertisements

Writing to discuss includes: balanced argument, reviews and reports

When planning and teaching, staff use our 'Progression in different text types' document to ensure they are teaching to the required learning and there is clear progression throughout the school from year-year (including EYFS).

### **Spelling**

In EYFS and KS1, the children learn to spell as part of their daily phonics lessons where they learn to apply the sounds taught (see phonics planning). In all other areas of the curriculum, the children are encouraged to apply their phonic knowledge when writing independently.

For Year 1-6, we have a clear progression of spelling expectations in line with the National Curriculum. The spelling objectives are taught initially through Supersonic Phonic Friends (Nursery – Year 2). In the summer term of Year 2, the children then move onto 'No Nonsense spelling' which focuses on the teaching of spelling: knowledge and conventions, patterns and rules and the learning of spellings: statutory words, common exception words and personal spellings. The structure of each 'No Nonsense' lesson is: Revise, Teach, Practise, Apply, Assess. Each week, the children will complete a weekly spelling test. For those children on SEND plans, spellings may be personalised to individual children's needs and objectives.

Word lists and visual prompts are used in classrooms to assist children with their spelling. In all work, spelling is given a high priority. Children are encouraged to use different strategies to help them spell correctly including phonics, use of word lists or mats and dictionaries. When marking work teachers pick out spellings for children to correct based on spelling patterns and non-negotiables. Children will then select the spellings from the resources provided to self-correct.

### **Handwriting**

Our aim is to ensure that every pupil develops a neat, fluent style of handwriting using continuous cursive letters as this will lead to them producing letters and words automatically in their independent writing. For most this will happen by the end of Year 1 and for those with specific difficulties, interventions will take place.

Handwriting is taught daily, in Early Years and Key Stage 1, through explicit teacher modelling of letter formation and building to a cursive style. We use Letter Join script. The individual letters are taught first, with their correct sound and letter name, before the children apply this knowledge to cursive joins. Lead-in lines are taught once pupils are secure in the correct letter formation. We recognise that handwriting is closely linked with spelling, therefore, the practising of key word/rules and year group statutory and non-statutory words also occurs in the context of handwriting lessons, once children are competent in the correct individual letter formation.

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic	Super Duper Me!	Let's celebrate	Magical Monsters	Twinkle Twinkle	Down at the bottom of the garden	All creatures great and small
	Core Texts	What Makes me a ME? Super Dooper Me Titch My Five Senses The Little Red Hen Pumpkin Soup Family books (non-fiction)	The Tiger Who Came to Tea Elmer Can't You Sleep Little Bear? My Shadow The Gingerbread Man Stickman	A Home in the Snow The Colour Monster Goldilocks and the Three Bears Zog Monster! The Three Billy Goats Gruff One Springy day	How to Catch a Star On the Moon The Way Back Home Whatever Next Goodnight Spaceman Aliens Love Underpants Q Pootle 5	The Three Little Pigs Rumble in the Jungle The Animal Boogie Blue Chameleon We're Going on a Lion Hunt Commotion in the Ocean The Blue Giant	The Very Busy Spider Jack and the Beanstalk Jasper's Beanstalk Superworm Butterfly The Very Hungry Caterpillar
	Key skills	Distinguishes between the different marks they make.		Gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Can copy or trace some written letters		Gives meaning to marks they make as they draw, write and paint. Uses some clearly identifiable letters to communicate meaning Writes own name Hears and says the initial sound in words. Can recognise and write some initial sounds	

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Topic	Marvellous Me!	Terrific Tales	Amazing Animals	Come Outside	Ticket to Ride	Fun at the Seaside
	Core Texts	Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat	The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tige who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler
	Key skills	<ul style="list-style-type: none"> <li>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</li> <li>Writing initial sounds and simple captions.</li> <li>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</li> </ul>		<ul style="list-style-type: none"> <li>Writing some of the tricky words such as I, me, my, like, to, the.</li> <li>Writing CVC words, Labels using CVC, CVCC, CCVC words.</li> <li>Creating own story maps, writing captions and labels, writing simple sentences.</li> <li>Writing short sentences to accompany story maps.</li> </ul>		<ul style="list-style-type: none"> <li>Story writing / fact writing</li> <li>Writing sentences using a range of tricky words that are spelt correctly (phase 2, 3 and some phase 4)</li> <li>Use full stops, capital letters and finger spaces. Innovation of familiar texts</li> <li>Using familiar texts as a model for writing own stories.</li> </ul>	

		<ul style="list-style-type: none"> <li>Help children identify the sound that is tricky to spell.</li> <li>Sequence the story</li> <li>Write a sentence (using phase 2 sounds)</li> </ul>	<ul style="list-style-type: none"> <li>Labels and captions – life cycles</li> <li>Recount our trip</li> <li>Character descriptions</li> <li>Write 2 sentences</li> </ul>				
Year 1 A	<b>Topic</b>	This is Wantage!		Happily ever after	Take a walk on the wild side	Incredible Me!	
	<b>Core texts</b>	Out and about: poems by Shirley Hughes (poetry)  The Secret Sky Garden By Linda Sarah (narrative)	Claude in the City by Alex T Smith (Contemporary Fiction)	Tales of Wisdom and Wonder by Hugh Lupton  Rapunzel by Bethan Woollvin (Traditional tale) and other traditional tales	Mama Miti. Wangari Maathai and the Trees of Kenya (African narrative)  Lila and the secret of rain by David Conway (fiction)	The Lonely Beast by Chris Judge (Contemporary Fiction)	The Robot and the bluebird by David Lucas (Contemporary Fiction)  PHSE and Science topic books (non-fiction)
	<b>Narrative</b>	Setting descriptions	Stories with familiar settings  Character/Setting Description	Traditional narratives	Diary entry	Stories from other cultures	Dilemma stories
	<b>Non-fiction</b>	Letters	Reports	Letters and invites Recounts	Non-chronological report	Explanation texts	Instructions
	<b>Poetry</b>	Senses poems					Pattern and rhyme
<b>Year</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 1 B	<b>Topic</b>	London's Burning		Frozen Planet		Marvellous Machines	
	<b>Core texts</b>	Red in the City  Halibut Jackson by David Lucas (traditional tale)	The Great Fire of London by George Szirtes / Emma Adams  London topic books	The Emperor's Egg by Martin Jenkins (non-fiction)	10 Things I Can Do to Help My World By Melanie Walsh (information text)	Traction Man (contemporary fiction)	A Necklace of Raindrops (fiction) By Joan Aiken
	<b>Narrative</b>	Traditional tales	Setting descriptions	Sequenced narrative		Third person narrative	First person narrative
	<b>Non-fiction</b>	Recount invites	Information texts	Non-chronological reports Instructions	Letters Newspaper reports Information texts	Newspaper report Instructions	Instructions (linked to topic) Recount
	<b>Poetry</b>		Performance poetry				List poems
<b>Year</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 2 A	<b>Topic</b>	This is Wantage!		Happily ever after	Take a walk on the wild side	Incredible Me!	
	<b>Core texts</b>	Out and about: poems by Shirley Hughes (poetry)	Claude in the City by Alex T Smith (Contemporary Fiction)	Tales of Wisdom and Wonder by Hugh Lupton	Mama Miti. Wangari Maathai and the Trees of Kenya (African narrative)	The Lonely Beast by Chris Judge (Contemporary Fiction)	The Robot and the bluebird by David Lucas (Contemporary Fiction)

		The Secret Sky Garden By Linda Sarah (narrative)		Rapunzel by Bethan Woollvin (Traditional tale) and other traditional tales	Lila and the secret of rain by David Conway (fiction)		PHSE and Science topic books (non-fiction)
	<b>Narrative</b>	Setting descriptions	Stories with familiar settings  Character/Setting Description	Stories about fantasy worlds  Traditional narratives	Diary entry	Stories from other cultures	Dilemma stories
	<b>Non-fiction</b>	Letters	Newspaper	Letters and invites Recounts	Non-chronological report	Explanation texts	Instructions
	<b>Poetry</b>	Senses poems					Pattern and rhyme
<b>Year</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 2 B	<b>Topic</b>	London's Burning		Frozen Planet		Marvellous Machines	
	<b>Core texts</b>	Red in the City  Halibut Jackson by David Lucas (traditional tale)	The Great Fire of London by George Szirtes / Emma Adams  London topic books	The Emperor's Egg by Martin Jenkins (non-fiction)	10 Things I Can Do to Help My World By Melanie Walsh (information text)	Traction Man (contemporary fiction)	A Necklace of Raindrops (fiction) By Joan Aiken
	<b>Narrative</b>	Traditional tales	Setting descriptions	Sequenced narrative		Third person narrative	First person narrative
	<b>Non-fiction</b>	Recount	Information texts	Non-chronological reports Instructions	Letters Newspaper reports Information texts	Newspaper report Instructions	Instructions (linked to topic)
	<b>Poetry</b>		Performance poetry				List poems and repeated verse
<b>Year</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 3	<b>Topic</b>	Dawning of the Ages - Stone Age to the Iron Age		Where in the world are we?		A step back in time – Rotten Romans	
	<b>Core texts</b>	Stone Age Boy  Stone Girl, Bone Girl	Pebble in my pocket  Beneath my feet	The Iron Man by Ted Hughes ( <i>Classic Texts/Modern Classics</i> )	Gregory Cool  Belonging (picture book)	The wolf's footprint	The Miraculous Journey of Edward Tulane
	<b>Narrative</b>	First person narrative	Journey narrative  Character/Setting Description	Character description  Adventure and mystery narrative	Diary entry  Stories from different cultures	Stories with historical settings	Narratives  Setting descriptions
	<b>Non-fiction</b>	Newspaper reports  Persuasive writing	Information texts	Letters and invites  Instructions and recipes	Non-chronological report	Explanation texts  Letters	Instructions
	<b>Poetry</b>	Kennings				Poetry - Limericks	Pattern and rhyme
<b>Year</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 4	<b>Topic</b>	What happened when the Romans left Britain?		Europe		Down the river and up the mountain	

	<b>Core texts</b>	Arthur and the Golden Rope by Joe Todd Stanton	Beowulf	The Wild Robot by Peter Brown	Lob by Linda Newbery	Varjak Paw by S.F. Said and Dave McKean	Mousehole Cat by Antonia Barber
	<b>Narrative</b>	Character description Historical Narrative	Setting description Myths and legends	Diary entries	Writing in role	Fantasy story	First and third person narrative
	<b>Non-fiction</b>		Newspaper reports	Explanation texts Non-chronological reports	Persuasive letter	Advertisement	
	<b>Poetry</b>				Metaphors and simile poems		Onomatopoeia – consonant clusters
<b>Year</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 5	<b>Topic</b>	Raging Rivers & Fantastic Pharaohs: Ancient Egypt		Our land – local Geography land use		Home and Away	
	<b>Core texts</b>	Journey to the River Sea by Eva Ibbotson		Floodland by Marcus Sedgewick	Tom's midnight garden by Philippa Pearce	Shakleton's journey by William Grill	Rooftoppers by Katherine Rendell
	<b>Narrative</b>	Setting and character descriptions	Diaries	First person narrative	Mystery narratives		Writing in role
	<b>Non-fiction</b>	Explanation text	Persuasive letter	Non-chronological reports	Speeches and debates	Instructions Newspaper reports	Valid arguments
	<b>Poetry</b>		Classics			Figurative language poems	
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Year 6	<b>Topic</b>	It's All Greek to me!		The wider world - Tectonic plates and climate Zones		TBC - Based on knowledge, interest and assessment	
	<b>Core texts</b>	The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit	Troy by Adèle Geras	Stormbreaker by Anthony Horowitz Mourning Dove		Cosmic Disco by Grace Nicholls Highway Man	
	<b>Narrative</b>	Traditional tale voice	Description and inner monologues	Stories from differing viewpoints	Flashback narratives		Playscripts
	<b>Non-fiction</b>	Balanced arguments	Discussion text	Biographies		Reviews	Speeches Debates
	<b>Poetry</b>	Rhyming patterns			Free verse	Performance poetry	

### Whole School Overview (EYFS detailed breakdown below)

<b>WPA ENGLISH OVERVIEW</b>	<b>EYFS</b>	<b>Key Stage 1</b>		<b>Lower Key Stage 2</b>		<b>Upper Key Stage 2</b>	
	By the end of Reception (ELG)	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>

## Writing – handwriting

Letter forming	Write recognisable letters, most of which are correctly formed	form lower-case letters and form some capitals, digits 0-9	lower-case letters of similar size, appropriate spacing	increase legibility, consistency and quality	increase legibility, consistency and quality	write legibly and fluently with increasing speed and personal style	write legibly and fluently with increasing speed and personal style
Joining	Consistently sit letters on the lines, using 'Letter Join' formations; begin to lead-in lines if appropriate	Joining letters using Letter join script diagonal and horizontal strokes to join letters	Joining letters using Letter join script diagonal and horizontal strokes to join letters; know that capitals are not joined	understand which letters are best left unjoined	understand which letters are best left unjoined	know when to use unjoined writing (e.g. labelling a diagram, algebra)	know when to use unjoined writing

## Writing – composition

Planning techniques	rehearse ideas out loud create story maps	Create story maps, speak aloud first	plan aloud and in written form, write key words	rehearse aloud, discuss writing similar to their own, record ideas to use	rehearse aloud, discuss writing similar to their own, record ideas to use	identify audience and purpose, chose form, research	consider work of authors
Narrative writing	Retell known tales Recognise the simple genre features of a narrative (beginning, middle and end).	short narratives	narratives about personal experiences, real or fictional events, poetry	three-part structure, create setting, characters and plot	four-part structure	describe settings, characters and atmosphere	integrate dialogue to convey character
Poetic devices	performance poetry, rhyme	use adjectives	use the five senses	use adverbs	use onomatopoeia	use similes, alliteration and metaphors	use metaphors and figurative language
Non-narrative text types (+ others)	Lists, instructions, labels	Letters, information	information, description, recount	instruction, information, response	information, response, instruction	persuasive, information, description	explanation, information, response
Additions, corrections & revisions	Reread writing and make simple corrections	read work aloud to an adult or friend, correct known spellings and punctuation errors	evaluate with the teacher, re-read to check verbs, proof-read	assess own and others' writing, suggest improvements	assess own and others' writing, suggest improvements	ensure consistent tense usage	check plurals and formal/informal tone
Organisational features	Use finger spaces, write on lines, left to right	Start at the margin	Recognise and write in sections	organise with headings and sub-headings	organise with headings and sub-headings	headings, bullet points, underlining	subheadings, columns
Text structure			Recognise the purpose of paragraphs	organise paragraphs	organise paragraphs	cohesion within and across paragraphs	cohesion within and across paragraphs

## Writing – grammar and punctuation

Word structure	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	plurals with -s or -es, -ing suffix, un- prefix	suffixes: noun forms (-ness, -er), adjective forms (-ful, -less), comparative (-er, -est)	noun prefixes (super-, anti-, auto-), a/an	plural vs possessive s, Standard English forms instead of local spoken forms	suffixes: nouns/adjectives into verbs (-ate, -ise, -ify), prefixes (dis-, de-, mis-, over-, re-)	Informal vs formal
Sentence structure	Write simple phrases and sentences that can be read by others.	simple sentences	compound sentences	complex sentences	complex sentences	complex sentences	complex sentences
Clauses		join sentences using 'and'	subordination (if, when, that, because) and coordination (or, but)	time and cause connectives (when, so, before, after, while, because), adverbs (then, next, soon, therefore), prepositions (in, out, above, below)	pronouns and alternative nouns to avoid repetition and add clarity	relative clauses (beginning with who, which, where, why, whose, that) and modal verbs (might, should, will, must) or adverbs (perhaps, surely)	Passive voice, expanded noun phrases, informal and formal speech
Punctuation	Consistently use a capital letter for names and at the start of each sentence.	spaces between words, full stop, question mark,	apostrophe of omission (can't, I'm), commas in lists, consistent capitals	speech marks, apostrophe of possession for singular	apostrophe of possession for singular and plural, commas in complex sentences	brackets, dash,	hyphen, colon, semi-colon, bullet points

	Consistently use a full stop at the end of each complete sentence.	exclamation mark, begins to use capitals		and plural, commas in complex sentences			
Verb tense and form		Write simple present and past tense verbs	continuous, present, and past tenses	perfect tense	future tense	progressive tense	future-progressive, past-continuous tenses
Text structure				paragraphing for topics, headings & subheadings	paragraphing for overall organisation	cohesion within paragraphs, linking between paragraphs	Layout devices - columns, bullets, tables

### Writing – spelling

Transcription - spelling	Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2, Phase 3 and some Phase 4). English Sequenced; Segment and blend the sounds in simple words and name sounds; Spell 'Tricky Words' from Phase 2 and Phase 3 mostly correctly.	name the letters of the alphabet in order; using letter names to distinguish between alternative spellings of the same sound; spell the days of the week; using the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs; using the prefix un; write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; spell words containing each of the 40+ phonemes taught; spell common exception words; using the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words; apply simple spelling rules and guidance from Appendix 1	distinguishing between homophones and near-homophones learning the possessive apostrophe (singular); add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly; spell common exception words; spell more words with contracted forms; apply spelling rules and guidelines from Appendix 1	use further prefixes and suffixes and understand how to add them; include words and punctuation taught so far; use the first 2 or 3 letters of a word to check its spelling in a dictionary; spell further homophones; spell words that are often misspelt (Appendix 1); place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	use further prefixes and suffixes and understand how to add them; check spelling in a dictionary; spell further homophones; spell words that are often misspelt (Appendix 1); place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	use further prefixes and suffixes and understand the guidance for adding them; use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary; continue to distinguish between homophones and other words which are often confused; spell some words with 'silent' letters S	use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
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### Writing – terminology

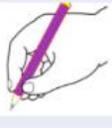
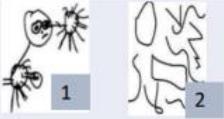
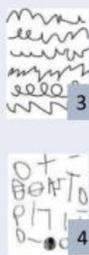
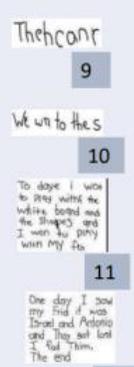
Word structure	Letter, word, sound, grapheme, phoneme, capital letter, name	word, plural, singular, letter, capital letter	verb, adjective, noun, suffix	word family, connective, adverb, preposition, prefix, consonant, vowel	pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, determiner,	subject, object, synonym, antonym
Sentence structure	sentence	Sentence; conjunction	present tense, past tense, continuous tense	clause, subordinate clause, direct speech,	clause, subordinate clause, direct speech,	relative clause,	active/passive voice,
Punctuation	Full stop, question mark	full stop, question mark, exclamation mark	apostrophe, comma	speech marks	speech marks	brackets, dash,	hyphen, colon, semi-colon, bullet points
Text structure				paragraph	paragraph	cohesion, ambiguity	columns

### Speaking and listening

Sharing ideas	ELGs Listen attentively and respond to what they hear with relevant questions, comments	explain clearly, discuss, take turns, listen to others	ask and answer questions	participate in discussion	participate in a range of discussions	discuss, debate, challenge views courteously	discuss, debate, challenge views courteously
Speaking aloud	Make comments about what they have heard and ask questions to clarify their understanding;	speak clearly enough to be heard	with appropriate intonation to make meaning clear	control tone and volume for meaning	control tone and volume for meaning	perform poems and plays, use movement for meaning	perform poems and plays, use movement for meaning

	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 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>						
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### Stages of writing development in EYFS (Nursery – Reception)

The stages of grip development				The stages of writing development			
Pre 0-2	Pre 3	School Nursery	Reception	Pre 0-2	Pre 3	School Nursery	Reception
 <p><b>Fisted Grasp and</b> <b>Fist grip.</b> Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	 <p><b>Palmer Grasp and</b> <b>Four-finger grip.</b> As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.</p>	 <p><b>Five finger Grasp and</b> <b>Pincer grip.</b> Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	 <p><b>Tripod Grasp (Three finger)</b> Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>	 <p>1 2</p> <p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p>	 <p>3 4</p> <p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p> <p>We now see random letters and letter strings.</p>	 <p>6 7</p> <p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.</p> <p>We now see letter strings, letter groups and print from the environment.</p>	 <p>9 10 11 12</p> <p>We now see children beginning to experiment with sounds and the initial sounds of words represented.</p> <p>Then more consonant sounds are represented. We then see inventive spelling, including vowels.</p> <p>Finally we have transitional writing with better attempts and some use of punctuation.</p>
<b>Stages of writing development in Early Years (Nursery – Rec)</b>	By the end of the Autumn term Nursery (Ages 3-4)	By the end of the Spring term Nursery (Ages 3-4)	By the end of the Summer term Nursery (Ages 3-4)	By the end of the Autumn term Reception (4-5)	By the end of the Spring term Reception (4-5)	By the end of the Summer term Reception (4-5)	
Handwriting	- Randomly draw on the page, sometimes	- Turn pages in a book. - Control equipment like	- Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.	- Form recognisable letters (Phase 2).	- Form recognisable letters (Phase 2 and Phase 3). - Begin to use cursive lead-in lines (if appropriate from Phase 3 onwards).	ELG: Writing Children at the expected level of development will:	

	<ul style="list-style-type: none"> <li>with both hands.</li> <li>Begin to balance when sitting.</li> <li>Make connections between my actions and the marks being made.</li> </ul>	<ul style="list-style-type: none"> <li>a jug and show increasing control over tools like pencils and crayons.</li> <li>Use a range of tools to make marks and show an interest in my own marks and others marks.</li> <li>Start to write some or all of their name.</li> <li>Write some identifiable letters within their name.</li> <li>Trace over patterns and their name</li> </ul>	<ul style="list-style-type: none"> <li>Use tools for mark making with control.</li> <li>Grip using five fingers or preferably two fingers and thumb for control.</li> <li>Use pincers, tweezers and threading equipment with increasing control and confidence.</li> <li>Copy shapes, letters and pictures.</li> </ul>		<ul style="list-style-type: none"> <li>Sit on a chair with a straight back and my feet on the floor.</li> <li>Control finer tools when playing with dough.</li> <li>Use a tripod grasp.</li> <li>Form lower-case and capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Hold mark making equipment using the palmer grip.</li> <li>Control the marks on the page.</li> <li>Distinguish between the different marks they make.</li> </ul>		<ul style="list-style-type: none"> <li>Tell an adult what they have drawn or painted.</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>Write most or all of their name.</li> <li>Write some letters accurately - mostly identifiable letters within their name.</li> </ul>	<ul style="list-style-type: none"> <li>Write their first name correctly.</li> <li>Use some identifiable letters (Phase 2) to communicate meaning and use them to write words, captions, sentences and labels.</li> </ul>	<ul style="list-style-type: none"> <li>Write their first name and surname (some) correctly with a capital letter for each.</li> <li>Use correctly formed letters (Phase 2 and Phase 3) to communicate meaning and use them to write words, captions, sentences and labels.</li> <li>Begin to rehearse what to write orally before writing.</li> <li>Begin to independently write short sentences with words with known sound-letter correspondences using a capital letter and full stop mostly correctly (Phase 2 and Phase 3).</li> <li>Begin to sequence sentences in a story.</li> <li>Read back their writing.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	<p>Learning Outcomes to Support the Transition into Year 1:</p> <ul style="list-style-type: none"> <li>Name and write the letters of the alphabet (lowercase and capital letters).</li> <li>Sit letters on the lines, using 'Letter Join' formations.</li> <li>Consistently use a capital letter for all names and at the start of each sentence.</li> <li>Consistently use a full stop at the end of each sentence.</li> </ul>
Spelling			<ul style="list-style-type: none"> <li>Identify sounds from their own name in other words.</li> <li>Ascribe meaning to other marks, like on signage.</li> <li>Start to write some identifiable letters when labelling.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2).</li> <li>Segment and blend the sounds in simple words and name sounds (Phase 2).</li> <li>Spell 'Tricky Words' from Phase 2 mostly correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2 and Phase 3)</li> <li>Segment and blend the sounds in simple words and name sounds (Phase 2 and Phase 3).</li> <li>Spell 'Tricky Words' from Phase 2 and Phase 3 mostly correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Use finger spaces, when writing sentences.</li> <li>Independently hold and write at least a 4-word sentence.</li> <li>Independently write and sequence 3 related sentences.</li> <li>Recognise the simple genre features of a narrative (beginning, middle and end)</li> </ul>
Grammar			<ul style="list-style-type: none"> <li>Recognise a capital letter at the start of a name.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise a capital letter at the start of a name and a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly use full stops and capital letters in the correct places.</li> </ul>	

## WPA Grammar – Sentence and word-level overview

Year	Objective	Examples	Terminology
1	Understand the difference between a letter, word and sentence	We sailed to the land where the wild things are.	Sentence Word Letter Capital letter

	Using full stops, finger spaces and capital letters to demarcate sentences		Full stop
	To understand what makes a complete sentence	The man was – incorrect. The man was running. - complete	Subject and verb Complete
	Use capital letters for proper nouns	My name is Rosie and I have a dog called Woof. He went to London.	Name Capital letter Proper nouns
	Using 'and' to join sentences	<i>The wild things waved their terrible claws and I told them to be quiet.</i>	Joining words
	Using a question mark at the end to indicate a question	<i>Why did Max want to come home?</i>	Question Question mark
	Using an exclamation mark at the end to indicate an exclamation	<i>There was a terrible mess!</i>	Exclamation Exclamation mark
2	Demarcate sentences using capital letters at the start and full stops, exclamation or question marks at the end.	<i>The doorbell rang. Who could it be? Mummy answered the door and got a surprise. There was a tiger!</i>	Sentence Capital letter Full stop Question mark Exclamation mark
	Use commas in making lists	<i>The endangered animals we are looking at are: tigers, pandas, whales and cheetahs.</i>	Comma
	Use adjectives to describe nouns	<i>The wild tiger, the black bear and the swimming whale.</i>	Noun Adjective
	Use conjunctions to join ideas in longer sentences Co-ordination: using 'and', 'or' and 'but' (Compound) Subordination: using 'when', 'where', 'if', 'that' and 'because' (Complex)	Children need to start using compound and complex sentences in their writing: <u>When</u> the tiger came to tea, he ate up all the food <u>and</u> drank up all the water. <u>If</u> another tiger comes to tea, we have some tins of tiger-food.	Compound Complex Coordination Subordination Conjunction
	Use and distinguish past and present text	In a story it is often past tense: <i>The tiger went to the cupboard and took out all the tins. He drank up all the water in the tap.</i> In a description of something which is true now, it is present tense. <i>My favourite colour is red. I like playing princesses and magic games best.</i>	Verb Tense Past Present
	Use adjectival phrases to describe nouns	The tiger who came to tea was lovely and gentle.	Adjectival phrase
	Use apostrophes for contracted forms – relate this to differences between spoken & written English	Encourage children to write speech in a realistic way, e.g. I don't want to come home!	Apostrophe
3	Recognise simple sentences and begin to recognise compound and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) <i>The boat arrived late <u>and</u> the man walked down the gangway.</i> They can add a subordinate clause to a sentence <u>When</u> the rain stopped, the girls went back to the playground.	Sentence Conjunction
	Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: <i>Mrs Coles' house was <u>noisy, loud and messy</u>. Peter and Poppy, <u>who were my age</u>, looked after me very nicely.</i>	Noun Adjective
	Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: <i>I <u>went</u> out of the room</i> but <i>I <u>stormed</u> out of the room ... or I <u>plodded</u> out of the room or I <u>crept</u> out of the room...</i>	Verb Regular Irregular
	Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. <i>She <u>ran</u> along the road and <u>saw</u> the robber vanishing down a trapdoor.</i>	Verb Past tense Present tense

		<i>My friend <u>has</u> red hair, blue eyes and <u>is</u> always telling jokes.</i>	
	Use dialogue in narrative or in drama	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. <i>"I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"</i>	Inverted commas or speech marks Direct speech
	Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' (compound). Subordination: using a wider range of conjunctions to add subordinate clauses (complex).	Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.	Conjunction Clause
4	Use adverbs to modify verbs	Children need to understand that we can not only say <u>that</u> something is done or happened, but also HOW (adverbs of manner). <i>She went off <u>happily</u> to see her granny.</i> <i>He kicked the ball <u>furiously</u> into the wall.</i>	Adverb Manner
	Use conjunctions to express time or cause	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. <i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i> <i><u>When</u> the film was over, we all went and had a meal. He was certainly still angry <u>so</u> the dogs thought it best to keep out of his sight for a while.</i>	Conjunction Clause Sentence Subordinate clause
	Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. <i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i> <i>He kicked the ball right <u>over</u> the wall.</i>	Preposition Phrase
	Person – understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3 <sup>rd</sup> or the 1 <sup>st</sup> person. <i>The dog wandered down the street looking for cats and food.</i> <i>I wandered down the street looking for my dog.</i>	Verb
	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. <i>He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.</i> <i>The dog ran <u>with the lead in its mouth</u>, <u>down</u> the street.</i>	Adverb Adverbials
	Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. <i>After the door slammed, the class sat in total silence.</i> <i>As light as a bird, the glider disappeared into the clouds.</i>	Comma Clausal structure
	Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	Encourage children to use pronouns to help them <u>make sense</u> and <u>be clear</u> : 1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i> 2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i> 3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i>	Pronoun
	Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>"Ger'off, you're hurting me," Sam told his younger brother.</i>	Inverted commas or speech marks Direct speech
	Use the possessive apostrophe	Use for singular and plural nouns. <i>Joanna's temper was rising fast.</i> <i>He really wanted his brother's football shirt. All the dogs' dinners had been stolen.</i>	Apostrophe
	Use fronted adverbials	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial.	Adverbial

		<i>In total silence, the children tiptoed along the corridor. Without blinking, Max stared into all their yellow eyes.</i>	Phrase
5	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence
	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'.	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun
	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma
	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier...' or 'Nearby...' or 'Secondly...'. They can also use phrases in the same way: 'Later on...' or 'Far away...'. .	Adverbial
	Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis <i>In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess. In the museum, the fossils, never easy to display, have lights behind them.</i>	Bracket Dash Comma Parenthesis
	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. <i>"I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock. Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.</i>	
	Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: <i>The dog's tail, cats' eyes, ..</i> 2. To indicate a contraction – taking the place of missing letter(s) <i>I'm, don't, ...</i>	Apostrophe Contraction Plural possession
	Use modal verbs to indicate degrees of possibility	Show children how we can have a hierarchy of possibility using modal verbs: <i>I may go to my granny's. I might go to my granny's. I should go to my granny's. I will go to my granny's. I must go to my granny's.</i>	Modal verb
Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.</i>	Inverted commas or speech marks Direct speech	
6	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence
	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly and for effect: <ul style="list-style-type: none"> <li>• Full stops, question marks for questions and exclamation marks for exclamations.</li> <li>• Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate.</li> <li>• commas for pauses within sentences.</li> </ul>	Full stop Comma Exclamation mark Question mark
	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb

			Phrase Preposition
Use expanded noun phrases to convey complicated information concisely	<i>The blue and white salts <u>left in the basin</u> can be placed in a jar for safe-keeping.</i> <i>The herd of deer we saw earlier have returned to the hillside.</i> (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)		Noun Phrase
Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. <i>The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive.</i> <i>Simon absolutely refused to apologise – he was convinced he had done nothing wrong.</i>		Semi-colon Dash
Distinguish between informal and formal vocabulary and sentence structures (?incl. subjunctive?)	Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. <i>He really gave that his best shot <u>didn't he?</u></i> [Informal speech structure] <i>She is really not going to change her mind, <u>is she?</u></i> [Informal speech structure] <i><u>If I were you</u>, I would go and say sorry to Jimmy.</i> [Subjunctive] <i><u>If the planet were to warm</u> more than 3°, scientists think that much of the UK would be under the sea.</i> [Subjunctive]		
Use bullet points and punctuate correctly Use colons and semi-colons in punctuating bullet points	Encourage children to use bullet points in non-fiction writing. New playground rules: <ul style="list-style-type: none"> <li>• No running in the quiet area;</li> <li>• No football except on the pitch</li> <li>• Hoops, skipping ropes and Frisbees to be returned to the big basket; and</li> <li>• No food in the sitting area.</li> </ul>		Bullet points Semi-colon Colon
Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: <i>'man-eating shark'</i> is different from <i>'man eating shark'</i> <i>'cat-hating woman'</i> is different from <i>'cat hating woman'</i> <i>'re-cover'</i> is different from <i>'recover'</i>		Hyphen
Use passive voice to present information in an objective way	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. <i>The window <u>was broken by a football</u> being kicked through it.</i> <i>The kittens <u>were placed</u> on the doorstep of the orphanage.</i> <i>John was punched in the chest.</i>		Passive voice