

# Writing

## Grammar and Punctuation

- Understand how spoken language can be represented in writing by:
- recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive
- using the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)
- using expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)
- using modal verbs or adverbs to indicate degrees of possibility( e.g. might, should, will, must, perhaps, surely)
- using relative clauses beginning with who, which, where, why or whose
- devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision
- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
- Indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma
- punctuating bullet points consistently
- Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)
- Verb prefixes (e.g. dis-, de-, mis-, over-, and re-)

## Terminology for pupils

active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet point

## Spelling

- Use further prefixes and suffixes and understand the guidelines for adding them
- Spell some words with 'silent' letters, e.g. knight, psalm, solemn
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- Use dictionaries to check spelling and meaning of words
- Use the first three or four letters of a word to look up words in a dictionary to check spelling, meaning or both of these
- Use a thesaurus

### Handwriting

- Write legibly, fluently, with increasing speed and personal style by:
- choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

### Composition

- Plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar texts as models for their own writing
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in the texts they have read or listened to
- Draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- using a wide range of devices to build cohesion within and across paragraphs d. using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)
- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing e.g. proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct tense throughout a piece of writing

- **ensuring correct subject and verb agreement when using singular and plural**
- **distinguishing between the language of speech and writing and choosing the appropriate register**
- **Proof-read for spelling and punctuation errors**
- **Perform their own compositions, using appropriate intonation and volume so that meaning is clear**