



Summercourt Academy (Two year rolling programme) Writing



Year	EYFS - A					
Term Project	Autumn 1 Who am I?	Autumn 2 Who lives in the Woods?	Spring 1 Where will we go?	Spring 2 Where does our food come from?	Summer 1 Is Magic real?	Summer 2 What do minibeasts do?
Development Matters ELG	<p>Children in Reception will be learning to:</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Develop their small motor skills so they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Literacy – Writing</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. <hr/> <p>Early Learning Goal</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy – 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. 					
Fiction	Starting School What makes me a me? Elmer The colour monster Fox makes friends The Family Book	The Gruffalo Owl Babies The Squirrels who Squabbled Percy the Park Keeper – After the Storm	The Naughty Bus The Train Ride The Way Back Home Whatever Next? On the Moon	The Enormous Turnip Oliver’s Fruit Oliver’s Vegetables The Runaway Pea The Apple	Room on a Broom Zog The princess and the Wizard The Magic Paintbrush	Mad About Minibeasts The Bee Man Super Worm Norman the Slug with the Silly Shell The Bad Tempered Ladybird
Non-Fiction		Non fiction Books about wildlife	On the Moon Transport non-fiction			Non-fiction insect books
Writing focus	R – Set 1 sounds, letter formation. Y1 – Recap set 1, letter formation, blending practice, finger spaces.	R – Set 1 sounds, letter formation, blending practice. Y1 – Set 2 sounds, Letter formation, finger spaces, full stops.	R - Set 1 sounds, Letter formation, blending practice, finger spaces. Y1 - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops. Y1 - Set 3 sounds, Finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice.	R - Set 3 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice
Writing opportunities	<p>Adult Led/focussed - Daily Phonics (RWI), weekly Exciting Writing sessions (LP books), Dough Disco, daily Letter Formation and Spelling sheets.</p> <p>Child led (Continuous provision) - Mark making, funky finger activities, phonics play.</p>					

Year	EYFS - B					
Term Project	Autumn 1 Who am I?	Autumn 2 Who can help me?	Spring 1 What is the weather like today?	Spring 2 Would I rather be hot or cold?	Summer 1 How do things grow?	Summer 2 What lies beneath the waves?
Development Matters ELG	<p>Children in Reception will be learning to:</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Develop their small motor skills so they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Literacy – Writing</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 					
	<p>Early Learning Goal</p> <p>Physical Development – Fine Motor Control</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Literacy – 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. 					
Fiction	Starting School What makes me a me? Elmer The colour Monster Fox makes Friends The Family Book		In the Winter Garden One Snowy Night Rosie's Hat Someone Bigger Noah's Ark	Snow Bear Lost and Found Handa's Surprise Rumble in the Jungle Easter Story St.Pirans Story	Jack and the Beanstalk The Tiny Seed Ten Seeds The Very Hungry Caterpillar The Teeny Weeny Tadpole Growing Frogs	Rainbow Fish Tiddler Commotion in the ocean The Mermaid of Zennor Sharing a Shell The Snail and the Whale
Non-Fiction		People Who Help me/jobs non-fiction	Weather non-fiction		Seed to Sunflower Growing plants non-fiction	Sealife non-fiction
Writing focus	R – Set 1 sounds, letter formation. Y1 – Recap set 1, letter formation, blending practice, finger spaces.	R – Set 1 sounds, letter formation, blending practice. Y1 – Set 2 sounds, Letter formation, finger spaces, full stops.	R - Set 1 sounds, Letter formation, blending practice, finger spaces. Y1 - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops. Y1 - Set 3 sounds, Finger spaces, full stops, capital letters.	R - Set 2 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice.	R - Set 3 sounds, Letter formation, finger spaces, full stops, capital letters. Y1 – Set 3 sounds. Capital letters, Connectives and vocabulary choice
Writing opportunities	<p>Adult Led/focussed - Daily Phonics (RWI), weekly Exciting Writing sessions (LP books), Dough Disco, daily Letter Formation and Spelling sheets.</p> <p>Child led (Continuous provision) - Mark making, funky finger activities, phonics play.</p>					

Year	Class 2 - A					
Term Project	Autumn 1 What makes a good home?	Autumn 2 What makes a good home?	Spring 1 Where in the world do you want to live?	Spring 2 Where in the world do you want to live?	Summer 1 What can we learn from travelling?	Summer 2 What can we learn from travelling?
Fiction	Traditional story (Three little pigs)	Story with familiar setting (The Tiger who came to tea)	Myth story (How Tortoise Got his Shell)	Story from a different culture (The Papaya that spoke)	Stories of Julia Donaldson. (repeating pattern) (The Gruffalo)	Adventure Story (Forest Adventure)
Non-Fiction	Recount Poetry	Diary	Non-chronological report	Instruction Poetry	Postcard Poetry	Letters
Class stories/novel	Little Red Hen, Jack and the Bean stalk; Little Red Riding Hood; Mr Wolf; Three little Wolves and the Big Bad Pig Billy Goat Gruff Enormous Turnip	The Tiger who came to tea Sharing a shell Six dinner Sid Diary of a wombat	The Owl who was afraid of the dark, The Hodgeheg	Oi! Get off our train, The Flower The Lorax	The Snail and the Whale. Jack and the Flum flum tree. The Gruffalo A squash and a squeeze	Dear Miss Meerkat Mail
Grammar focus	Yr 1 - • separation of words with spaces • capital letters for sentence starter. • sentence jumble and demarcation (and make sense) Yr 2 - • sentence demarcation (.?!) • Sentence types • Word class: noun, adjectives, verbs • Noun phrases • Subordination (using because) and co-ordination (using or, and, or but)	Yr 1 - • capital letters for names and pronoun 'I' • sentence demarcation (make sense.) • Sequencing sentences to form short narratives Yr 2 - commas in lists • Word class: noun, adjectives, verbs • sentence demarcation (.?!) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Yr 1 • capital letters for names and pronoun 'I' • sentence demarcation (.?) • Sequencing sentences to form short narratives • to combine words to make sentences, including using and • regular plural noun suffixes (-s, -es) Yr 2 - commas in lists • sentence demarcation (.?!) • Sentence types • subordination (using when, if, that,	Yr 1 -• un- prefix to change meaning of adjectives/ adverbs • Sequencing sentences to form short narratives • verb suffixes where root word is unchanged (-ing, -ed, -er) Yr 2 - • sentence demarcation (.?!) • suffixes to form new words (-er) • subordination (using when, if, that, or because) and	Yr 1 - • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • Sequencing sentences to form short narratives • to combine words to make sentences, including using conjunctions. • sentence demarcation (. ! ?) Yr 2 - • sentences with different forms: statement, question, exclamation, command	Yr 1 - • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • to combine words to make sentences, including using conjunctions • Sequencing sentences to form short narratives • sentence demarcation (. ! ?) Yr 2 - • sentences with different forms: statement,

	<ul style="list-style-type: none"> The present and past tenses correctly and consistently including the progressive form 		<ul style="list-style-type: none"> or because) and co-ordination (using or, and, or but) apostrophes for omission (contraction) Word class: noun, adjectives, verbs 	<ul style="list-style-type: none"> co-ordination (using or, and, or but) sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> sentence demarcation (.?!) suffixes to form new words (-ful, -ness) the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<ul style="list-style-type: none"> question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -ness) sentence demarcation apostrophes for singular possession
Other	Hold a sentence					

Year	Class 2 - B					
Term Project	Autumn 1 What makes me ME?	Autumn 2 What makes me ME?	Spring 1 What makes a good pet?	Spring 2 What makes a good pet?	Summer 1 What is your superpower?	Summer 2 What is your superpower?
Fiction	Traditional tale (Monkey see, Monkey do) (3 weeks)	•Story with Moral – (The little red hen or the emperor’s outfit)	Story - Familiar setting (Dogger)	Story with a dilemma (Pet related)	•Magical Story (setting description) (Magic Paint Brush)	•Fantasy story writing (4 weeks) (The girl with the Yellow bag)
Non-Fiction	•Post card (2 weeks) sentence (sentence type). •Poetry using similes (1 weeks)	•Poetry (senses) (1 week) •Letters (to Father Christmas) (2 week)	•Diary: (2 weeks) Book Wombat. Grammar past tense, sentence types, word class •Non-chronological Report (3 weeks) on animals Grammar simple present	•Discussion (3 weeks) Should animals be kept in zoos? Should everyone have a pet? Grammar: suffixes, prefix -un, sentence types, conjunctions	•Explanation text (3 weeks) How plants (sunflowers) grow	•Persuasive writing (save our planet) (2 weeks)

			tense, sentence types, word class (adverbs)	<ul style="list-style-type: none"> • Instruction writing: (2 weeks) How to look after a pet (Book Stay by Alex Latimer) • Poetry (1 week) – Rhyming words, Describe a pet Grammar: Apostrophe contractions 		
Class stories/novel	Elmer, Smartest Giant in town,	A squash and a squeeze, The boy in the dress	The Diary of a Killer Cat (Anne Fine). What Pet should I get? (Dr Seuss).	Children Make Terrible Pets (Peter Brown).	Superhero Dad's day off Mr Majeska	Magic Finger
Grammar focus	<p>Yr 1 -</p> <ul style="list-style-type: none"> • separation of words with spaces • capital letters for sentence starter. • sentence demarcation (make sense and .) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentence demarcation (.?) • Sentence types • Word class: noun, adjectives, verbs • Noun phrases • Subordination (using because) and co-ordination (using or, and, or but) • The present and past tenses correctly and consistently including the progressive form 	<p>Yr 1 -</p> <ul style="list-style-type: none"> • capital letters for names and pronoun 'I' • sentence demarcation (make sense and .) • Sequencing sentences to form short narratives <p>Yr 2 -</p> <ul style="list-style-type: none"> • commas in lists • Word class: noun, adjectives, verbs • sentence demarcation (.?!) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<p>Yr 1</p> <ul style="list-style-type: none"> • capital letters for names and pronoun 'I' • sentence demarcation (.?) • Sequencing sentences to form short narratives • to combine words to make sentences, including using and • regular plural noun suffixes (-s, -es) <p>Yr 2 -</p> <ul style="list-style-type: none"> • commas in lists • sentence demarcation (.?!) • Sentence types • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • apostrophes for omission (contraction) • Word class: noun, adjectives, verbs 	<p>Yr 1</p> <ul style="list-style-type: none"> • un- prefix to change meaning of adjectives/ adverbs • Sequencing sentences to form short narratives • verb suffixes where root word is unchanged (-ing, -ed, -er) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentence demarcation (.?!) • suffixes to form new words (-er) • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • sentences with different forms: statement, question, exclamation, command 	<p>Yr 1 -</p> <ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • Sequencing sentences to form short narratives • to combine words to make sentences, including using conjunctions. • sentence demarcation (. ! ?) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • sentence demarcation (.?!) • suffixes to form new words (-ful, -ness) • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, 	<p>Yr 1 -</p> <ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • to combine words to make sentences, including using conjunctions • Sequencing sentences to form short narratives • sentence demarcation (. ! ?) <p>Yr 2 -</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because)

					or because) and co-ordination (using or, and, or but)	and co-ordination (using or, and, or but) <ul style="list-style-type: none"> • some features of written Standard English • suffixes to form new words (-ful, -ness) • sentence demarcation • apostrophes for singular possession
Other	Hold a sentence					

Year	Class 3 - A					
Term Project	Autumn 1 What is courage?	Autumn 2 What is courage?	Spring 1 Can One Person Change The World?	Spring 2 Can One Person Change The World?	Summer 1 Is it Important to Share?	Summer 2 Is it Important to Share?
Fiction	-Greek Myths and Legends (quest myths, narratives)	-Krinklekrax by Philip Ridley (Narrative & persuasive writing)	-- Flotsam by David Wiesner (Character, setting and plot. Paragraph writing)	The Iron man – Ted Hughes (active sequence, diary)	- Playscripts – Stig of the Dump	Charlie and the Chocolate Factory – Narrative (Rescue mission)
Non-Fiction	Who Let The Gods Out by Maz Evans (Information text)	- Persuasive letter (for a Cornish miner to emigrate)	-Biographies. MLK and Rosa Parks	The Windmill Farmer - digital literacy (Newspaper report, instructions)	- Information text – How is Chocolate made?	Who killed Julius Caesar? Discursive writing.
Class stories/novel	After the Fall by Dan Santat (ERIC focus linked to this also)	The Lion, the Witch and the Wardrobe by C.S. Lewis	Matilda by Roald Dahl	The Wild Robot By Peter Brown	Stig of the Dump	Charlie and the Chocolate Factory
Grammar focus	Yr 3 – Use full stops, capital letter, exclamation marks and questions marks accurately. Punctuating clauses accurately.	Yr 3 – Adverbs. using conjunctions, adverbs and prepositions to express time and cause (and place)	Yr 3 – Apostrophes for possession. difference between plural and possessive -s Yr 4 – Apostrophes for plural	Yr 3 – word families based on common words (solve, solution, dissolve, insoluble)	Yr 3 – Prepositions Yr 4 – Conjunctions. <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of 	Yr 3 & 4 – Paragraphs

	Yr 4 – Use 'a' and 'an' accurately. Both – extending sentences using a wider range of conjunctions such as when, before, as, since, etc. Questions, Commands, Exclamations and statements.	Yr 4 – Fronted adverbials. using conjunctions, adverbs and prepositions to express time and cause (and place). Commas after fronted adverbials.	possession. difference between plural and possessive -s	Yr 4 – Standard English. (I did vs I done)	conjunctions, including when, if, because, although	
Other	Hold a sentence. Morning dictionary challenge.					

Year	Class 3 – B					
Term Project	Autumn 1 What is art?	Autumn 2 What is art?	Spring 1 What is the strongest force on Earth?	Spring 2 What is the strongest force on Earth?	Summer 1 What is the difference between humans and animals?	Summer 2 What is the difference between humans and animals?
Fiction	-The Dot (Narrative – flashback sequence)	Biography (Linked to Salvador Dali)	- Dreamgiver – Narrative. Fantasy story.	The Firework Maker's Daughter. Narrative – Letter writing	-Fantastic Mr Fox – Newspaper reports.	How to Train Your Dragon – Character Description
Non-Fiction	-Instruction writing – how to create specific types of art.	Tuesday – Newspaper report	-Reverso - (Digital Literacy) Diary writing.	The Firework Maker's Daughter. Narrative – adventure story.	Fantastic Mr Fox Diary entries.	How to Train Your Dragon - --Non chronological report.
Class stories/novel	The Wizard of Oz		The Secret Garden	The Railway Children by Edith Nesbitt	Charlottes Webb by E.B White	Pax by Sarah Pennypacker.
Grammar focus	Yr 3 – Use full stops, capital letter, exclamation marks and questions marks accurately.	Yr 3 - Determiners Yr 4 – Pronouns - choosing nouns or pronouns appropriately for clarity and cohesion	Yr 3 – Speech punctuation – using inverted commas. Yr 4 - using and punctuating direct speech (including	Yr 3 – Prefixes Yr 4 - Suffixes	Yr 3 – Noun. appropriate choice of pronoun or noun to create cohesion Yr 4 -Noun phrases. appropriate choice	Yr 3 – Past tense Yr 4 – using the present perfect form of verbs in contrast to the past tense

	<p>Punctuating clauses accurately. Yr 4 – Use 'a' and 'an' accurately.</p> <p>Both – extending sentences using a wider range of conjunctions such as when, before, as, since, etc.</p> <p>Questions, Commands, Exclamations and statements.</p>	and to avoid repetition	punctuation within and surrounding (inverted commas)		of pronoun or noun to create cohesion	
Other	<p>Hold a sentence. Morning dictionary challenge.</p>					

Year a	Class 4 - A					
Term Project	Autumn 1 Are we responsible for the world we live in?	Autumn 2 Are we responsible for the world we live in?	Spring 1 What is power?	Spring 2 What is power?	Summer 1 Has good ever come from the use of force?	Summer 2 Has good ever come from the use of force?
Fiction	Formal letter written by The Lorax to the Environment secretary	Taking responsibility for our actions – Wonder - a story about a boy who physically disfigured (a condition which cannot be changed). He must become more responsible and face up to his disfigurement and others need to take responsibility for their actions after mistreating him.	Diary entry – a look at different world leaders and their respective roles i.e. Joe Biden, Angela Merkel, Jacinda Ardern, Vladimir Putin, Narendra Modi	Tragedy - Story writing based on The Rabbits	Norse Mythology and Sagas – The Theft of Thor's hammer	Essay – children offer their own opinions on the question using a range of critically considered arguments – once discussed and researched.

Non-Fiction	Biography – Greta Thunberg	Setting descriptions – contrasting scenes pre and post environmental damage. In-depth study of different environmental disasters i.e. Chernobyl, Torrey Canyon,	Charge of the light brigade – poetry rewrite	Newspaper report – treatment (mistreatment) of Rabbits towards native species (ties-in with colonial powers and historical injustices).	Diary entry - Viking raider viewpoint and Saxon citizen viewpoint	Non-chronological report – the Great Wall of China and why it was 'necessary'
Class stories/novel	<ul style="list-style-type: none"> The Lorax - Dr Seuss No one is too small to make a difference: Greta Thunberg 	Wonder - R.J. Palacio		The Rabbits – John Marsden	Viking Sagas	
Grammar focus	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun use a thesaurus <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus synonyms & Antonyms differences in informal and formal language 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun devices to build cohesion, including adverbials of time, place and number <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun devices to build cohesion, including adverbials of time, place and number <p>Y6</p> <ul style="list-style-type: none"> using modal verbs or adverbs to indicate degrees of possibility 	<p>Y5</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause devices to build cohesion, including adverbials of time, place and number <p>Y6</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using the perfect form of verbs to mark relationships of time and cause <p>Y6</p> <ul style="list-style-type: none"> further cohesive devices such as grammatical connections and adverbials 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun verb prefixes <p>Y6</p> <ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause further cohesive devices such as grammatical connections and adverbials
Other	Hold a sentence					

Year b	Class 4 - B					
Term Project	Autumn 1	Autumn 2 Can you explain what happened	Spring 1	Spring 2	Summer 1 Is change inevitable?	Summer 2 Is change inevitable?

	Can you explain what happened in the beginning?	in the beginning?	Does it take bravery to be an inventor?	Does it take bravery to be an inventor?		
Fiction	Setting descriptions – based on Wars clips and previous astronaut observations	Narrative – space themed race adventure story	Autochef stories – Wallace and Gromit based story writing	Creative letters based on book 'Day My Crayons Quit'.	Narrative based on wordless book 'Journey' and 'Return'	Playscript – based on elements of Grease – transition through school in young people.
Non-Fiction	Diary Entry – from astronaut p.o.v. Discuss blast off and first impressions of space. Include different emotions and senses	Formal letter – from Mary Jackson to her director at NASA based on film 'Hidden Figures'	Instructional writing – based on inventing – potions, recipes and made-up inventions	Poetry study - based on A.A Milne's 'Puppy and I' and 'Buckingham Palace'	Non-chronological report – to fact-file info about Britain's transition from Roman to Saxon life	Biography - Based on the life of David Attenborough and environmental changes
Class stories/novel	Excerpts from Buzz Aldrin works and Neil Armstrong	Packing for Mars			Goodnight Mr Tom	
Grammar focus	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using expanded noun phrases to convey complicated information concisely <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely 	<p>Y5</p> <ul style="list-style-type: none"> converting nouns or adjectives into verbs using modal verbs or adverbs to indicate degrees of possibility <p>Y6</p> <ul style="list-style-type: none"> use a thesaurus recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p> <ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses 	<p>Y5</p> <ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p> <ul style="list-style-type: none"> using passive verbs to affect the presentation of information in a sentence use of ellipsis 	<p>Y5</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p> <ul style="list-style-type: none"> using a colon to introduce a list punctuating bullet points consistently 	<p>Y5</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Y6</p> <ul style="list-style-type: none"> further cohesive devices such as grammatical connections and adverbials using the perfect form of verbs to mark relationships of time and cause
Other	Hold a sentence					

