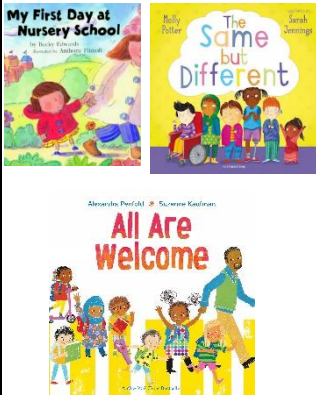
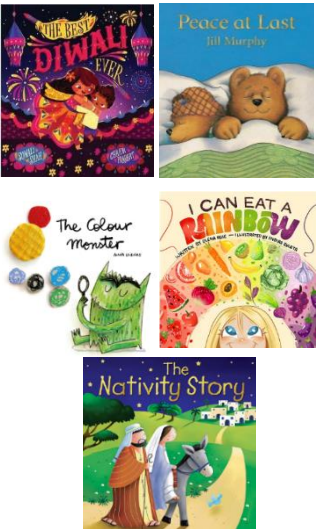





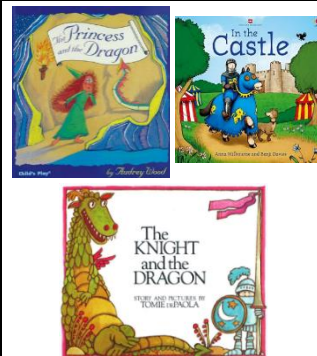





Writing Whole School Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	 <p>Possible writing/fine motor activities:</p> <ul style="list-style-type: none"> Model playdough with busy fingers/make our own busy bodies Threading Use tweezers Mark making with busy hands, fingers and arms Paint self-portraits Cooking activities: peeling, chopping fruit, kneading dough, etc. 	 <p>Possible mark making/fine motor activities:</p> <ul style="list-style-type: none"> Make rainbow movements using ribbons (gross motor) Draw/colour in rainbow pictures Paint rainbows using cotton buds Draw big rainbows with chalk on blackboard (gross motor) Cut out and colour in Coloured Monsters Cooking activities: peeling, chopping fruit, kneading dough, etc. 	 <p>Possible mark making/fine motor activities:</p> <ul style="list-style-type: none"> Draw pictures – favourite part of a story Make puppets -cutting out pictures of favourite story characters and sticking them onto a lollipop stick Paint pictures of different story characters using paint brushes and cotton buds Make favourite story characters out of playdough Cooking activities: peeling, chopping fruit, kneading dough, etc. 	 <p>Possible mark making/fine motor activities:</p> <ul style="list-style-type: none"> Make bear masks/puppets (cut out, colour in, stick using masking tape) Draw and colour pictures of different story characters Cooking activities: peeling, chopping fruit, kneading dough, etc. 	 <p>Possible mark making/fine motor activities:</p> <ul style="list-style-type: none"> Cut out 'The Rainbow Fish' scales Decorate the Rainbow Fish with scales Handwriting patterns- trace over wavy, zigzag lines Cut out wavy/zigzag lines Fill up jugs with water and empty them Threading – make octopuses using colanders and pipe cleaners Paint waves on big sheets of paper using big arm movements Make pirate hats – cut out/paint/colour Make pirate masks/puppets (cut/colour in/ stick using masking tape) 	 <p>Possible mark making/fine motor activities:</p> <ul style="list-style-type: none"> Make caterpillars out of playdough Cut out simple shapes, e.g. circles to make caterpillars Make orange juice squeezing oranges Handwriting patterns/ holding pencil with 3 fingers Thread through different fruits (The Very Hungry Caterpillar)
	<p>Physical Development (Development Matters) 3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors Use a comfortable grip with good control when holding pens and pencils <p>Literacy (Development Matters) 3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> 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; writing 'm' for mummy Write some or all of their name Write some letters accurately Show a preference for a dominant hand 					



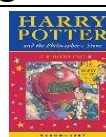



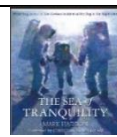
Writing Whole School Plan

Reception	<div></div> <p>Possible writing/mark making activities:</p> <ul style="list-style-type: none">• Draw & label body posters• Write shopping lists• Thread through fruit templates• Write name• Write instructions for recipes – fruit salad	<div></div> <p>Possible writing/mark making activities:</p> <ul style="list-style-type: none">• Write words and captions to describe fireworks• Create class information book about space (draw pictures & label them with words/captions)• Draw and write descriptions of aliens• Write Christmas cards to family & friends	<div></div> <p>Possible writing/mark making activities:</p> <ul style="list-style-type: none">• Write party invitations to a dragon ('Dear Dragon' book)• Draw and label castle characters• Write character descriptions• Box up familiar story (create simple story maps – draw and label pictures)• Write apology letters/notes (The Princess and the Dragon book)	<div></div> <p>Possible writing/mark making activities:</p> <ul style="list-style-type: none">• Draw and label own story plans/maps• Write instructions• Write descriptions of different settings• Write descriptions of woodland animals/mini-beasts (Class inf. book)• 'Guess who I am' – Woodland animals/mini-beasts- write simple clues	<div></div> <p>Possible writing/mark making activities:</p> <ul style="list-style-type: none">• Write descriptions of sea creatures• Draw, label and describe a pirate ship• Write descriptions of a pirate• Write descriptions of pirate treasure• Create own pirate story maps/ beginning to write own stories• 'Guess Who I am' – sea creatures - write simple clues• Draw treasure maps and write instructions	<div></div> <p>Possible writing/mark making activities:</p> <ul style="list-style-type: none">• Write descriptions of different geographical places ('The Journey' story)• Write postcards• Write a recount of a local trip• Draw/label 3D map of the local area – using directional language• Write simple stories• 'Incredible Me'- write short descriptions of ourselves for new teacher
	<p>Physical Development (Development Matters) Children in Reception will be learning to:</p> <ul style="list-style-type: none">• Develop their small motor skills so that 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 (Development Matters) Children in Reception will be learning to:</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• Re-read what they have written to check that it makes sense.					
The Early Learning Goals	<p>Physical Development Fine Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases• Use a range of small tools, including scissors, paint brushes and cutlery• Begin to show accuracy and care when drawing <p>Literacy Writing ELG Children at the expected level of development will:</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					

Writing Whole School Plan

Year 2	<div></div> <div><p>Writing to Entertain</p><p>Familiar Settings</p><p>Write a new giant story</p><ul style="list-style-type: none">• Add suffixes to spell longer words (including est)• Write sentences with different forms: statements• Use expanded noun phrases to describe and specify• Use present and past tense mostly correctly and consistently• Begin to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) correctly• Use capital letters and full stops mostly correctly</div>	<div></div> <div><p>Writing to Inform</p><p>Postcard</p><p>From Sunny (Fictional)</p><ul style="list-style-type: none">• Write statement, question and exclamation sentences• Use present and past tense mostly correctly and consistently• Use capital letters and full stops correctly• Use question marks and exclamation marks appropriately• Begin to spell contracted words with apostrophes• Use subordination and co-ordination<p>Information Text and Glossaries</p><p>African animals</p><ul style="list-style-type: none">• Write sentences with different forms: statement and question• Use expanded noun phrases to describe and specify• Use subordination and co-ordination correctly• Use capital letters and full stops correctly</div>	<div></div> <div><p>Writing to Inform</p><p>Recounts</p><p>Real: Class trip</p><p>Fictional: Bob's day</p><ul style="list-style-type: none">• Add suffixes to spell longer words, including 'ment, 'ness, 'ful, 'less, 'ly• Use expanded noun phrases• Use past tense mostly correctly and consistently• Use subordination and co-ordination correctly• Use capital letters and full stops correctly• Spell contracted words<p>Writing to Inform</p><p>Instructions</p><p>Flying potion</p><ul style="list-style-type: none">• Write sentences with different forms: command• Use capital letters and full stops correctly</div>	<div></div> <div><p>Writing to Entertain</p><p>Retelling and writing an alternative traditional tale</p><ul style="list-style-type: none">• Spell contracted words• Write statement, question, exclamation and command sentences• Use the present and past tenses correctly and consistently• Use subordination and co-ordination correctly• Begin to use commas in a list• Use question marks and exclamation marks appropriately<p>Writing to Inform</p><p>Letter Writing or Wanted Poster</p><p>e.g. apology letter to the giant</p><ul style="list-style-type: none">• Write statement, question and exclamation sentences• Use expanded noun phrases• Use the present and past tenses correctly and consistently including the progressive form• Use subordination and co-ordination correctly</div>	<div></div> <div><p>and read, listen and respond to poetry by British poets</p><p>Writing to Entertain</p><p>Character Description</p><ul style="list-style-type: none">• Spell more contracted words• Begin to use the possessive apostrophe (singular)• Write statement, question and exclamation sentences• Use expanded noun phrases• Use subordination and co-ordination correctly• Use commas in a list• Use question marks and exclamation marks<p>Writing to Inform</p><p>Instructions</p><p>e.g. changing Mr Twit</p><ul style="list-style-type: none">• Write commands/questions• Use expanded noun phrases<p>Book Review</p><ul style="list-style-type: none">• Use possessive apostrophe (singular)• Add suffixes• Write sentences with different forms• Use expanded noun phrases• Use subordination and co-ordination correctly</div>	<div></div> <div><p>Writing to Inform</p><p>Narrative Diaries/Message in a Bottle</p><p>Dougal writing from Atlantis</p><p>Recount</p><p>Real: Seaside trip</p><ul style="list-style-type: none">• Use the possessive apostrophe (singular)• Write sentences with different forms• Use expanded noun phrases• Use the present and past tenses correctly and consistently including the progressive form• Use subordination and co-ordination correctly• Use commas in a list<p>Writing to Entertain</p><p>Poetry</p><p>Pattern, rhyme & description</p><ul style="list-style-type: none">• Add suffixes to spell longer words, including 'ment, 'ness, 'ful, 'less, 'ly• Use expanded noun phrases</div>
<ul style="list-style-type: none">• Plan writing by jotting down ideas and key vocabulary• Make simple additions, revisions and corrections by evaluating writing with peers or teacher• Reread writing to check it makes sense and that verbs have been used correctly• Proofread writing to check for errors or to make improvements in spelling, grammar and punctuation independently or following a conversation with the teacher• Read aloud written work, using appropriate intonation to make the meaning clear• Use and understand the following terms when discussing writing: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or speech marks)						
<p>Handwriting</p> <ul style="list-style-type: none">• Form lowercase letters of the correct size in most writing• Use diagonal and horizontal strokes to join letters, understanding which are best left unjoined• Write capital letters and digits correctly• Use spacing between words correctly						

Writing Whole School Plan

Year 4	<div></div> <div><p>Writing to Entertain <i>From a character's perspective</i></p><ul style="list-style-type: none">Organise paragraphsWhen creating settings, characters and plot consider the audience and purposeUse standard English forms for verb inflectionsUse a wider range of conjunctionsBegin to use noun phrases expanded by the addition of modifying adjectives and nounsUse fronted adverbialsBegin to use commas after fronted adverbialsBegin to use apostrophes to mark plural possessionUse inverted commas and begin to use other punctuation to indicate direct speech<p>Writing to Entertain Poetry <i>Lemn Sisay – Let there be peace</i></p><ul style="list-style-type: none">Begin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition</div>	<div></div> <div><p>Writing to Entertain Narrative <i>After leaving the rainforest</i></p><ul style="list-style-type: none">Organise paragraphsWhen creating settings, characters and plot consider the audience and purposeUse a wider range of conjunctionsBegin to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesBegin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetitionUse commas after fronted adverbialsUse apostrophes to mark plural possessionUse inverted commas and other punctuation to indicate direct speech<p>Writing to Persuade Persuasive letter <i>about rainforests</i></p><ul style="list-style-type: none">Organise paragraphsUse a wider range of conjunctionsUse commas after fronted adverbialsUse apostrophes to mark plural possession</div>	<div></div> <div><p>Writing to inform Informal Letter from Character/ Diary Entry <i>Vanishing glass</i></p><ul style="list-style-type: none">Extend the range of sentences with more than one clause by using a wider range of conjunctionsUse commas after fronted adverbialsUse apostrophes to mark plural possession<p>Formal Letter <i>Complaint from Mr Dursley to Dumbledore – The Letters from No-one</i></p><ul style="list-style-type: none">Extend the range of sentences with more than one clause by using a wider range of conjunctionsMake the appropriate choice of noun or pronoun to aid cohesion and avoid repetitionUse commas after fronted adverbialsUse apostrophes to mark plural possessionUse standard English forms for verb inflections instead of local spoken forms</div>	<div></div> <div><p>Writing to Entertain Retelling of battle <i>Narrative</i></p><ul style="list-style-type: none">Organise paragraphs around a themeExtend the range of sentences with more than one clause by using a wider range of conjunctionsUse commas after fronted adverbialsUse inverted commas and other punctuation correctly and consistently to indicate direct speech<p>Writing to inform Letter Writing <i>Letter from father to son asking when returning</i></p><ul style="list-style-type: none">Organise paragraphs around a themeExtend the range of sentences with more than one clause by using a wider range of conjunctionsMake the appropriate choice of noun or pronoun to aid cohesion and avoid repetitionUse commas after fronted adverbials correctly</div>	<div></div> <div><p>Writing to inform Non-chronological report</p><ul style="list-style-type: none">Use simple organisational devices in non-narrative writingOrganise paragraphs around a themeExtend the range of sentences with more than one clause by using a wider range of conjunctions<p>Instructions</p><ul style="list-style-type: none">Use commas after fronted adverbials correctlyExtend the range of sentences with more than one clause by using a wider range of conjunctionsUse apostrophes to mark plural possession</div>	<div></div> <div><p>Writing to Inform Recount</p><ul style="list-style-type: none">Organise paragraphs around a themeExtend the range of sentences with more than one clause by using a wider range of conjunctionsUse noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrasesUse standard English forms for verb inflections instead of local spoken formsUse commas after fronted adverbials correctly<p>Biography <i>e.g. character from John Lewis advert</i></p><ul style="list-style-type: none">Organise paragraphs around a themeExtend the range of sentences with more than one clause by using a wider range of conjunctionsUse apostrophes to mark plural possessionUse noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</div>
<ul style="list-style-type: none">Plan writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar/Plan writing by discussing and recording ideasCompose and rehearse sentences orally (including dialogue), building varied and rich vocabulary and an increasing range of sentence structuresEvaluate and edit by assessing the effectiveness of own and others' writing and suggest improvementsEvaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbialsProof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbialsConfidently read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clearUse and understand the following terms accurately and appropriately when discussing writing: determiner; pronoun, possessive pronoun; and adverbial						
<p>Handwriting</p> <ul style="list-style-type: none">Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoinedIncrease the legibility, consistency and quality of handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch						

Writing Whole School Plan

Year 5	<div><p>Writing to Inform Letter writing</p><ul style="list-style-type: none">Select appropriate grammar and vocabularyUse devices to build cohesion across paragraphs, e.g. then, after that, firstlyLink ideas across paragraphs using adverbials of time, place, number or tenseUse different verb forms, with consideration for audience and purposeUse relative clauses beginning with who, which, where, when, whose, that,Indicate degrees of possibility using adverbs<p>Writing to Entertain Poetry</p><ul style="list-style-type: none">Select appropriate grammar and vocabularyUse expanded noun phrases to express information concisely</div>	<div><p>Writing to Entertain Myths and Legends <i>British</i></p><ul style="list-style-type: none">Use devices to build cohesion across and within a paragraphLink ideas across paragraphs using adverbials of time, place, number or tense choicesDescribe settings, characters and atmosphereWrite longer paragraphsUse expanded noun phrases to express information concisely<p>Writing to Persuade Report <i>Was Robin Hood a villain or hero?</i></p><ul style="list-style-type: none">Link ideas across paragraphs using adverbials of time, place, number or tense, e.g. secondlyUse further organisational and presentational devices e.g. headings, bullet points, underliningIndicate degrees of possibility using adverbs or modal verbsUse relative clauses</div>	<div><p>Writing to Entertain Retelling a Greek Myth</p><ul style="list-style-type: none">Link ideas across paragraphs using adverbials of time, place, number or tenseUse devices to build cohesion within and across sentences and paragraphsDescribe settings, characters and atmosphere and begin to integrate dialogue to convey characterUse expanded noun phrases to express information concisely<p>Writing to Inform Job Description/Advert</p><ul style="list-style-type: none">Use different verb forms, mostly accurate with consideration for audience and purposeIndicate degrees of possibility using adverbs, e.g. perhaps, surely or modal verbs, e.g. might, should, will, mustUse brackets to indicate parenthesisUse commas to clarify meaning or avoid ambiguity</div>	<div><p>Writing to Inform First Person Recount</p><ul style="list-style-type: none">Use devices to build cohesion within and across sentences and paragraphsLink ideas across paragraphsUse expanded noun phrases to express information conciselyEnsure correct use of tenseUse relative clausesUse brackets, dashes or commas to indicate parenthesis<p>Writing to persuade Persuasive report <i>Shark finning</i></p><ul style="list-style-type: none">Use different verb forms, mostly accurate with consideration for audience and purposeIndicate degrees of possibility using adverbs or modal verbsUse relative clauses or an omitted relative pronounUse further organisational and presentational devicesUse commas to clarify meaning or avoid ambiguity</div>	<div><p>Writing to Entertain Mystery and Suspense Story</p><ul style="list-style-type: none">Use expanded noun phrases to express information conciselySelect appropriate grammar and vocabularyLink ideas across paragraphs using adverbials of time, place, number or tenseUse devices to build cohesion within and across sentences and paragraphsDescribe settings, characters and atmosphere and integrate dialogue to convey character<p>Writing to Inform Biography <i>Link to science topic</i></p><ul style="list-style-type: none">Use further organisational and presentational devices e.g. headings, bullet points, underliningUse commas to clarify meaning or avoid ambiguityUse brackets, dashes or commas to indicate parenthesis</div>	<div><p>Writing to Entertain</p><ul style="list-style-type: none">Write longer paragraphsUse expanded noun phrases to express information conciselySelect appropriate grammar and vocabularyLink ideas across paragraphs using adverbials of time, place, number or tenseUse devices to build cohesion within and across sentences and paragraphsDescribe settings, characters and atmosphere and integrate dialogue to convey characterUse commas to clarify meaning or avoid ambiguity</div>
<ul style="list-style-type: none">Plan writing by identifying the audience and purpose and using other similar writing as modelsPlan writing by noting and developing initial ideas, drawing on reading where necessary/Plan narrative writing by considering how authors have developed settings and charactersAssess the effectiveness of own and others’ writingEdit vocabulary, grammar and punctuation to enhance effects and clarify meaning in writingEvaluate and edit writing to ensure mostly correct use of tense/Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech/writingProof-read for age-appropriate spelling and punctuation errorsPerform own compositions, using appropriate intonation, volume and movement so that meaning is clearUse and understand the following terms accurately and appropriately when discussing writing: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity						
<p>Handwriting and Presentation</p> <ul style="list-style-type: none">Write increasingly legibly, fluently and with increasing speed through deciding whether or not to join specific letters						

Writing Whole School Plan

<p>Year 6</p>	<div data-bbox="371 154 454 245"></div> <p><u>Writing to Inform</u></p> <p>Missing Person's Report and Diary entry</p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how some choices can enhance meaning Use the passive to affect the presentation of information in a sentence Use expanded noun phrases to express complicated information concisely Link ideas within and across paragraphs using a range of cohesive devices Understand the difference between structures typical of informal speech or writing and those appropriate for formal <p><u>Writing to Discuss</u></p> <p>Balanced argument</p> <ul style="list-style-type: none"> Exercise secure control over use of formal grammar/vocabulary Use layout devices to structure writing (headings, subheadings, bullet points) 	<div data-bbox="687 154 792 245"></div> <p><u>Writing to Inform</u></p> <p>Biography</p> <ul style="list-style-type: none"> Use organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables Exercise secure and conscious control over use of formal grammar and vocabulary Link ideas within and across paragraphs using a wider range of cohesive devices <p><u>Writing to Entertain</u></p> <p>Poetry</p> <p><i>War poem</i></p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how some choices can change and enhance meaning Use expanded noun phrases to express complicated information concisely 	<div data-bbox="940 154 1046 245"></div> <div data-bbox="1088 154 1193 245"></div> <p><u>Writing to Entertain</u></p> <p>Narrative</p> <p><i>Retelling Macbeth</i></p> <ul style="list-style-type: none"> Describe settings, characters and atmosphere in narratives Integrate dialogue to convey character/advance action Understand how words are related by meaning as synonyms and antonyms Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections and ellipsis) <p><u>Writing to Inform</u></p> <p>Letter</p> <p><i>Problem from a character's perspective in Macbeth</i></p> <ul style="list-style-type: none"> Use the passive to affect the presentation of information in a sentence, e.g. <i>I broke the window/The window was broken (by me)</i> Select appropriate grammar and vocab, understanding how choices change/enhance meaning 	<div data-bbox="1288 154 1393 245"></div> <div data-bbox="1415 154 1520 245"></div> <p><u>Writing to Persuade</u></p> <p>Persuasive speech</p> <p><i>Who is the guiltiest in Macbeth?</i></p> <ul style="list-style-type: none"> Exercise secure & conscious control over use of formal grammar and vocabulary Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections and ellipsis) <p><u>Writing to Inform</u></p> <p>Non-chronological report</p> <p><i>Mythical creature, e.g. giant</i></p> <ul style="list-style-type: none"> Use organisational and presentational devices to structure text and to guide the reader Use semi-colons, colons and dashes Use a colon to introduce a list and semi-colons within a list Understand how hyphens can be used to avoid ambiguity, e.g. <i>man eating shark/man-eating shark</i> 	<div data-bbox="1657 154 1785 245"></div> <p><u>Writing to Entertain</u></p> <p>Extended narrative</p> <ul style="list-style-type: none"> Link ideas across paragraphs using a wider range of cohesive devices Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use the perfect form of verbs to mark relationships of time and cause <p><u>Writing to Entertain</u></p> <p>Descriptive writing</p> <p><i>Literacy Shed</i></p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how some choices can change and enhance meaning Use semi-colons, colons and dashes Understand how hyphens can be used to avoid ambiguity Understand how words are related by meaning as synonyms and antonyms 	<div data-bbox="1984 154 2112 245"></div> <p><u>Writing to Inform</u></p> <p>Instructional writing</p> <ul style="list-style-type: none"> Use organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables Use semi-colons, colons and dashes Use a colon to introduce a list and semi-colons within a list
	<ul style="list-style-type: none"> Plan writing by identifying the audience and purpose and effectively selecting the appropriate form/Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on reading Plan writing by noting and developing initial ideas, drawing on reading and research where necessary/Plan narrative writing through reasoned consideration of how authors have developed characters and settings Assess the effectiveness of own and others' writing with reasoning Edit writing with reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for age-appropriate spelling and punctuation errors Ensure consistent and correct use of tense throughout a piece of writing when editing /Edit to ensure correct subject and verb agreement when using singular and plural Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear Use and understand the following terms: subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points 					
	<p>Handwriting and Presentation</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined Write legibly, fluently and with increased speed by choosing the writing implement that is best suited for a task 					