

St Oswalds Writing Long-Term Plan



Long-Term Plan Writing

For Nursery and Reception, see the writing sequence and book choices.

Year 1

| Year 1 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Text type | Story Poetry | Story Instructions | Character Description Recount (real events) | Instructions Poetry | Story Non- Chronological Report | Recount (real events) Setting Description |
| Grammar and punctuation knowledge <i>Blue type indicates consolidation.</i> Bold & black type shows new knowledge. | To be taught in every unit: <ul style="list-style-type: none"> Know that a sentence needs a capital letter Know that a sentence ends with a full stop Use spaces to separate words in a sentence Write sentences with capital letters and full stops | | | Writing composition write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives | | |
| | | | | Editing <ul style="list-style-type: none"> Reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils make simple revisions read aloud their writing clearly enough to be heard by their peers and the teacher. | | |
| | Personal pronoun I: -Find in reading. -Notice that I is always a capital. -Use and check a capital for I in writing. | <i>Consolidate personal pronoun I.</i> <i>Consolidate capitals for names for people.</i> Capitals for names | <i>Consolidate personal pronoun I.</i> <i>Consolidate capitals for names for people and places.</i> <i>Consolidate conjunction 'and'</i> | <i>Consolidate sentence types.</i> <i>Consolidate personal pronoun I.</i> <i>Consolidate capitals for names for people, places and days of</i> | <i>Consolidate sentence types.</i> <i>Consolidate personal pronoun I.</i> <i>Consolidate capitals for names for people, places and days of</i> | <i>Consolidate sentence types and exclamation marks.</i> <i>Consolidate personal pronoun I.</i> <i>Consolidate capitals for names for people, places and days of week.</i> |

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| | <p>Capitals for names for people: -Find in reading. -Know that the names of people need capital letters. -Use and check capital letters for names of people in writing.</p> | <p>of places: -find in reading. -Know that the names of places need capital letters. -Use and check capital letters for names of places in writing.</p> <p>Conjunction 'and': -Notice that and can join two words. -Use the word and to join two words in a sentence. -Notice that the word and can join two sentences. -Know that the word and can help to join ideas together. -Practise joining two sentences with and.</p> | <p>Sentence types: -Know that there are different types of sentences.</p> <p>Exclamation marks: -Find exclamation sentences in reading. -Know that an exclamation sentence needs an exclamation mark at the end. -Write exclamation sentences with capital letters and exclamation marks.</p> <p>Capitals for names of days of week: -Use and check capital letters for the days of the week in writing.</p> | <p><i>week.</i> Consolidate conjunction 'and'</p> <p>Suffixes: -regular plural noun suffixes (s or es) -suffixes which require no change to the root word, e.g. helper, helping, helped.</p> | <p><i>week.</i> Consolidate conjunction 'and'</p> <p>Consolidate suffixes.</p> <p>Sentence types: -Hear the difference between a question and a statement. -Find questions in reading. -Know that a question needs a question mark at the end. -Write question sentences with capital letters and question marks.</p> | <p><i>Consolidate conjunction 'and'</i></p> <p>Consolidate suffixes and: -prefix un - how it changes the meaning of verbs and adjectives.</p> |
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Year 2

| Year 2 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | |
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| Text type | Story Setting Description | Recount(real event) Poetry | Story Instructions | Recount(real event) Story | Character Description Non-Chronological Report | Instructions Poetry | |
| Grammar and punctuation knowledge <i>Blue type indicates consolidation. Bold & black type shows new knowledge.</i> | To be taught in every unit: <ul style="list-style-type: none"> form nouns using suffixes inc -ness and -er, and by compounding (e.g. superman, whiteboard) form adjectives using suffixes inc -ful, -less use suffixes -er, -est in adjectives turn adjectives into adverbs using -ly <p><i>Consolidate Y1 knowledge: accurate use of capital letters (inc for names of people, places and days of the week), full stops, question marks and exclamation marks.</i></p> | | | Writing composition consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence | | | |
| | Sentences: -Know what a sentence is and that it makes sense on its own. -Know that a sentence (clause) needs a verb. Expanded noun phrases: -Choose precise nouns | | | Editing make simple additions, revisions and corrections to their own writing by: -reading their writing with the teacher and other pupils -reading to check that their writing makes sense and that verbs to indicate time are correctly and consistently, including verbs in the continuous form -reading to check for errors in spelling, grammar and punctuation [for example, if sentences punctuated correctly] -reading aloud what they have written with appropriate intonation to make the meaning | | | |
| Consolidate tenses. Consolidate expanded noun phrases and: -Recognise that a noun phrase can be expanded by an adjective. | | Consolidate expanded noun phrases. Consolidate tenses. Consolidate co-ordinating conjunctions (and, but, so) | | Consolidate expanded noun phrases. Consolidate sentence types Consolidate co-ordinating conjunctions and: -Know that sentences | | Consolidate expanded noun phrases. Consolidate questions. Consolidate apostrophes for omission and introduce possession: | |
| Consolidate sentence types. Consolidate expanded noun phrases. Consolidate omissive and possessive apostrophes: -Use apostrophes for | | | | | | | |

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| | <p>to use in writing. -Recognise that an adjective gives more information about a noun. -Find adjectives in reading and in own writing and talk about their effectiveness. -Choose effective adjectives to use in own writing.</p> <p>Tenses: -Check that the tense in own writing is consistent. -understand the progressive form of a verb</p> | <p>-Choose effective adjectives to expand nouns and select the most effective. -Use noun phrases in own writing to add detail. -Evaluate the effectiveness of noun phrases used in own writing.</p> <p>Conjunctions: -Know that sentences (clauses) can be joined in different ways. -Find sentences (clauses) joined by and, but, or in reading. -Know that these words are called conjunctions.</p> <p>-Understand and use time adverbials.</p> | <p>Sentence types: -Know that sentences have different functions. -Find different sentence types in reading. -Identify the punctuation needed for different sentence types. -Notice that a command sentence needs the same punctuation as a statement sentence. -Notice that a command sentence starts with a verb. -Notice that question sentences can start in different ways.</p> | <p>(clauses) can be joined in different ways. -Find sentences (clauses) joined by subordinating conjunctions (when, if, that, because). -Know that these words are also called conjunctions.</p> <p>Apostrophes for missing letters: -recognise and know how to use omissive apostrophes accurately for contracted words (e.g. can't haven't, I've, let's)</p> | <p>-Know that an apostrophe can indicate ownership. -Orally rehearse examples of singular possession. -Write sentences using rehearsed examples.</p> | <p>singular possession correctly in own writing.</p> <p>Consolidate conjunctions and: -Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction (when, if, that, because).</p> <p>Commas for lists: -Use commas to punctuate sentences where there are items in a list.</p> |
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Year 3

| Year 3 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| <u>Text type</u> | Setting Description | Non-Chronological Report | Instructions | Newspaper | Biography | Advertising |

| | Recount (fiction) | Poetry | Story | Character Description | Poetry | Letter |
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| <p>Grammar and punctuation knowledge</p> <p>Blue type indicates consolidation. Bold & black type shows new knowledge.</p> | <p>To be taught in every unit:</p> <ul style="list-style-type: none"> Use sentences with more than one clause. Use complex sentences appropriately in writing. Form nouns using prefixes inc super-, anti-, auto- Use a and an accurately (know that it depends on whether the next word starts with a consonant or a vowel). Know about word families with common words and related meanings e.g. solve, solution, solver, dissolve, insoluble. -use and understand the grammatical terminology for year 3 <p>Consolidate Y2 knowledge: possessive apostrophes and expanded noun phrases.</p> | | | <p><u>Writing composition</u> plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] | | |
| | | | | <p><u>Editing</u> evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | |
| | <p>Conjunctions: -use conjunctions (when, before, after, while, so, because) -use prepositions (before, after, during, in, because of) -Use conjunctions to</p> | <p>Consolidate subordinate clauses and: -Make choices about the position of a prepositional phrase in a sentence. Consolidate conjunctions</p> | <p>Present perfect tense: Use the present perfect tense (e.g. she has lived there all her life, the plant has already grown taller</p> | <p>Direct speech: -understand that direct speech can show character and move events forward. Use inverted commas for direct speech.</p> | <p>Consolidate present perfect tense and: Understand and use different forms of the past tense. Consolidate direct speech.</p> | <p>Consolidate subordinate clauses. Consolidate present perfect tense. Consolidate direct speech.</p> |

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| | <p>show reasons or causes in writing.</p> <p>Subordinate clauses: -make choices about when to move a subordinate clause to the beginning of a sentence.</p> | <p>and: -Use time adverbs (e.g. then, next, soon, therefore) -prepositions -use to show time in writing - to indicate sequences of events or the passing of time.</p> <p>Paragraphs: -know that paragraphs are a way of grouping related material -headings and subheadings aid presentation</p> <p>Consolidate expanded noun phrases (y2)</p> | <p>than...) when appropriate in writing.</p> <p>Consolidate sentence types (y2)</p> <p>Consolidate subordinate clauses.</p> <p>Consolidate conjunctions, adverbs and prepositions.</p> | <p>Consolidate direct speech including using inverted commas.</p> <p>Consolidate subordinate clauses.</p> <p>Consolidate past perfect tense.</p> <p>Consolidate conjunctions, adverbs and prepositions.</p> <p>Consolidate paragraphs.</p> | <p>Consolidate subordinate clauses.</p> <p>Consolidate conjunctions, adverbs and prepositions.</p> <p>Consolidate paragraphs</p> | <p>Consolidate conjunctions, adverbs and prepositions.</p> <p>Consolidate paragraphs</p> |
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Year 4

| Year 4 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Text type | Setting Description Recount (fiction) | Biography Poetry | Explanation Character Description | Instructions Story | Poetry Letter | Advertising Non-Chronological Report |
| Grammar and punctuation knowledge <i>Blue type indicates consolidation. Bold & black type shows new knowledge.</i> | To be taught in every unit: -the grammatical difference between plural and possessive s -standard English inc We were, I was -use and understand the grammatical terminology for year 3 and 4 <i>Consolidate Y3 knowledge: paragraphs as a way of grouping related content.</i> | | | Writing composition plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] | | |
| | | | | Editing evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | |

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| | <p>Expanded noun phrases: -a noun phrase can be expanded by adjective/s. -a noun phrase can be expanded by a prepositional phrase (telling the reader how, when or where). - a noun phrase can be expanded by adverbial phrases -Develop noun phrases expanded before and after the noun. -Evaluate their effectiveness in painting a picture in words for the reader.</p> <p>Possessive apostrophes: -Know the difference between singular and plural nouns and how they are formed. -Identify the difference – ‘s and s’ -Recognise the use of ‘s in the irregular plural nouns. -Use apostrophes for possession correctly in own writing</p> | <p>Consolidate expanded noun phrases (y2) and: -Understand when it is useful to use expanded noun phrases in writing. -Use expanded noun phrases in own writing to add detail.</p> <p>Fronted adverbials: -Use a fronted adverbial to show how, when or where something happened. -Add fronted adverbials to sentences, marking their boundary with a comma. -Choose when to use a how, when or where fronted adverbial.</p> <p>Consolidate direct speech.</p> | <p>Consolidate expanded noun phrases</p> <p>Consolidate fronted adverbials and: -Choose when to use a how, when or where fronted adverbial for an identified purpose. (For example, how a character was feeling). -Use fronted adverbials to open paragraphs in non-narrative writing. (For example, in explanatory writing - After heavy rainfall ...)</p> <p>Pronouns: -Find examples of pronouns in reading and in own writing. -Understand that using pronouns to replace nouns stops repetition</p> | <p>Consolidate expanded noun phrases</p> <p>Consolidate fronted adverbials (aut2 +spr 1) and: -Recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs. -Begin to use fronted adverbials to open paragraphs to show changes in time and place.</p> <p>Cohesion in paragraphs: -use of pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Consolidate pronouns.</p> <p>Consolidate possessive apostrophes.</p> <p>Consolidate direct speech.</p> | <p>Consolidate fronted adverbials (all previous content) and: -Use fronted adverbials to open paragraphs to show changes in time and place in narrative writing.</p> <p>Consolidate possessive apostrophes.</p> <p>Consolidate pronouns.</p> <p>Consolidate paragraphs Inc cohesion.</p> | <p>Consolidate expanded noun phrases</p> <p>Consolidate fronted adverbials and: -Use fronted adverbials to open paragraphs to show changes in time and place in narrative writing.</p> <p>Consolidate possessive apostrophes.</p> <p>Consolidate pronouns.</p> <p>Consolidate paragraphs Inc cohesion.</p> |
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| | <p>Direct speech: -Understand how writers use direct speech to show character and move events forward. -Use inverted commas for direct speech. -Include punctuation inside the inverted commas. -Use the comma to mark the reporting clause in direct speech in writing. -Use direct speech in writing to show character.</p> | | <p>of nouns. -Check own writing for repetition of nouns.</p> | | | |
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Year 5

| Year 5 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
|--|--|---------------------|--|---------------------------|---------------------|--|
| Text type | Character Description Recount | Story Poetry | Newspaper Setting Description | Letter Advertising | Poetry Story | Book/Film Review Non-Chronological Report |
| Grammar and punctuation knowledge <i>Blue type indicates consolidation. Bold & black type shows new knowledge.</i> | To be taught in every unit: -consistent use of tense and register -convert nouns or adjectives into verbs using suffixes inc -ate, -ise, -ify -verb prefixes inc dis-, de-, mis-, over-, re-. -use of commas to clarify meaning or avoid ambiguity <i>Consolidate Y3 and Y4 knowledge on paragraphs - inc grouping ideas and cohesion.</i> | | Writing composition plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] | | | |
| | | | Editing evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of 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 | | | |

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| | <p>Relative clauses: -Know that a relative clause adds information to a sentence. -Know that a relative clause starts with a relative pronoun. -Know that a relative clause comes straight after a noun. -Know that relative pronouns are <i>who, which, whose, whom, that, where, when</i>. -Find relative clauses in reading. -Know that a relative clause may be embedded in a main clause between two commas and gives more information about the noun it follows. -Add relative clauses to main clauses to add additional information, using commas.</p> <p>Punctuation: -Understand that a comma cannot be used instead of a full stop. -Check own writing for commas used instead</p> | <p>Consolidate expanded noun phrases (Y4).</p> <p>Consolidate direct speech (Y4).</p> <p>Consolidate fronted adverbials (Y4).</p> <p>Paragraphs: -use devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Modal verbs: -Understand how a modal verb is used to express different degrees of possibility (inc <i>might, should, will, must</i>) -adverbs can also be used to indicate degrees of possibility (inc <i>perhaps, surely</i>). -Order identified modal verbs from most certain to least certain. -Write/use sentences with modal verbs to use in writing. -Use modal verbs in sentences to develop an argument.</p> | <p>Consolidate relative clauses.</p> <p>Consolidate punctuation from.</p> <p>Consolidate parenthesis from.</p> <p>Consolidate paragraphs and: -Understand that the initial sentence can signal a change in time, place, event or information. -Notice that the topic sentence of a paragraph links to the content of the previous paragraph.</p> <p>Consolidate modal verbs and: -Know that modal adverbs can be used to modify modal verbs. -Understand that modal adverbs can strengthen the degree of possibility. -Write/use sentences with modal verbs and adverbs.</p> | <p>Consolidate relative clauses.</p> <p>Consolidate punctuation from.</p> <p>Consolidate paragraphs -Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (nearby) and number (secondly) or tense choices</p> <p>Consolidate modal verbs</p> | <p>Consolidate relative clauses.</p> <p>Consolidate expanded noun phrases (Y4).</p> <p>Consolidate punctuation from.</p> <p>Consolidate paragraphs and: -Know that choice of tense in the topic sentence can also help to link ideas – past perfect (e.g. <i>he had seen her before</i>). -Develop appropriate topic sentence for each paragraph when writing, using adverbials and/or tense choice to signal change in time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), event or information. -Understood the difference in meaning by use of perfect and progressive forms</p> <p>Consolidate parenthesis from A1.</p> | <p>Tense: Know that choice of tense in the topic sentence can also help to link ideas – past</p> <p>Consolidate paragraphs and -Check that paragraphs link to each other.</p> <p>Consolidate relative clauses and: -Recognise that using commas in different places changes the meaning of the sentence. -Correct sentences in which the meaning is not clear by putting in or moving commas. -Use commas correctly in own writing. -Use relative clauses in narrative and non-narrative writing appropriately to add information.</p> |
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| | <p>of full stops.</p> <p>Parenthesis</p> <p><i>-Understand that a sentence may have a part which adds information or an explanation.</i></p> <p><i>-Understand that this part can be taken out without losing meaning.</i></p> <p><i>-Notice that this information can be marked off in different ways: Brackets, dashes, commas</i></p> | | | | <p><i>Consolidate modal verbs</i></p> | |
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Year 6

| Year 6 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Text type | Setting Description Non-Chronological Report | Story Character description | Poetry Balanced argument | Explanation Recount (fiction or non-fiction) | Poetry Story | Campaign/Speech Advertising |
| Grammar and punctuation knowledge <i>Blue type indicates consolidation. Bold & black type shows new knowledge.</i> | To be taught in every unit: -consistent use of tense and register -use of commas to clarify meaning or avoid ambiguity <i>Consolidation Y5 knowledge of relative clauses, modal verbs and tense</i> | | Writing composition plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] | | | |
| | | | Editing evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of 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 | | | |

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| | proof-read for spelling and punctuation errors | | | | |
| | <p>Paragraphs: Understand that a wide range of devices are used to link ideas in paragraphs including: -repetition of a word or phrase -grammatical connections (e.g. adverbials inc on the other hand, in contrast, as a consequence) -ellipsis -layout devices (inc headings, subheadings, columns, bullets, tables). Recognise that these will be different according to the text type, purpose and audience. Use appropriate cohesive devices in own writing. Check that selected devices link ideas.</p> <p>Colons, semi-colon, dashes, hyphens -Use a colon to introduce a list</p> | <p>Formal/informal -know the difference between vocabulary used for informal speech and vocab appropriate for formal speech and writing -know that the structures of informal speech are different to those of formal speech and writing inc informal question tags (e.g. isn't he?) and formal subjunctive form. -Choose the correct level of formality for the audience and purpose of the writing.</p> <p>Active/passive -Understand that sentences can be active or passive and when it is appropriate to use it. -Use the passive voice appropriately to change the focus or emphasis or in impersonal writing.</p> | <p>Consolidate paragraphs and: -Find and categorise different cohesive devices from narrative reading: repetition of words , phrases or sentences, pronouns, adverbials. -Explain how they link ideas in and across paragraphs. -Find and categorise different cohesive devices from non-narrative writing – adverbials, conjunctive adverbs, pronouns. -Explain how they link ideas in and across paragraphs. -Use appropriate cohesive devices in own writing. -Check that selected devices link ideas.</p> <p>Consolidate colons, semi-colons, hyphens and dashes.</p> <p>Consolidate expanded noun phrases (see Y4): Develop a bank of</p> | <p>Evaluate writing for how well it either adds detail or conveys complicated information.</p> <p>Consolidate colons, semi-colons, hyphens and dashes and: Punctuate bullet points to list information.</p> <p>Consolidate paragraphs and cohesion devices</p> <p>Consolidate expanded noun phrases.</p> <p>Consolidate active/passive.</p> | <p>Consolidate paragraphs and cohesion devices.</p> <p>Consolidate formal/informal</p> <p>Consolidate expanded noun phrases.</p> <p>Consolidate active/passive.</p> |

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| | <p>-use semi-colons to separate items that are longer than one word in a list.</p> <p>-use dashes to mark the boundary between independent clauses.</p> <p>-Use hyphens to avoid ambiguity (e.g. man eating shark vs man-eating shark).</p> | | <p>noun phrases for current writing.</p> <p><i>Consolidate formal/informal</i></p> <p><i>Consolidate active/passive.</i></p> | | | |
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