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|  | **KS 3 Long term Writing Planning** |
| **Text Structure** | **Expected:**1. Write accurately, fluently, effectively and at length for pleasure and information through:
* writing for a wide range of purposes and audiences, including:
* well-structured formal expository and narrative essays
* stories, scripts, poetry and other imaginative writing
* notes and polished scripts for talks and presentations
* a range of other narrative and non-narrative texts, including arguments, and
* personal and formal letters
1. Summarise and organise material, supporting ideas and arguments with

any necessary factual detail1. Apply their growing knowledge of vocabulary, grammar and text structure to

their writing and selecting the appropriate form1. Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
2. Consider how their writing reflects the audiences and purposes for which it was intended
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| **Sentence Construction** | 1. Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
2. Extend and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
3. Study the effectiveness and impact of the grammatical features of the texts they read
4. Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
5. Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
6. Use Standard English confidently in their own writing and speech
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| **Word – language** | See above with reference to consolidate and build knowledge of grammar and vocabulary  |
| **Handwriting** | 1. None specified
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| **Spelling** | 1. Pay attention to accurate grammar, punctuation and spelling.
2. Apply the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2

programmes of study for English. |
| **Punctuation** | **Expected:**1. Capital Letters: *all uses*
2. Full stops
3. Question marks
4. Exclamation marks
5. Speech bubble
6. Bullet points
7. Commas in a list
8. Commas after an –ly opener or a fronted adverbial
9. Inverted commas
10. Apostrophes for contraction
11. Apostrophes for possession (singular)
12. Colon to introduce a list
 | 1. Ellipses
2. Commas to mark clauses
3. Full punctuation for direct speech
4. Apostrophes for plural possession
5. Dashes
6. Brackets / dashes / commas for parenthesis
7. Clear use of commas to avoid ambiguity
8. Semi-colon, colon, dash to mark the boundary to separate main (independent) clauses
9. Hyphens to avoid ambiguity
10. Punctuation of bullet points
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| **terminology** | **YR:**1. Finger spaces
2. Letter
3. Word
4. Sentence: statement, question, command, exclamation
5. Full stops
6. Capital letter

**Y1**1. Punctuation
2. Question mark
3. Exclamation mark
4. Speech bubble
5. Bullet points
6. Singular/ plural

**Y2**1. Noun / noun phrase
2. Adjective
3. Verb
4. Adverb
5. Conjunction
6. comma
7. Inverted commas
8. Apostrophe – contraction / possession
9. Statement
10. Question
11. Exclamation
12. Command
13. Suffix
14. Compound
15. Tense
16. homophone
17. alliteration
18. simile
19. inverted commas
20. proof read
21. edit
 | **Y3**1. Prefix
2. Imperative verb
3. Conjunction – coordinating / subordinating
4. Preposition
5. Direct speech
6. Determiner
7. Consonant
8. Vowel
9. Clause
10. Subordinate clause
11. Relative clause
12. Colon (before a list)

**Y4**1. Pronoun
2. Possessive pronoun
3. Relative pronoun (links to 29)
4. Adverbial
5. Fronted adverbial

**Y5**1. Modal verb
2. Parenthesis
3. Bracket – dash
4. Cohesion
5. Metaphor
6. Personification
7. Rhetorical question
8. Ellipsis
9. Colon – within a sentence
10. Ambiguity

**Y6**1. Active and passive voice
2. Subject – object
3. Hyphen
4. Synonym – antonym
5. Colon / semi-colon
6. Subjunctive
7. Bullet point
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