	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
	
	2. Summarise and organise material, supporting ideas and arguments with any necessary factual detail
	
	3. Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
	
	4. Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
	
	5. Consider how their writing reflects the audiences and purposes for which it was intended

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
Word – language	See above with reference to consolidate and build knowledge of grammar and vocabulary
Handwriting	1. None specified
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*	**13.** Ellipses
	2. Full stops	**14.** Commas to mark clauses
	3. Question marks	**15.** Full punctuation for direct speech
	4. Exclamation marks	**16.** Apostrophes for plural possession
	5. Speech bubble	**17.** Dashes
	6. Bullet points	**18.** Brackets / dashes / commas for parenthesis
	7. Commas in a list	**19.** Clear use of commas to avoid ambiguity
	8. Commas after an –ly opener or a fronted adverbial	**20.** Semi-colon, colon, dash to mark the boundary to separate main (independent) clauses
	9. Inverted commas	
	10. Apostrophes for contraction	**21.** Hyphens to avoid ambiguity

	11. Apostrophes for possession (singular) **12.** Colon to introduce a list	**22.** Punctuation of bullet points
terminology	**YR:** **1.** Finger spaces **2.** Letter **3.** Word **4.** Sentence: statement, question, command, exclamation **5.** Full stops **6.** Capital letter **Y1** **7.** Punctuation **8.** Question mark **9.** Exclamation mark **10.** Speech bubble **11.** Bullet points **12.** Singular/ plural **Y2** **13.** Noun / noun phrase **14.** Adjective **15.** Verb **16.** Adverb **17.** Conjunction **18.** comma **19.** Inverted commas **20.** Apostrophe – contraction / possession **21.** Statement **22.** Question **23.** Exclamation **24.** Command **25.** Suffix **26.** Compound **27.** Tense **28.** homophone **29.** alliteration **30.** simile **31.** inverted commas **32.** proof read **33.** edit	**Y3** **34.** Prefix **35.** Imperative verb **36.** Conjunction – coordinating / subordinating **37.** Preposition **38.** Direct speech **39.** Determiner **40.** Consonant **41.** Vowel **42.** Clause **43.** Subordinate clause **44.** Relative clause **45.** Colon (before a list) **Y4** **46.** Pronoun **47.** Possessive pronoun **48.** Relative pronoun (links to 29) **49.** Adverbial **50.** Fronted adverbial **Y5** **51.** Modal verb **52.** Parenthesis **53.** Bracket – dash **54.** Cohesion **55.** Metaphor **56.** Personification **57.** Rhetorical question **58.** Ellipsis **59.** Colon – within a sentence **60.** Ambiguity **Y6** **61.** Active and passive voice **62.** Subject – object **63.** Hyphen **64.** Synonym – antonym **65.** Colon / semi-colon **66.** Subjunctive **67.** Bullet point