

Year 3 Medium Term Planning for English - Writing

National curriculum objectives	Key vocabulary
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> Preposition Conjunction Clause Subordinate clause Direct speech Consonant Vowel Inverted commas

Knowledge and Skills

Autumn Half Term 1		Autumn Half Term 2	
Oliver and the Seawigs	Maps	The Tin Forest	A day in the life of a poo, a gnu and you
<p>Text: Write a four part narrative with a clearly structured ending.</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To entertain and create a sense of adventure</p>	<p>Text: Write a recount of an event, in the form of diary</p> <p>Audience: The narrator of the diary</p> <p>Purpose: To reflect upon a major event</p>	<p>Text: Write a story in the third person</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To show historical knowledge in an engaging way.</p>	<p>Text: Write an explanation in the form of a 'how to' guide. (How to make fire in the stone age)</p> <p>Audience: Reader's of a children's encyclopaedia</p> <p>Purpose: To explain a historical process</p>
<ul style="list-style-type: none"> Identify the narrator's voice and how this is reflected through language choices. Plan writing with a clear form Fully understand the function of a full stop. Confidently use full stops within a paragraph. Group sentences of the same topic or time to make a paragraph Use a or an correctly before the 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words Maintain writing in the first person Organise events in chronological order Form paragraphs with sufficient detail, organising sentences into chronological order. Use adverbs to show time, place and cause. Choose nouns or pronouns for clarity and avoid repetition 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> Begin to discuss words and phrases which capture the reader's interest Begin to use inverted commas to mark direct speech Maintain writing in the third person Use adverbs, showing time and place, to open sentences Extend sentences with a wider range of subordinating conjunctions (because, 	<ul style="list-style-type: none"> Use the first 2/3 letters to locate words in a dictionary. Use extended sentences to explain a process Apply and spell correctly all Key Stage 1 spelling rules and those covered from Year 3 so far. Use quantifiers to add clarity to sentences Use irregular simple past tense verbs Use technical/specific vocabulary to

<p>following word.</p> <ul style="list-style-type: none"> • Use adverbs to show time and place within a sentence. • Begin to use adverbs (single words) to open sentences. • Join sentences using co-ordinating conjunctions • Demarcate sentences with capital letters and full stops, question marks and exclamation marks. 	<ul style="list-style-type: none"> • Begin to use adverbs showing time and place to open sentences. • Use prepositions to show place • Use apostrophes for contraction and possession • Demarcate sentences with capital letters and full stops, question marks and exclamation marks. • Understand how nouns are formed using a range of prefixes 	<p>when, although).</p> <ul style="list-style-type: none"> • Begin some sentence with a subordinate clause. • Experiment with verb choices within a sentence • Demarcate sentences with capital letters and full stops, question marks and exclamation marks. • Understand and use pronouns to replace nouns within sentences 	<p>avoid ambiguity</p> <ul style="list-style-type: none"> • Use commas within a list • Demarcate sentences with capital letters and full stops, question marks and exclamation marks. • Use simple organisational devices (headings and sub-headings) • Use conjunctions to show cause
Greater depth			
<ul style="list-style-type: none"> • Change a section of the narrative into the third person and identify the additional language changes that would be made. 	<ul style="list-style-type: none"> • Include additional features for the form and audience of the writing 	<ul style="list-style-type: none"> • Edit how the sequence of the story is expressed through conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> • Extend the use of commas beyond single words within the list. • Write with a clear audience and identify additional language choices which reflect the knowledge of the reader
Spring half term 1		Spring half term 2	
Greta and the Giants	Amazing Islands	The King who banned the dark	How the stars came to be
<p>Text: Retell or write a narrative showing good vs bad.</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To entertain and show how language choices can create an effect</p>	<p>Text: A non-chronological report in the style of a travel guide</p> <p>Audience: People who are thinking about visiting other countries</p> <p>Purpose: Showing information in an impersonal style</p>	<p>Text: Writing a narrative with a strong dilemma</p> <p>Audience: Other children for a bed time story</p> <p>Purpose: Use language which sustains the reader’s interest</p>	<p>Text: Writing a non-chronological report based on research</p> <p>Audience: Children who want to learn about the sun and the moon (fictitious report based on the class text)</p> <p>Purpose: To inform people of two contrasting subjects</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Draw inferences about characters thoughts, feelings and motives. • Fully understand the use of a full stop, particularly where the following sentence begins with a pronoun. • Use inverted commas to show dialogue between two characters 	<ul style="list-style-type: none"> • Identify how language and presentation contribute to meaning. • Plan writing with a clear audience • Use headings and sub headings to aid presentation • Organise paragraphs around one particular theme • Use comparisons to help the reader make connections (e.g. the whale 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Discuss words and phrases which capture the reader’s interest • Plan writing with a clear audience and purpose • Write a five part narrative with a strong dilemma • Securely use inverted commas to show character dialogue 	<ul style="list-style-type: none"> • Recognise key themes across non-fiction texts • Structure writing using an introductory paragraph • Choose formal vocabulary to suit the audience of the text • Use sub-headings which are precise and engaging to the audience • Organise paragraphs around one theme and begin to use a general

<ul style="list-style-type: none"> • Use dialogue to build a relationship between two characters • Choose adjectives, adverbs and verbs which have a specific impact on the reader (e.g. making the reader think a character is good or bad) • Begin to experiment with figurative language – use similes to describe people or places • Use simple, compound and complex sentences within writing. 	<p>shark is roughly the size of a bus)</p> <ul style="list-style-type: none"> • Write in the present tense • Use a did you know box with interesting individual facts to grab the attention of the reader • Use adjectives which are factual • Understand what compound and complex sentences are. • Begin to use subordinate conjunctions to join sentences. • Make links between paragraphs by using repeated pronouns or nouns. 	<ul style="list-style-type: none"> • Use dialogue to move the action forward. • Use additional detail within the reporting clause to move the action forward. • Choose precise nouns and verbs to create a specific impact on the reader and give clues as to author’s viewpoint. • Use simple, compound and complex sentences within writing. • Use simple sentences to add tension during the dilemma 	<p>opening sentence to introduce the paragraph’s topic.</p> <ul style="list-style-type: none"> • Use a glossary to explain the meaning of key words • Write in the third person and maintain this throughout writing
Greater depth			
<ul style="list-style-type: none"> • Edit and redraft a section of dialogue to show clearly the author’s view point of the characters. 	<ul style="list-style-type: none"> • Change the form of the report, and adapt the layout and language features according to the new form. E.g. a website article or leaflet 	<ul style="list-style-type: none"> • Choose one section of the text to edit and redraft, focussing specifically on the language choices and how these create an effect on the reader. 	<ul style="list-style-type: none"> • Use compare and contrast language to compare the subject of the non-chronological report to a similar subject
Summer half term 1		Summer half term 2	
Marcy and the Riddle of the Sphinx		The Owl Tree	I ate sunshine for breakfast (background information text not model text)
<p>Text: A narrative which has a clear problem and resolution</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To structure a text into clear sections</p>	<p>Text: A set of instructions that can be easily followed</p> <p>Audience: Visitors to the Hancock Museum Newcastle</p> <p>Purpose: To enable visitors to understand a process</p>	<p>Text: Narrative where dialogue moves the story forward</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To show the importance of effective dialogue within a narrative</p>	<p>Text: Write a persuasive letter</p> <p>Audience: Sunderland City Council</p> <p>Purpose: To convince the council to preserve the cities green areas and plant more plants.</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Understand the purpose of dialogue within a text • Use expanded noun phrases to add detail and precision • Use conjunctions to show time, place and cause. • Experiment with different sentence 	<ul style="list-style-type: none"> • Explain the language and structural features of instructions • Write increasingly complicated instructions with clear audience, ensuring they can be easily followed • Use precise nouns to give detail and avoid ambiguity • Choose verbs to suit the purpose • Use adverbs and adverbial phrases to 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Understand how dialogue can build a character • Use a boxing up plan to plan with a clear purpose, audience and form • Write a story which has a problem and resolution, with the dialogue moving the story forward. 	<ul style="list-style-type: none"> • Understand how writers use expressive language to affect the reader • Use emotive language to convey a view point • Independently organise paragraphs around a theme. • Use a wider range of subordinate conjunctions to extend sentences • Use leading phrases (I am sure you

<p>openers such as two adjectives or a verb.</p> <ul style="list-style-type: none"> • Begin to use similes for abstract concepts such as the weather. • Use a boxing up plan to plan each paragraph • Write well-structured paragraphs which build on previous detail. • Use a range of sentence types within paragraphs 	<p>add clarity to the reader</p> <ul style="list-style-type: none"> • Identify and use ways in which the layout can aid the reader • Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> • Correct punctuate direct speech using inverted commas and correct punctuation within the dialogue • Use prepositions to express time, place and manner • Proof read for spelling and punctuation errors • Use a range of sentence types within paragraphs • Use the present perfect tense instead of the simple past 	<p>agree, It is clear that, Surely you would prefer)</p> <ul style="list-style-type: none"> • Use rhetorical questions to suit the purpose • Capital letters, full stops, questions marks are mostly correct • Maintain writing in the first person
Greater depth			
<ul style="list-style-type: none"> • Edit the opening paragraph to create a description of the setting. • Use noun phrases, precise adjectives and similes to give detail. 	<ul style="list-style-type: none"> • Explore a range of organisational devices and evaluate their effectiveness. 	<ul style="list-style-type: none"> • Edit the dialogue to show character's personality and motives. • Choose additional vocabulary such as adverbs and verbs to show characterisation. 	<ul style="list-style-type: none"> • Change the view point of the author. • Use contrasting language to create an alternative effect.

2022-23 - Year 3 Medium Term Planning for English – Writing

In July and early-September 2022, Y3 teachers met with our English leads to discuss how the Writing curriculum should be amended this year, to close the gaps in learning. These gaps are due to the disruptions that occurred during the Covid period of 2020-21. Medium Term Planning has been amended, and thus will flow into Short Term Planning. Ongoing assessments and evaluations of pupil learning will lead to further adjustments, as the term/year progresses. The blue text below shows where changes have been made (and we will keep this under review).

National curriculum objectives	Key vocabulary
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns 	<ul style="list-style-type: none"> • Preposition • Conjunction • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas

<ul style="list-style-type: none"> • using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 			
Knowledge and Skills			
Autumn Half Term 1		Autumn Half Term 2	
The Fox and the Star	Maps Jack and the Baked Beanstalk	The Tin Forest	A day in the life of a poo, a gnu and you
<p>Text: Write a four part narrative with a clearly structured ending.</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To entertain and create a sense of adventure</p>	<p>Text: Write a recount of an event, in the form of diary</p> <p>Audience: The narrator of the diary</p> <p>Purpose: To reflect upon a major event</p>	<p>Text: Write a story in the third person</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To show historical knowledge in an engaging way.</p>	<p>Text: Write an explanation in the form of a 'how to' guide. (How to make fire in the stone age)</p> <p>Audience: Reader's of a children's encyclopaedia</p> <p>Purpose: To explain a historical process</p>
<ul style="list-style-type: none"> • Identify the narrator's voice and how this is reflected through language choices. • Identify the person used throughout the writing • Identify the use of the past tense • Plan writing with a clear form using a boxed up plan, offering suggestions as part of a group. • Fully understand the function of a full stop. • Group sentences of the same topic or time to make a section of a narrative. • Use a or an correctly before the following word. • Use adverbs to show time and place within a sentence. • Begin to use adverbs (single words) to open sentences. • Join sentences using co-ordinating conjunctions • Begin to demarcate sentences with capital letters and full stops, question marks and exclamation marks. 	<ul style="list-style-type: none"> • Learn the order of the alphabet in relation to dictionaries • Maintain writing in the first person • Organise events in chronological order • With support and guidance, begin to form paragraphs with additional detail, organising sentences into chronological order. • Use adverbs to show time, place and cause. • Choose nouns or pronouns for clarity and avoid repetition • Confidently use full stops within a paragraph. • Begin to use adverbs showing time and place to open sentences. • Use prepositions to show place • Use apostrophes for contraction • Demarcate sentences with capital letters and full stops, question marks and exclamation marks. • Understand how nouns are formed using a range of prefixes • Use monster phonic strategies to make 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Begin to discuss words and phrases which capture the reader's interest • Begin to use inverted commas to mark direct speech • Maintain writing in the third person • Use adverbs, showing time and place, to open sentences • Extend sentences with a wider range of subordinating conjunctions (because, when, although). • Join sentences with subordinating conjunctions • Experiment with verb choices within a sentence • Demarcate sentences with capital letters and full stops, question marks and exclamation marks. • Understand and use pronouns to replace nouns within sentences • Begin to use apostrophes for possession 	<ul style="list-style-type: none"> • Use the first 2/3 letters to locate words in a dictionary. • Use extended sentences to explain a process • Use dictionaries to check the meaning of words • Apply and spell correctly all Key Stage 1 spelling rules and those covered from Year 3 so far. • Use quantifiers to add clarity to sentences • Use irregular simple past tense verbs • Use technical/specific vocabulary to avoid ambiguity • Use commas within a list • Demarcate sentences with capital letters and full stops, question marks and exclamation marks. • Use simple organisational devices (headings and sub-headings) • Use conjunctions to show cause • Begin some sentence with a subordinate clause.

<ul style="list-style-type: none"> • Use monster phonic strategies to make plausible attempts at spellings • Accurately spell Y1 and Y2 common exception words • To show clear distinction between ascenders and descenders. 	<ul style="list-style-type: none"> • plausible attempts at spellings • Accurately spell Y1 and Y2 common exception words • To form all letters with a consistent size and shape 		
Greater depth			
<ul style="list-style-type: none"> • Change a section of the narrative into the third person and identify the additional language changes that would be made. 	<ul style="list-style-type: none"> • Include additional features for the form and audience of the writing 	<ul style="list-style-type: none"> • Edit how the sequence of the story is expressed through conjunctions, adverbs and prepositions 	<ul style="list-style-type: none"> • Extend the use of commas beyond single words within the list. • Write with a clear audience and identify additional language choices which reflect the knowledge of the reader
Spring half term 1		Spring half term 2	
Greta and the Giants	Amazing Islands	The King who banned the dark	How the stars came to be
<p>Text: Retell or write a narrative showing good vs bad.</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To entertain and show how language choices can create an effect</p>	<p>Text: A non-chronological report in the style of a travel guide</p> <p>Audience: People who are thinking about visiting other countries</p> <p>Purpose: Showing information in an impersonal style</p>	<p>Text: Writing a narrative with a strong dilemma</p> <p>Audience: Other children for a bed time story</p> <p>Purpose: Use language which sustains the reader's interest</p>	<p>Text: Writing a non-chronological report based on research</p> <p>Audience: Children who want to learn about the sun and the moon (fictitious report based on the class text)</p> <p>Purpose: To inform people of two contrasting subjects</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Draw inferences about characters thoughts, feelings and motives. • Fully understand the use of a full stop, particularly where the following sentence begins with a pronoun. • Use inverted commas to show dialogue between two characters • Use dialogue to build a relationship between two characters • Choose adjectives, adverbs and verbs which have a specific impact on the reader (e.g. making the 	<ul style="list-style-type: none"> • Identify how language and presentation contribute to meaning. • Plan writing with a clear audience • Use headings and sub headings to aid presentation • Organise paragraphs around one particular theme • Use comparisons to help the reader make connections (e.g. the whale shark is roughly the size of a bus) • Write in the present tense • Use a did you know box with interesting individual facts to grab 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Discuss words and phrases which capture the reader's interest • Plan writing with a clear audience and purpose • Write a five part narrative with a strong dilemma • Securely use inverted commas to show character dialogue • Use dialogue to move the action forward. • Use additional detail within the reporting clause to move the action forward. 	<ul style="list-style-type: none"> • Recognise key themes across non-fiction texts • Structure writing using an introductory paragraph • Choose formal vocabulary to suit the audience of the text • Use sub-headings which are precise and engaging to the audience • Organise paragraphs around one theme and begin to use a general opening sentence to introduce the paragraph's topic. • Use a glossary to explain the meaning of key words

<p>reader think a character is good or bad)</p> <ul style="list-style-type: none"> • Begin to experiment with figurative language – use similes to describe people or places • Use simple, compound and complex sentences within writing. 	<p>the attention of the reader</p> <ul style="list-style-type: none"> • Use adjectives which are factual • Understand what compound and complex sentences are. • Begin to use subordinate conjunctions to join sentences. • Make links between paragraphs by using repeated pronouns or nouns. 	<ul style="list-style-type: none"> • Choose precise nouns and verbs to create a specific impact on the reader and give clues as to author’s viewpoint. • Use simple, compound and complex sentences within writing. • Use simple sentences to add tension during the dilemma 	<ul style="list-style-type: none"> • Write in the third person and maintain this throughout writing
Greater depth			
<ul style="list-style-type: none"> • Edit and redraft a section of dialogue to show clearly the author’s view point of the characters. 	<ul style="list-style-type: none"> • Change the form of the report, and adapt the layout and language features according to the new form. E.g. a website article or leaflet 	<ul style="list-style-type: none"> • Choose one section of the text to edit and redraft, focussing specifically on the language choices and how these create an effect on the reader. 	<ul style="list-style-type: none"> • Use compare and contrast language to compare the subject of the non-chronological report to a similar subject
Summer half term 1		Summer half term 2	
Marcy and the Riddle of the Sphinx		The Owl Tree	I ate sunshine for breakfast (background information text not model text)
<p>Text: A narrative which has a clear problem and resolution</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To structure a text into clear sections</p>	<p>Text: A set of instructions that can be easily followed</p> <p>Audience: Visitors to the Hancock Museum Newcastle</p> <p>Purpose: To enable visitors to understand a process</p>	<p>Text: Narrative where dialogue moves the story forward</p> <p>Audience: Children during an English assembly.</p> <p>Purpose: To show the importance of effective dialogue within a narrative</p>	<p>Text: Write a persuasive letter</p> <p>Audience: Sunderland City Council</p> <p>Purpose: To convince the council to preserve the cities green areas and plant more plants.</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Understand the purpose of dialogue within a text • Use expanded noun phrases to add detail and precision • Use conjunctions to show time, place and cause. • Experiment with different sentence openers such as two adjectives or a verb. • Begin to use similes for abstract concepts such as the weather. • Use a boxing up plan to plan each 	<ul style="list-style-type: none"> • Explain the language and structural features of instructions • Write increasingly complicated instructions with clear audience, ensuring they can be easily followed • Use precise nouns to give detail and avoid ambiguity • Choose verbs to suit the purpose • Use adverbs and adverbial phrases to add clarity to the reader • Identify and use ways in which the layout can aid the reader • Proof read for spelling and punctuation errors 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Understand how dialogue can build a character • Use a boxing up plan to plan with a clear purpose, audience and form • Write a story which has a problem and resolution, with the dialogue moving the story forward. • Correct punctuate direct speech using inverted commas and correct punctuation within the dialogue • Use prepositions to express time, place and manner 	<ul style="list-style-type: none"> • Understand how writers use expressive language to affect the reader • Use emotive language to convey a view point • Independently organise paragraphs around a theme. • Use a wider range of subordinate conjunctions to extend sentences • Use leading phrases (I am sure you agree, It is clear that, Surely you would prefer) • Use rhetorical questions to suit the purpose • Capital letters, full stops, questions

<p>paragraph</p> <ul style="list-style-type: none"> • Write well-structured paragraphs which build on previous detail. • Use a range of sentence types within paragraphs 		<ul style="list-style-type: none"> • Proof read for spelling and punctuation errors • Use a range of sentence types within paragraphs • Use the present perfect tense instead of the simple past 	<p>marks are mostly correct</p> <ul style="list-style-type: none"> • Maintain writing in the first person
Greater depth			
<ul style="list-style-type: none"> • Edit the opening paragraph to create a description of the setting. • Use noun phrases, precise adjectives and similes to give detail. 	<ul style="list-style-type: none"> • Explore a range of organisational devices and evaluate their effectiveness. 	<ul style="list-style-type: none"> • Edit the dialogue to show character's personality and motives. • Choose additional vocabulary such as adverbs and verbs to show characterisation. 	<ul style="list-style-type: none"> • Change the view point of the author. • Use contrasting language to create an alternative effect.

Year 4 Medium Term Planning for English - Writing

National curriculum objectives	Key vocabulary
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i> • using the present perfect form of verbs in contrast to the past tense • <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i> • <i>Using conjunctions, adverbs and prepositions to express time and cause</i> • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • <i>indicating possession by using the possessive apostrophe with plural nouns</i> • <i>using and punctuating direct speech</i> • use and understand the grammatical terminology in English Appendix 2 accurately <p>and appropriately when discussing their writing and reading</p>	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial • Plural • Cohesion

Knowledge and Skills

Autumn Half Term 1		Autumn Half Term 2	
Cinderella on the Nile	The story of Tutankhamun	Pugs of the Frozen North	Rise Up
<p>Text: Write a narrative showing a familiar story with a varied and rich vocabulary</p> <p>Audience: Children during an English assembly</p> <p>Purpose: To create a descriptive atmosphere</p>	<p>Text: Write a recount in the first person in the form of a letter</p> <p>Audience: Visitors to an Egyptian exhibition</p> <p>Purpose: To inform the reader about Egyptian culture</p>	<p>Text: Write a narrative which has a well structured climax and resolution</p> <p>Audience: Children during an English assembly</p> <p>Purpose: To entertain and create a powerful description</p>	<p>Text: Write an explanation of how something works</p> <p>Audience: Other children who want to learn about inventions (reading a class webpage)</p> <p>Purpose: To explain how a machine works</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Plan and write their own version of a familiar story focussing on varied and rich vocabulary • Begin sentences with ‘ing’ verbs and use a comma to separate the subordinate clause 	<ul style="list-style-type: none"> • Use expanded noun phrases to add clarity to a sentence • Use possessive pronouns within sentences • Maintain the first person throughout writing • Use apostrophes to show plural possession 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Use repetition in a sentence that gives three actions • Begin to use determiners to clarify (their, those, these,) • Use inverted commas for dialogue, with a capital letter for the word following 	<ul style="list-style-type: none"> • Use an impersonal tone when explaining • Structure paragraphs to ensure clarity for the reader • Use nouns which avoid repetition • Use prepositions within a sentence • Use comparative adjectives • Include diagrams to support their

<ul style="list-style-type: none"> • Ensure capital letters for proper nouns are used accurately. • Begin to use expanded noun phrases to add additional detail • Use inverted commas to show dialogue, plus comma to separate the reporting clause. • Confidently use adverbs to show time, place and manner. 	<ul style="list-style-type: none"> • Ensure accuracy and consistency in subject use of past tense and subject-verb agreements 	<ul style="list-style-type: none"> the inverted comma. • Begin to use fronted adverbials to begin sentences. • Choose verbs carefully to represent the desired effect on the reader 	<ul style="list-style-type: none"> writing • Use adverbs to show time and cause within sentences and at the beginning • Use conjunctions which show cause and effect
Greater depth			
<ul style="list-style-type: none"> • Choose vocabulary which will provoke sympathy or dislike of a character 	<ul style="list-style-type: none"> • Change the form in which the recount is written (e.g. to a diary) • Choose the text and language features to suit the new form 	<ul style="list-style-type: none"> • Re-draft the conflict stage of the narrative and use devices to build tension 	<ul style="list-style-type: none"> • re-draft the explanation in an informal style, changing the language to suit the new audience
Spring half term 1		Spring half term 2	
Leo and the Gorgon's curse		The Wild Robot	
<p>Text: A narrative which uses organisational devices to guide the reader</p> <p>Audience: Children in Y3 who will be reading books by the same author</p> <p>Purpose: To structure a text by the choice of language</p>	<p>Text: A persuasive advertisement</p> <p>Audience: School P.E. Co-ordinator</p> <p>Purpose: To persuade Mrs Bracknall to arrange a mini school Olympics</p>	<p>Text: A narrative with a clear and atmospheric setting</p> <p>Audience: Children during an English assembly</p> <p>Purpose: To create a vivid image in the reader's mind.</p>	<p>Text: A descriptive non-chronological report</p> <p>Audience: Children reading a survival guide</p> <p>Purpose: To inform the reader of different dangerous animals</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Use fronted adverbials to begin sentences • Develop the use of sentences with more than one clause • Begin to understand and use the past progressive tense • Use pronouns to create cohesion across paragraphs and avoid repetition. • Use repeated words and phrases to create cohesion across paragraphs • Use effective similes within writing • Understand and use prepositional phrases 	<ul style="list-style-type: none"> • Understand and use the past perfect tense • Understand and use standard English forms for verb inflections (we were instead of we was) • Begin to understand and use hyperbole • Maintain a formal style throughout an extended piece of writing • Carefully choose rhetorical questions to engage the reader • Choose precise nouns, adjectives and verbs for a desired effect on the reader. • Use power of three sentences within the writing • Choose pronouns and nouns within and 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Understand and use the present progressive • Confidently use fronted adverbials within writing • Begin to experiment with wider figurative language, including onomatopoeia and alliteration • Understand and use noun phrases to add detail • Use expanded noun phrases which have been modified with preposition phrases 	<ul style="list-style-type: none"> • Correctly use possessive apostrophes after plurals • Use rich and varied vocabulary identified through reading • Use generalising language • Maintain the present tense throughout writing • Understand the difference between fact and opinion • Use a wider range of subordinating conjunctions (because, although, while)

	across sentences to aid cohesion.		
Greater depth			
<ul style="list-style-type: none"> Edit and redraft a section of the narrative, looking at how adverbial phrases and pronouns can be used to organise a text. 	<ul style="list-style-type: none"> Re-draft the persuasive text to a TV advert. Use vocabulary and linguistic devices to suit the new form 	<ul style="list-style-type: none"> Transform the narrative with a change in atmosphere 	<ul style="list-style-type: none"> Explore how language changes when writing in the past by writing about an extinct animal.
Summer half term 1		Summer half term 2	
The explorer		What the elephant heard	The Sound of Silence
<p>Text: A narrative which writes in role as the character</p> <p>Audience: Children during an English assembly</p> <p>Purpose:</p>	<p>Text: A recount in the form of a formal letter</p> <p>Audience: David Attenborough to use in his new documentary</p> <p>Purpose: To show sequential events</p>	<p>Text: A narrative which has a strong central character</p> <p>Audience: The new class teacher</p> <p>Purpose: To entertain and show good characterisation</p>	<p>Text: A compare and contrast non-chronological report</p> <p>Audience: People visiting a museum wanting to learn about a historical person</p> <p>Purpose: To form part of a museum exhibition</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> Maintain the 1st or 3rd person throughout writing Use fronted adverbials to begin sentences and demarcate with a comma Begin to experiment with wider figurative language, including personification Use a wide range of sentence types Organise paragraphs around a theme or time, and choose pronouns or nouns to make links between paragraphs. 	<ul style="list-style-type: none"> Use an introductory paragraph which answers who, what, when where and why Write in chronological order, making links between paragraphs Maintain a formal tone throughout an extended piece of writing Show control over the choice of tense within writing End with a closing statement or paragraph to re orientate the reader Effectively use conjunctions, adverbs and prepositions to express time, cause and place. 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> Understand and use the present perfect tense Begin to experiment with relative clauses to add additional information to the reader Use a wide range of sentence types and begin to think about their impact on the reader. Use figurative language within the description Use expanded noun phrases which are modified by adjectives, nouns and prepositional phrases. 	<ul style="list-style-type: none"> Maintain writing within the third person Guide the reader through the text by carefully selecting layout features Use cohesive words or phrases which compare or contrast ideas Choose appropriately technical language and provide a glossary which shows an understanding of the reader Use a wider range of subordinating conjunctions (whereas, rather, even though) Correctly use apostrophes to show plural possession
Greater depth			
<ul style="list-style-type: none"> Re-draft the narrative to write from two perspectives 	<ul style="list-style-type: none"> Write a recount in the style of a diary and propose own changes to make to suit the new form 	<ul style="list-style-type: none"> Develop additional characters and add detail to settings using adjectives and figurative language. Consistently use dialogue sparingly to effectively add detail to the writing and support characterisation 	<ul style="list-style-type: none"> Re-draft to make the text suitable for a different audience and purpose (e.g. an entry in a non-fiction book)

Year 5 Medium Term Planning for English - Writing

National curriculum objectives	Key vocabulary
<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis Using semi-colons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list Punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis Dash Bracket Cohesion Ambiguity

Knowledge and Skills

Autumn Half Term 1		Autumn Half Term 2	
Queen of Darkness		Holes	Wild animals of the North
<p>Text: Write a five part narrative which has clear links between each section</p> <p>Audience: Children during an English assembly</p> <p>Purpose: To entertain and engage young readers</p>	<p>Text: Write a concise recount in a specific form</p> <p>Audience: Children who want to learn about the Romans</p> <p>Purpose: To recall information about a visit</p>	<p>Text: Write a narrative which is both tense and humorous</p> <p>Audience: Children during an English assembly</p> <p>Purpose: To entertain a wide range of readers</p>	<p>Text: Write a comparative non-chronological report which suits the formality of the audience.</p> <p>Audience: A children's online encyclopaedia</p> <p>Purpose: To inform in a concise but clear manner</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> Use literary devices such as repetition, 	<ul style="list-style-type: none"> Use brackets for parenthesis Choose nouns and adjectives for clarity Experiment with moving parts of a 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> Begin to use dialogue to convey 	<ul style="list-style-type: none"> Begin to experiment with the passive voice Use hyphens to avoid ambiguity

<p>alliteration, and “rule of three”</p> <ul style="list-style-type: none"> • Use inverted commas to demarcate speech, and commas to separate reporting clauses. • Use fronted adverbials, separated with a comma, which create links between paragraphs. • Begin to use fronted prepositional phrases • Use conjunctions and adverbials to create cohesion between paragraphs 	<p>sentence to create different effects</p> <ul style="list-style-type: none"> • Use accurate and precise technical vocabulary • Use modifying adjectives to add detail or to qualify a point. 	<p>character.</p> <ul style="list-style-type: none"> • Use relative pronouns, including whom. • Indicate degrees of possibility using adverbs • Use rhetorical questions to amuse the reader. • Use adverbials of time, place and manner • Use a wide range of conjunctions to link ideas, and to show contrast • Carefully select proper nouns to suggest character traits 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey more complex meaning clearly • Accurately use both the past and present tense within a piece of writing. • Ensure there is a well-structured final paragraph to re-orientate the reader • Begin to use parenthesis to provide the reader with additional detail
Greater depth			
<ul style="list-style-type: none"> • Change the atmosphere of the story and have a solid understanding of how language choices and sentence structure change to adapt the atmosphere. 	<ul style="list-style-type: none"> • Edit or re-write the recount so that it is suitable for two audience (children and their parents). • Use shifts in formality to suit both intended readers. 	<ul style="list-style-type: none"> • Adapt the story and use repetition of phrases, ideas and motifs to change the focus of the story 	<ul style="list-style-type: none"> • Create an additional genre within the non-chronological (either instructions or explanation) and use the appropriate formality to suit the genre.
Spring half term 1		Spring half term 2	
Harry Miller’s Run		Song of the Dolphin Boy	The Dam
<p>Text: A narrative which is inspired by a particular author Audience: David Almond Purpose: To show how an author can inspire writing</p>	<p>Text: A formal persuasive letter Audience: Staff at Seven Stories Purpose: To persuade a local venue to host a David Almond exhibition.</p>	<p>Text: Writing a narrative from another character’s view point Audience: Children during an English assembly Purpose: To use emotive language to convey a message or meaning.</p>	<p>Text: A linear procedural text Audience: Judges at Blue Peter (Green Badge Award) Purpose: To show understanding of a procedure</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Begin to experiment with wider figurative language, including clichés • Understand why non-standard English may be used within a piece of writing 	<ul style="list-style-type: none"> • Use second person pronouns to engage with the reader • Use modal verbs to indicate degrees of possibility • Show awareness of the reader by including humour or word play. 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Use relative clauses, using a range of relative pronouns • Understand how to change nouns and adjectives into verbs by adding suffixes 	<ul style="list-style-type: none"> • Use parenthesis to provide the reader with additional detail • Avoid use of ‘you’ to make writing more formal • Use factual adjectives to avoid ambiguity

<ul style="list-style-type: none"> • Begin to include relative clauses using a range of relative pronouns • Begin to use clauses to drop in additional detail about a character • Identify language choices made by an author and use them within own writing. 	<ul style="list-style-type: none"> • Use the rule of three • Effectively use rhetorical questions to engage the reader • Structure paragraphs to move from general statements to more specific examples 	<ul style="list-style-type: none"> • Show a contrast between inward feelings and outward actions by choosing contrasting language • Begin to use the subjunctive form to show character's thoughts or feelings • Use adverbials to make links within paragraphs • Begin to use metaphors 	<ul style="list-style-type: none"> • Adapt degrees of formality and informality to suit the form of the instructions • Use relative clauses to add further information relevant to the reader
Greater depth			
<ul style="list-style-type: none"> • Adapt the story for a different audience, aiming for consistency and style (write for a KS2 audience, rather than an adult) 	<ul style="list-style-type: none"> • Re-draft the letter by including quotes or references to add a level of formality to the letter. 	<ul style="list-style-type: none"> • Change the story to show parallel narrators where events are portrayed at the same time. 	<ul style="list-style-type: none"> • Change to a non-linear structure with language choices which signal where the reader should look.
Summer half term 1		Summer half term 2	
The 1000 year old boy		The Jamie Drake Equation	Counting on Katherine
<p>Text: A non-linear narrative showing changes in time</p> <p>Audience: Children during assembly</p> <p>Purpose: To use language which can signal changes in time</p>	<p>Text: A balanced discussion text</p> <p>Audience: Alfie from 1000 year old boy</p> <p>Purpose: Discuss whether a character should take a particular action (taking of a life pearl)</p>	<p>Text: A narrative with a clear narrative voice</p> <p>Audience: The character's father</p> <p>Purpose: To use dialogue, language and structural features to show a view point</p>	<p>Text: A concise and impersonal explanation text</p> <p>Audience: Visitors to a science exhibition</p> <p>Purpose: To explain a process in a concise manner</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Begin to use commas to avoid ambiguity. • Use adverbs to indicate degrees of possibility • Use parenthesis to provide the reader with additional detail, understanding the weighting of dashes. • Deliberately choose vocabulary to repeat • Use the correct speech punctuation, including the punctuation within speech. 	<ul style="list-style-type: none"> • Use relative clauses, including those where the relative pronoun is omitted • Understand and use adverbs and modal verbs to indicate degrees of possibility. • Use conditionals within sentences to show theories • Begin to use semi-colons and colons within writing • Use adverbial phrases to make links between paragraphs 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Use commas to clarify meaning and avoid ambiguity • Use metaphors to create mood and embellish description • Use repetition for effect • Use correct speech punctuation • Choose dialogue carefully to advance the action of the story. • Begin to use semi-colons and colons within writing • Describe setting using a range of devices including imagery, sensory details and symbolism 	<ul style="list-style-type: none"> • Plan, compose, edit and refine an explanation text showing awareness of the reader • Use parenthesis to add clarification of technical vocabulary • Alternate between formal and informal language where appropriate (e.g. You'll be surprised to know that) • Use conjunctions showing cause and effect • Use correctly punctuated relative clauses to provide further information • Use preposition phrases and expanded noun phrases to add detail, qualification and precision

Greater depth			
<ul style="list-style-type: none"> Redraft a section of the non-linear narrative to show changes in atmosphere and mood. 	<ul style="list-style-type: none"> Combine a discussion text with a non-chronological report 	<ul style="list-style-type: none"> Add an additional narrative voice demonstrating a change in formality 	<ul style="list-style-type: none"> Transform the writing to include a mixture of styles which would suit multiple audiences. Look at embedding other text types, or other audiences based on a shift of formality.

Year 6 Medium Term Planning for English - Writing

National curriculum objectives	Key vocabulary
Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely <i>Using modal verbs or adverbs to indicate degrees of possibility</i> <i>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</i> Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing <i>Using hyphens to avoid ambiguity</i> Using brackets, <i>dashes</i> or commas <i>to indicate parenthesis</i> Using semi-colons, colons or dashes to mark boundaries between independent clauses <i>Using a colon to introduce a list</i> Punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym Ellipses Hyphen Colon Semi-colon Bullet points

Knowledge and Skills			
Autumn Half Term 1		Autumn Half Term 2	
Oliver Twist	Porridge Pincher Faces Court (Class novel: Rooftoppers)	The Ship of Shadows	
Text: Write a narrative inspired by a play	Text: A recount of an event in the form of	Text: A narrative which creates a tense	Text: A comparative non-chronological

script Audience: Children in an English assembly Purpose: To entertain children	a newspaper Audience: Victorian Britain Purpose: To inform people of an event and sensationalise to show view points	atmosphere Audience: Children in an English assembly Purpose: To entertain and build tension	report Audience: A website about different parts of the world Purpose: To inform others of geographical facts
As well as grammatical features previously covered: <ul style="list-style-type: none"> Use inverted commas to demarcate speech, and commas to separate reporting clauses, when using dialogue to move the action forward and show character development. Use sentences which include a variety of compound and complex clauses. Use a range of sentence openers and vary their use throughout the writing. Use similes and personification to create a description 	<ul style="list-style-type: none"> Use relative clauses with relative pronouns and begin to use relative clauses with an omitted relative pronoun. Use a range of conjunctions, adverbs and prepositions to order events, link previous ideas, and provide exemplification. Use hyphens for compound words to avoid ambiguity. Begin to use modal verbs 	As well as grammatical features previously covered: <ul style="list-style-type: none"> Use repetition or words, phrases and sentence structures for dramatic effect Use dashes to mark the boundary between clauses, adding emphasis or surprise. Use ellipses effectively to create suspense. Use metaphors to create a specific atmosphere Understand that synonyms have slightly different word meanings, and choose synonyms appropriately. 	<ul style="list-style-type: none"> Use colons to introduce a list Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader Use layout devices such as headings, sub-headings, bullets and tables to structure texts Effectively use modal verbs within sentences Use a range of subordinating and co-ordinating conjunctions effectively to link ideas in and across paragraphs.
Greater depth			
<ul style="list-style-type: none"> Edit or redraft to focus on characterisation and independently choose vocabulary and grammar choices to reflect this change. 	<ul style="list-style-type: none"> Independently reflect upon how formality changes when the purpose/audience of the recount changes. 	<ul style="list-style-type: none"> Change the atmosphere of the story (to one of humour) and independently focus on how language choices, sentence structure and grammar must change. 	<ul style="list-style-type: none"> Transform the recount to be suitable for multiple audiences – adapt the levels of formality for the multi-audience.
Spring half term 1		Spring half term 2	
When the sky falls		Skyward: Female pilots of the war (for context)	
Text: Write an extended narrative which creates a powerful descriptive atmosphere. Audience: Authors who have been inspired by the war Purpose: To show accurate historical context through fiction writing	Text: Write a balanced discussion text showing two view points equally before concluding Audience: Class teacher Purpose: To evaluate whether animals should be kept in captivity	Text: To write a historical narrative and convey factual information throughout the narrative Audience: Children who are learning about WW2 Purpose: To entertain whilst providing historical content	Text: A non-chronological report which informs and entertains Audience: Children who wish to learn about mountain environments Purpose: to provide factual information and engages and entertains the reader

<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Use the perfect form of verbs to show relationships in time • Begin to use the passive voice • Begin to use semi-colons and dashes to mark boundaries between independent clauses. • Use colons to introduce a list • Use cohesive devices such as repetition of a phrase across paragraphs • Choose synonyms and antonyms for specific effect on the reader 	<ul style="list-style-type: none"> • Understand and begin to use the subjunctive mood to show appropriate formality • Understand and use conditional phrases to lead the reader into a way of thinking. • Use punctuation for elaboration of a point (using colons, semi-colons and parenthesis) • Effectively choose and use conjunctions to make links within and across paragraphs • Carefully select emotive language to elicit an emotional response from the reader 	<ul style="list-style-type: none"> • To explain the impact language can have on the reader • To understand how an author can use foreshadowing techniques through their choice of language • Choose appropriate vocabulary based on their connotations • Use expanded noun phrases, with adjectives and prepositional phrases. • To structure paragraphs, making links between ideas across different paragraphs. 	<ul style="list-style-type: none"> • Use the perfect form of verbs to show relationships in time and cause • Use modal verbs to indicate possibility • Use questions which engage the reader and introduce new information • Use commas accurately to clarify meaning • To choose precise and concise language and grammar to convey meaning.
Greater depth			
<ul style="list-style-type: none"> • To utilise the styles of other authors and incorporate their techniques into their writing 			<ul style="list-style-type: none"> • Independently adapt the writing for the general public as well as the Prime minister, controlling levels of formality.
Summer half term 1		Summer half term 2	
The Eye of the North (2022 As the Sky falls)		Darwin's Dragons	On the Origin of species
<p>Text: To write a non-linear narrative Audience: To Year 5 children Purpose: To show shifts in time and narrator</p>	<p>Text: Persuasive text within a formal letter Audience: Mr McAnaney Purpose: To persuade whilst maintaining an appropriate level of formality</p>	<p>Text: Write a narrative with clear distinction between characters. Audience: Children in an English assembly Purpose: To engage younger readers and make them invest in a character's fate.</p>	<p>Text: Write a discussion text of a scientific principle Audience: Visitors to a Charles Darwin exhibition Purpose: To show both sides of a discussion</p>
<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Identify the differences between formal and informal vocabulary choices • Understand that contractions are used in informal genres and utilise this skill when developing a character • Use question tags and contractions to 	<ul style="list-style-type: none"> • Use expanded noun phrases to concisely and factually present information • Use relative clauses with an omitted relative pronoun. • Use colons to introduce a list and semi-colons within lists • Use both the active and passive voice 	<p>As well as grammatical features previously covered:</p> <ul style="list-style-type: none"> • Use commas to clarify meaning and avoid ambiguity • Use ellipses correctly and for effect • Use adverbials as cohesive devices within and across paragraphs • Use a variety of sentence structures to 	<ul style="list-style-type: none"> • Understand and use the subjunctive mood to show appropriate formality • Use brackets, dashes and commas to indicate parenthesis • Punctuate bullet points consistently and correctly • Use layout devices efficiently to signpost the reader

<p>show distinctions in formality between characters</p> <ul style="list-style-type: none"> • Link ideas across paragraphs using cohesive devices such as repetition of a word or phrase. 	<p>within sentences.</p> <ul style="list-style-type: none"> • Build cohesion across and within paragraphs using conjunctions, adverbs and synonyms. • Use hyphens to avoid ambiguity 	<p>engage the reader throughout sustained periods of description.</p>	<ul style="list-style-type: none"> • Use the semi-colon, colon and dash to mark the boundary between independent clauses
Greater depth			
<ul style="list-style-type: none"> • To independently change the formality of the narration so that sections contrast. 	<ul style="list-style-type: none"> • To independently transform the text for a different audience thus creating a shift in formality. 	<ul style="list-style-type: none"> • Transform a section of the text to show greater character development through the use of dialogue and action. 	<ul style="list-style-type: none"> • Present information or recount information in any way they choose, demonstrating appropriate language and structural choices