

WRITING COMPOSITION	Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	✓			✓		✓		✓		
	Pupils should be taught to draft and write by precisising longer passages.	✓		✓	✓	✓	✓	✓	✓		✓
	Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.	✓		✓	✓	✓	✓	✓	✓		✓
	Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)			✓		✓	✓	✓			✓
	Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing	✓		✓	✓	✓	✓	✓	✓		✓
	Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WORD	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]		✓								✓
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]	✓				✓					
SENTENCE	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	✓		✓	✓	✓	✓	✓	✓		✓
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	✓		✓	✓		✓				✓
TEXT	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]			✓		✓		✓			
	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]			✓		✓	✓	✓	✓		✓
ORTOGRAPHY	brackets, dashes or commas to indicate parenthesis	✓	✓	✓	✓		✓		✓	✓	✓

PUNCT

Use of commas to clarify meaning or avoid ambiguity

✓

✓

