

Writing to Entertain



Year 1 Writing to Entertain	
Text Types	Text Structure
Stories Descriptions Poems	Children sequence their sentence to form short simple narratives and coherent descriptions of settings and / or characters.
Sentences	Poetry
Uses simple sentences with a capital letter and full stop: <ul style="list-style-type: none"> <li>• The castle was haunted.</li> <li>• He was scary.</li> </ul> Use adjectives to describe nouns: <ul style="list-style-type: none"> <li>• The giant had an enormous beard.</li> <li>• The huge dinosaur had very sharp teeth.</li> </ul> Join words and clauses using 'and' <ul style="list-style-type: none"> <li>• The goblin ran away and jumped in the lake.</li> <li>• The princess had a shiny crown and a silver sword.</li> <li>• He was scary and big.</li> </ul> Use adverbials to sequence a narrative: <ul style="list-style-type: none"> <li>• Then they went to the woods.</li> </ul>	Innovate a well-known rhyme - Nicely Wincey Spider  Acrostic Poem- Fireworks- Gervvais Phinn <ul style="list-style-type: none"> <li>• Understand the structure of acrostic poem</li> <li>• Leaving spaces between words</li> <li>• Capital letter for names of people, places, days of the week and I</li> </ul> Alliteration List Poem - Alphabet Poem -Michael Rosen <ul style="list-style-type: none"> <li>• Explore alliteration and alliteration poems</li> <li>• Understand poem structure</li> <li>• Leaving spaces between words</li> <li>• Using the conjunction -and</li> </ul>

<ul style="list-style-type: none"> <li>Next, Big Billy Goat went to the river.</li> </ul> <p>Use prepositions to describe where things are:</p> <ul style="list-style-type: none"> <li>The monster was inside the castle.</li> <li>The goblin was under the table.</li> </ul>	
<b>Grammar -word</b>	<b>Grammar – Sentence</b>
<p><b>Plurals</b> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes</b> Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p><b>Prefix</b> How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using and</p>
<b>Text</b>	<b>Punctuation</b>
Sequencing sentences to form short narratives	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks to demarcate sentences</p> <p>Capital letters for names of people, places, days of the week, and for the personal pronoun I</p>
<b>Terminology</b>	<b>Prior Learning</b>
<p>letter</p> <p>capital letter</p> <p>word</p> <p>sentence</p>	<p>Phoneme</p> <p>Grapheme</p> <p>Blending</p>



<p>punctuation full stop question mark exclamation mark singular Plural Preposition</p>	
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Year 2 Writing to Entertain	
Text Types	Text Structure
<p>Stories Descriptions Poems</p>	<p>Children sequence their sentences to form narratives of increasing complexity. Description of characters and settings are coherent.</p>
Sentences	
<p>Embellish simple sentences using adjectives, including using two adjectives:</p> <ul style="list-style-type: none"> <li>The boy peeped inside the dark cave.</li> <li>The huge, green dragon stomped through the woods.</li> </ul> <p>Embellish simple sentences using adverbs:</p> <ul style="list-style-type: none"> <li>To ran quickly down the hill.</li> <li>The lion roared angrily.</li> </ul> <p>Use adverbials to open sentences:</p> <ul style="list-style-type: none"> <li>Finally, they came to the end of the road.</li> <li>Carefully, they walked through the woods.</li> <li>One cold winter's day, Adam was looking out of the door.</li> </ul> <p>Secure the use of conjunctions to form compound sentences:</p>	<p>Begin to create complex sentences using subordinating conjunctions:</p> <ul style="list-style-type: none"> <li>They walked and they talked until they reached the clock tower.</li> <li>While the dragon was not looking, Jane escaped.</li> <li>They had to be quick because the monster was looking for them</li> </ul> <p>Begin to use alliteration to add rhythm and to describe:</p> <ul style="list-style-type: none"> <li>The wicked witch laughed.</li> <li>The floor was covered in slimy slugs.</li> </ul> <p>Poetry</p> <p>Shape Poem - Word whirls - John Foster</p> <ul style="list-style-type: none"> <li>Explore the structure on shape poems</li> <li>Use slimes to describe</li> </ul>



<ul style="list-style-type: none"> <li>• He ran as fast as he could but he could not get away.</li> <li>• She was very happy so she decided to keep the jewel.</li> </ul> <p>Begin to use similes to describe a character and places:</p> <ul style="list-style-type: none"> <li>• The monster's skin was bumpy like a toad.</li> <li>• The desert floor was as hot as fire.</li> </ul> <p>Use sentences of 3 for description:</p> <ul style="list-style-type: none"> <li>• He wore old shoes, a dark cloak and a red hat.</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs and adjective to describe</li> </ul> <p>Limericks -</p> <ul style="list-style-type: none"> <li>• Explore the structure of Limericks</li> <li>• Identify syllables in words</li> <li>• Recognise 'the beat' of a Limerick</li> <li>• Position rhyming words effectively.</li> </ul>
<p>Grammar -word</p>	<p>Grammar – Sentence</p>
<p><b>Nouns</b> Formation of nouns using suffixes such as –ness, -er and by compounding [for example, whiteboard, superman]</p> <p><b>Adjectives</b> Formation of adjectives using suffixes such as –ful, -less (A fuller list of suffixes can be found in English Appendix 1) Use the suffixes –er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p>	<p><b>Subordinating conjunctions</b> (If, since, as, when although, while, after, before, until, because (ISAW A WABUB) and coordination (using for, and, nor, but, yet so. FANBOYS)</p> <p><b>Noun Phrases</b> Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon]</p> <p><b>Statement, question, exclamation, command</b> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>
<p>Text</p>	<p>Punctuation</p>
<p><b>Present and past</b> Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use the <u>progressive</u> form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>



<u>Progressive</u> meaning happening now.	
<b>Terminology</b>	<b>Prior Learning</b>
singular Plural noun, noun phrase statement questions exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma	Suffixes Verbs Adverbs Nouns Adjectives Conjunctions – subordinating and co-ordinating

<b>Year 3 Writing to Entertain</b>	
<b>Text Types</b>	<b>Text Structure</b>
Narrative Story Extracts Character / setting descriptions Poetry	Paragraphs should be used to sequence narrative and show change in place, time or perspective. Narrative should have a clear structure and build towards a clear ending. When writing story extracts a clear structure should still be evident.
<b>Sentences</b>	



Use precise nouns and ambitious adjectives to create rich images and atmosphere

- The branches of the oak tree were withered and rotten.
- The sabre-tooth cat had terrifying, razor sharp claws.

Use prepositions phrases to pace the action and enhance descriptions:

- The moon shone above the clouds.
- The black, wizened demon perched upon the roof.
- The thief crept behind the monster.

Use precise verbs that enhance meaning:

- e.g. crept, stare, screamed, slithered

Use adverbs for descriptions:

- The snow fell gently and covered the cottage in the wood.

Use fronted adverbials to show 'how/ where/ when' to enhance meaning:

- Carefully, she crawled along the floor / All of a sudden, the door opened.
- In the darkness, I could see / Behind the gate, stood a
- A few days ago / Later that week

Use alliteration to provide rhythm to descriptions

- The wicked wind swept through the town.

Use Sentences of 3 for description:

- The cottage was almost invisible, hiding under a think layer of snow and glistening in the sunlight.

Vary sentence length. Long for description and short for impact:

- The monster stared at Jamie, with its horrific eyes like fire and razor sharp teeth.
- They had lost!

Use onomatopoeia to enhance descriptions

- Bang! The hero land.
- Roar! The figure appeared at the cave.
- C-R-E-A-K! The bridge slowly began to collapse.

Use speech to move the narrative forward. Use precise speech verbs.

- 'Who dares to disturb me?' roared the dragon.

Use similes for character and setting description

- The rain was as sharp as daggers.
- The queen's eyes were like fire.

Poetry

Question and answer poems- What is pink? Christina Rossetti

- Use the correct punctuation to mark question, commands and statements
- Use alliteration to describe

Haiku -Seaview- John Foster

- Understand the structure of Haiku Poems
- Use syllables to structure word choices



<p>Use – ing clauses as sentences starters</p> <ul style="list-style-type: none"> <li>• Gasping, he leapt from the water.</li> <li>• Heart racing in her chest, she ran from the tower.</li> </ul>	
<p>Grammar -word</p>	<p>Grammar – Sentence</p>
<p><b>Noun forms:</b> Formation of nouns using a range of prefixes, such as super-, anti-, auto</p> <p>Use of forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p><b>Word families</b> Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p><b>Subordinating and co-ordinating conjunctions:</b> Expressing time, place and cause using conjunctions (for example, when, so, before, after, while, because] adverbs [for example, then, next, soon, therefore] or prepositions (for example, before, after, during, in because of)</p> <p><b>Perspective</b> Writing from a different perspective – first and third person.</p>
<p>Text</p>	<p>Punctuation</p>
<p><b>Paragraphs</b> Introduction to paragraphs as a way to group related material</p> <p><b>Devices</b> Headings and sub-headings to aid presentation</p> <p><b>Past perfect and past simple</b> Use of the perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>	<p><b>Speech</b> Introduction to inverted commas to punctuate direct speech</p> <p><b>Commas</b> Commas to identify clauses and phrases.</p>
<p>Terminology</p>	<p>Prior Learning</p>





<p>Adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel vowel letter inverted commas (or 'speech marks')</p>	<p>Nouns Prefix Suffix Conjunctions – co-ordinating and subordinating</p>
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Year 4 Writing to Entertain	
Text Types	Text Structure
<p>Narratives Story Extracts Character / setting descriptions Poetry</p>	<p>Paragraph should be used to sequence narratives and show change in place, time or perspective. Narratives should have a clear structure and build towards a clear ending. When writing story extracts a clear structure should still be evident. Children should begin to purposefully build suspense towards a climax / action sequence.</p>
Sentences	
<p>Use similes to open sentences and aid descriptions:</p> <ul style="list-style-type: none"> <li>• Like lightning, Kenzi raced through the woods.</li> <li>• As silent as mist, the thief crept through the palace.</li> </ul> <p>Expanded – ing clauses a starter</p>	<p>Vary sentence length. Long to describe and short for impact</p> <ul style="list-style-type: none"> <li>• Out of no where, the beast leapt in front of Jamie and let out a blood-curdling scream.</li> <li>• The room fell silent.</li> </ul>





<ul style="list-style-type: none"> <li>• Grinning menacingly, he slipped the treasure into his rucksack.</li> <li>• Hopping speedily towards the pool, the frog dived underneath the leaves.</li> </ul> <p>Use – ed clauses</p> <ul style="list-style-type: none"> <li>• Frightened, Tom ran straight home to avoid being caught.</li> <li>• Exhausted, the Roman soldier collapsed at his post.</li> </ul> <p>Drop in – ing clauses</p> <ul style="list-style-type: none"> <li>• Jane, laughing at the teacher, fell off her chair.</li> <li>• Kane, running with all his might, raced through the tomb.</li> <li>• The trees, swaying to and fro in the wind, looked like witches' fingers.</li> </ul> <p>Develop the use of similes for character and setting description:</p> <ul style="list-style-type: none"> <li>• The rain was as sharp as daggers, falling from the black sky.</li> <li>• The queen's eyes were like fire, making John tremble with fear.</li> </ul> <p>Use speech to move the narrative forward, using precise speech verbs and adverbs to enhance meaning. Vary the position of the reporting clauses.</p> <ul style="list-style-type: none"> <li>• 'Who dares to disturb my rest?' questioned the dragon furiously.</li> <li>• The orc whispered, 'Where is the gold?'</li> </ul> <p>Use show, not tell to show how characters feel</p> <ul style="list-style-type: none"> <li>• Jill's heart was pounding in her chest, as she crept into the church.</li> <li>• Finn's hand began to tremble as he entered the cave.</li> </ul>	<p>Use a sentence of 3 for action and include commas:</p> <ul style="list-style-type: none"> <li>• Sam rushed down the road, jumped on the bus and sank into his seat.</li> <li>• The warrior leapt over the fir, unsheathed her sword and sank it into the beast's chest.</li> </ul> <p>Poetry</p> <p>Monologue- Team Talk- Alan Ahlberg</p> <ul style="list-style-type: none"> <li>• Use a range of conjunctions</li> <li>• Show not tell description for character's feelings</li> <li>• Use Lines and stanzas to structure poem</li> </ul> <p>Narrative Poem- The Highwayman- Alfred Noyse</p> <ul style="list-style-type: none"> <li>• Understand the structure of a poem</li> <li>• Use lines and stanzas to structure narrative</li> </ul>
<p>Grammar -word</p>	<p>Grammar – Sentence</p>



<p><b>Plural and possessive s</b> The grammatical difference between plural and possessive –s</p> <p><b>Standard English</b> Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)</p>	<p><b>Noun Phrase</b> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p><b>Adverbials</b> Fronted adverbials with the use of a comma (e.g. Later that day, I heard the bad news.)</p>
<p>Text</p>	<p>Punctuation</p>
<p><b>Paragraphs</b> Use of paragraphs to organise ideas around a theme</p> <p><b>Noun and pronoun</b> Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p> <p><b>Past and present tense</b> To write in past and present tense accurately and consistently.</p>	<p><b>Speech</b> Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"]</p> <p><b>Apostrophe</b> Apostrophes to mark plural possession [for example, the girl's name, the girls' name]</p> <p><b>Commas</b> The use of commas after fronted adverbials</p>
<p>Terminology</p>	<p>Prior Learning</p>
<p>Determiner Pronoun possessive pronoun adverbial</p>	<p>Singular Plural Possessive Apostrophe Noun Noun phrase Preposition Adjectives</p>



	<p>Adverbials Pronoun comma</p>
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Year 5 Writing to Entertain	
Text Types	Text Structure
<p>Narrative Story Extracts Character / setting descriptions Poetry</p>	<p>Paragraphs should be used to sequence narratives and show change of place, time or perspective. Narrative should have a clear structure and build towards a clear ending. When writing story extracts a clear structure should still be evident. Children should be able to purposefully build suspense towards a climax / sequence.</p>
Sentences	
<p>Develop an elaborate use of adverbials as sentences starters.</p> <ul style="list-style-type: none"> <li>Beyond the dark gloom of the cage, the dragon's eyes burned like fire.</li> <li>As fast as an arrow, Robin leapt towards the balcony.</li> <li>Throughout the dreadful night, the wind howled and screamed.</li> <li>Above, the ink-black, deathly clouds, the moon shone like a watchful eye.</li> </ul> <p>Vary the position of adverbials within sentences:</p> <ul style="list-style-type: none"> <li>Gracefully, the swan flew over the lake, under the summer sun.</li> <li>Under the summer sun, the swan flew gracefully over the lake.</li> <li>Jamie ran, from street to street, desperate to escape the bullies.</li> </ul> <p>Use expanded -ing and ed clauses in various positions, including as starters.</p> <ul style="list-style-type: none"> <li>Grinning menacingly, he slipped the treasure into hi bag.</li> <li>Sannzi leapt over the table, terrified of being caught, and made her way to the exit.</li> </ul>	<p>Use rhetorical questions to make explicit a character's thoughts:</p> <ul style="list-style-type: none"> <li>Why ad he comes to this dreadful place?</li> <li>Who was this assassin and where would she strike next? Sami knew he had to work quickly.</li> </ul> <p>Use long sentences which 'take the reader's breath away' and create a sense of drama using repetition where appropriate:</p> <ul style="list-style-type: none"> <li>Over the cobbles, Bethan sprinted, from alley to alley, her heart ponding in her chest with fear.</li> <li>Niamh vaulted through the wood, over the boulders and under branches, gasping for breath.</li> </ul> <p>Poetry</p> <p>Personification poem - Snow and snow - Ted Hughes</p> <ul style="list-style-type: none"> <li>Use layout devices with good effect</li> <li>Understand personification as a description device</li> </ul>



<ul style="list-style-type: none"> <li>• Hopping speedily towards the pool, the frog dived underneath the leaves.</li> <li>• Terrified of being caught, Tom leapt from shadow to shadow, heart racing in his chest.</li> <li>• Exhausted and weary from the day's journey, the traveller collapsed in a heap on the floor.</li> </ul> <p>Develop an elaborate and poetic use of similes and metaphors, including personification:</p> <ul style="list-style-type: none"> <li>• The moon glared from behind the black clouds, like a watchful magistrate judging Thom.</li> <li>• The rain wept down upon the sleepy village.</li> <li>• The wind screamed in the darkness, striking fear into Lara's heart.</li> <li>• The door waited. As it had done for a thousand years.</li> <li>•</li> </ul> <p>Refine an elaborate use of 'Show not tell' to infer how characters are feeling and develop characterisation:</p> <ul style="list-style-type: none"> <li>• Heart pounding in her chest, Mavy crept warily into the crypt.</li> <li>• The warrior swaggered into the palace, ignoring the whispers of the crowd.</li> </ul>	<p>Narrative Poem - The Listeners- Walter De La Mare</p> <ul style="list-style-type: none"> <li>• Use a range of devices to describe setting / Character</li> <li>• Effectively use line length and stanzas to structure poem</li> <li>• Effectively use rhyming and non rhyming words with goos effect.</li> </ul>
<p>Grammar -word</p>	<p>Grammar – Sentence</p>
<p><b>Nouns/ adjective to verbs</b> Converting nouns or adjectives into verbs using suffixes [for example -ate; -ise; -ify]</p> <p><b>Verb prefixes</b> Verb prefixes [for example dis-, de-, mis-, over-, and re-]</p> <p><b>Synonyms and Antonyms</b> How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>	<p><b>Relative clause</b> Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p><b>Adverbs and modal Verbs</b> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p><b>Passive and active voice</b> Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house vs The window in the greenhouse was broken(by me)]</p>



<p><b>Tenses –simple, perfect and progressive</b>          Use verb tenses consistently and correctly throughout their writing.  <i>(simple, perfect, continuous</i> (also known as <i>progressive</i>),          and <i>perfect continuous</i>. The perfect aspect is formed using the verb <i>to have</i>, while the continuous aspect is formed using the verb <i>to be</i>.)</p>	
<p>Sentences</p>	<p>Punctuation</p>
<p><b>Devices</b>          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p><b>Linking paragraphs</b>          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]</p>	<p><b>Parenthesis</b>          Brackets, dashes or commas to indicate parenthesis</p> <p><b>Comma</b>          Use of commas to clarify meaning or avoid ambiguity</p> <p><b>Colon</b>          Use of a colon to introduce a list and use of semi-colons within lists</p> <p><b>Bullet Points</b>          Punctuation of bullet points to list information</p>
<p>Terminology</p>	<p>Prior Learning</p>
<p>modal verb          relative pronoun          relative clause          parenthesis          bracket          dash cohesion          ambiguity          Subject          Object          Passive</p>	<p>Noun          Adjective          Verb          Prefix          Relative pronoun          Model verbs          Adverbs          Determiners</p>



<p>Active                  Past simple                  Past perfect                  Past progressive                  Present progressive</p>	
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Year 6 Writing to Entertain	
Text Types	Text Structure
<p>Narrative                  Story extracts                  Character / setting descriptions                  Poetry</p>	<p>Paragraphs should be used to sequence narrative and show change of place, time or perspective. Narrative should be structured to clearly build tension towards a dramatic action sequence with a clear resolution.</p>
Text	
<p>Refine and control an elaborate use of adverbials, including –ing and –ed clauses, varying their position in the sentence for an effect:</p> <ul style="list-style-type: none"> <li>• Jamie ran, from street to street, desperate to escape the bullies.</li> <li>• From behind the ink-black, deathly clouds, the sickly moon loomed, glaring down upon Mia, watching her every move.</li> <li>• Sazi leapt over the table, terrified of being caught, and made her way to the exit.</li> <li>• Terrified of being caught, Tom leapt from shadow to shadow, heart racing in his chest.</li> </ul> <p>Refine and control an elaborate and poetic use of similes and metaphors, including personification:</p> <ul style="list-style-type: none"> <li>• The wind screamed in the darkness, striking fear into Lara’s heart.</li> <li>• The door waited. As it had for many years.</li> </ul>	<p>Refine and control an elaborate use of ‘show not tell’ to infer how characters are feeling and develop characterisation through description and speech:</p> <ul style="list-style-type: none"> <li>• Heart pounding in her chest, Helen crept warily into the cave.</li> <li>• ‘And who are you?’ Sneered the King.</li> </ul> <p>Incorporate stage direction into speech to advance the narrative:</p> <ul style="list-style-type: none"> <li>• ‘Stop!’ he shouted, picking up the stick and running after the thief.</li> <li>• ‘Enough!’ roared the queen, as she slammed her fist onto her throne, ‘you will not fight the beast!’</li> </ul> <p>Poetry</p> <p>Metaphor poem - Don’t be scared- Carol Ann Duffy</p> <ul style="list-style-type: none"> <li>• Use metaphors effectively</li> </ul>





<p>Use long sentences to 'take the reader's breath away' and create a sense of drama using repetition and semi-colons where appropriate:</p> <ul style="list-style-type: none"> <li>Over the cobbles, Bethan sprinted, heart pounding in her chest with fear; she raced through Snickelways and leapt over merchants' carts. From alley to alley, street to street she raced as if the devil were on her heels.</li> </ul> <p>Control the pace of piece by using short sentences to slow a reader down:</p> <ul style="list-style-type: none"> <li>(Following from the sentence above). Bethan finally found a place she could hide. Her heart began to slow. Her breath began to settle. She was safe.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of devices to</li> </ul> <p>Narrative Poem - The Jabberwocky- Lewis Carrol</p> <ul style="list-style-type: none"> <li>Choose line length and stanza arrangement and understand the effect this has on the reader</li> <li>Use a range of poetry devices - rhyming couples, expanded noun phrases, similes, personification.</li> </ul>
<p>Grammar -word</p>	<p>Grammar- Sentence</p>
<p><b>Informal and formal vocabulary</b> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</p> <p><b>Subjunctive</b> Recognise vocabulary that is appropriate for forma speech and writing including subjunctive mood</p>	<p><b>Informal and formal structures</b> The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he?</p> <p><b>Subjunctive Structures</b> Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>
<p>Text</p>	<p>Punctuation</p>
<p><b>Linking paragraphs</b> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p>	<p><b>Semi Colon</b> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p><b>Hyphens</b></p>





<p><b>Devices</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]</p>
<p>Terminology</p>	<p>Prior Learning</p>
<p>Subjunctive ellipsis hyphen semi-colon bullet points Formal Informal</p>	<p>Synonyms Antonyms Passive Semi colon Colon Object Subject Passive Past progressive Past perfect Past simple Present progressive</p>

