

English

Summer

Key Learning Writing

- Identify and use semi-colons to mark the boundary between independent clauses e.g. *It is raining; I am fed up.*
- Use a range of planning approaches e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.*
- Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
- Use devices to build cohesion between paragraphs in narrative e.g. *in the meantime, meanwhile, in due course, until then.*
- Use ellipsis to link ideas between paragraphs.
- Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- Proofread for grammatical, spelling and punctuation errors.

- Use devices to build cohesion between paragraphs in persuasive and discursive texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.*
- Investigate and collect a range of synonyms and antonyms e.g. *bad: awful, substandard, unacceptable, unsatisfactory, dreadful, inferior, inadequate; superior, beneficial.*
- Combine text-types to create hybrid texts e.g. *persuasive speech.*
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.
- Use active and passive voice to achieve intended effects.
- Evaluate and improve performances of compositions focusing on:
 - intonation and volume.
 - gesture and movement.
 - audience engagement.

- Explore and collect vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for – request, go in – request.*
- Find examples of where authors have broken conventions to achieve specific effects – e.g. *non-standard English for effect in monologues* – and using similar techniques in own writing.
- Identify audience and purpose.
- Choose appropriate text-form and type for all writing.
- Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
- Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences.
- Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.