

# Long Term Plan for Writing



**Fields Multi Academy  
Trust**

## **Overview of texts and writing skills**

EYFS					
Year One of the rolling programme for Writing in EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key texts:
<b>Journeys:</b> In every house in every street The journey home from Grandpa's We all went on safari Driving my tractor Little red train: faster faster The great explorer On the way home The everywhere bear We're going on a bear hunt You can't take an elephant on a bus All aboard the bobo road My map book My name is not refugee		<b>Traditional Tales and People who help us</b> Goldilocks and the three bears The gingerbread man The little Red hen Jack and the beanstalk The three little pigs What does Daddy do? Superhero like you Granny went shopping and she bought		<b>Growing and Change over time</b> The Growing story The Tiny Seed Jasper's beanstalk Eddie's garden Caterpillar to Butterfly Tadpole to Frog Tidy Tree Lost in the toy museum Old Bear Dogger Stanley Stick	
<b>Outcomes:</b> To recognise and begin to write Phase 2 GPCs To write their name Use some of their print and letter knowledge in their early writing Use a comfortable grip with good control when holding pens and pencils.		<b>Outcomes:</b> To recognise and begin to write Phase 3 GPCs and vowel digraphs To extend their use of print and letter knowledge in their writing To develop their small motor skills so that they can use a range of tools competently, safely and confidently to include pencils for writing. To develop the foundations of a handwriting style which is fast, accurate and efficient.		<b>Outcomes:</b> To use phase 2 and 3 tricky words in phrases Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	
EYFS					
Year Two of the rolling programme for Writing in EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts:	Key texts:	Key texts:	Key texts:	Key texts:	Key texts:
<b>Homes and family</b> Let's build a house Ted in a Red Bed Peace at Last Picnic in the Park Our class is a family The Family Book After the Storm An Evening at Alfie's No Place Like Home This is our House We are family Super Duper You		<b>Our Planet – Animals and Plants</b> Mad about minibeasts Rumble in the Jungle Farmyard Hullabaloo Owl Babies Emperor's Egg One Day on our Blue Planet		<b>Water</b> Snail and the Whale Billy's Bucket After the Storm Big Red Bath Mr Gumpy's Outing Sharing a shell Shark in the Park Tadpoles to Frogs Rainbow Fish Tom and Lucy at the seaside Don't rock the boat	
<b>Outcomes:</b> To recognise and begin to write Phase 2 GPCs To write their name Use some of their print and letter knowledge in their early writing Use a comfortable grip with good control when holding pens and pencils.		<b>Outcomes:</b> To recognise and begin to write Phase 3 GPCs and vowel digraphs To extend their use of print and letter knowledge in their writing To develop their small motor skills so that they can use a range of tools competently, safely and confidently to include pencils for writing. To develop the foundations of a handwriting style which is fast, accurate and efficient.		<b>Outcomes:</b> To use phase 2 and 3 tricky words in phrases Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.	

Year One					
Year One of the rolling programme for Writing in Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>
<u>We're going on safari!</u>  Handa's Surprise Handa's Hen We're going on a Bear hunt We're going on a Lion hunt Mama Panya's Pancakes	<u>We're going on safari!</u>  Tinga Tinga Tales Meerkat Mail Stand Alone- Bonfire Night week-poetry The Jolly Christmas Postman	<u>Castles and Dragons</u>  The Egg Tell me a Dragon George and the Dragon	<u>Castles and Dragons</u>  Castle Big Cat Books How to be a Knight Castle Big Books Dragon Stew Small Knight and George	<u>Plants and Bees</u>  Traditional Tales Jack and the Jelly Beanstalk Jim and the Beanstalk Jasper's Beanstalk	<u>Plants and Bees</u>  Bee and me Flight of the Honey Bee The Book of Bees Wlibee the Bumble Bee Mad about Minibeasts
<b>Outcome:</b> Re-telling of Lion Hunt Instruction writing for making pancakes	<b>Outcome:</b> Re-telling a Tinga Tinga Tale Instructions- How to make an African Drum	<b>Outcome:</b> Dragon description Re-telling of George and the Dragon	<b>Outcome:</b> Recount of Chirk Visit Instructions- How to be a Knight / How to make Dragon Stew	<b>Outcome:</b> Re-telling of Jack and the Beanstalk Description of our own magic beans	<b>Outcome:</b> Re-telling of story Bee and Me. Information poster/ text about Bees Poetry about Minibeasts
<b>Word</b> <ul style="list-style-type: none"> <li>Using s as a plural</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>	<b>Word</b> <ul style="list-style-type: none"> <li>Using s/es as a plural</li> <li>Using the pre fix un</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>	<ul style="list-style-type: none"> <li>Using ing, ed, where no change is needed to the root word.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>	<ul style="list-style-type: none"> <li>Using er, est where no change is needed to the root word.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes and suffixes, un, ing, ed, er, est in writing.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>	<ul style="list-style-type: none"> <li>Use prefixes and suffixes, un, ing, ed, er, est in writing.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>
<b>Sentence:</b> <ul style="list-style-type: none"> <li>With support and orally- Use and to join words in a sentence.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>With support- Write sentences using and to join words.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>Independently- Write single sentences using and to join words.</li> <li>With support, use and to join clauses.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>Independently- Write single sentences using and to join words.</li> <li>With support, use and to join clauses.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>In their own writing, independently use and to join words and clauses.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>In their own writing, independently use and to join words and clauses.</li> </ul>
<b>Text:</b> <ul style="list-style-type: none"> <li>With support- Write labels and captions.</li> <li>saying out loud what they are going to write about</li> </ul> <p>Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.</p>	<b>Text:</b> Using scaffolds, (pictures/ writing frames)- re-tell a well-known story. composing a sentence orally before writing it  Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.	<b>Text:</b> Sequencing sentences to form short narratives.  Read their own writing and check it makes sense.	<b>Text:</b> Sequencing sentences to form short narratives.	<b>Text:</b> Sequencing sentences to form short narratives.	<b>Text:</b> Sequencing sentences to form short narratives.
<b>Punctuation:</b> <ul style="list-style-type: none"> <li>With support- Leaving spaces between words.</li> <li>Orally marking spaces and using resources to support.</li> <li>With support- Use full stops at the ends of sentences.</li> <li>With support- model the use of capital letters at the beginning of a single sentence.</li> </ul>	<b>Punctuation:</b> <ul style="list-style-type: none"> <li>With support- Leaving spaces between words.</li> <li>Orally marking spaces and using resources to support.</li> <li>With support- Use full stops at the ends of sentences.</li> <li>With support- model the use of capital letters at the beginning of a single sentence.</li> </ul>	<b>Punctuation:</b> <ul style="list-style-type: none"> <li>Independently leave spaces between words in a single sentence.</li> <li>Independently use full stops at the end of a single sentences.</li> <li>Use capital letters correctly at the beginning of a single sentence.</li> </ul>	<b>Punctuation:</b> <ul style="list-style-type: none"> <li>Independently leave spaces between words in a single sentence.</li> <li>Independently use full stops at the end of a single sentences.</li> <li>Use capital letters correctly at the beginning of a single sentence.</li> </ul>	<b>Punctuation:</b> <ul style="list-style-type: none"> <li>Leave spaces between words when writing more than one sentence.</li> <li>Begin to use full stops correctly when writing more than one sentence.</li> <li>Use capital letters at the beginnings of sentence and when writing more than one sentence.</li> </ul>	<b>Punctuation:</b> <ul style="list-style-type: none"> <li>Leave spaces between words when writing more than one sentence.</li> <li>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Use capital letters at the beginnings of sentence and</li> </ul>

<ul style="list-style-type: none"><li>• Using a capital for personal pronoun I</li></ul>	<ul style="list-style-type: none"><li>• Using a capital for days of the week.</li></ul>	<ul style="list-style-type: none"><li>• Using a capital for names of people.</li></ul>	<ul style="list-style-type: none"><li>• Using a capital for names of places.</li></ul>	<ul style="list-style-type: none"><li>• Use capital letters for names of people and places.</li></ul>	<p>when writing more than one sentence. Use capital letters for names of people and places.</p>
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Year One					
Year Two of the rolling programme for Writing in Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>	<b>Key texts:</b>
<u>Amazing Adventures</u>  Jack and the Flum Flum Tree Grandad's Island You Choose Leaf man	<u>Amazing Adventures</u>  The Wright Brothers It's not a stick The Stick Book Stanley's Stick Stickman	<u>The Great fire of London</u>  Katie in London A Walk in London Samuel Pepys Diary Entry	<u>The Great fire of London</u>  Vlad and the Great Fire of London Bread recipes	<u>Countryside to Coast</u>  The King of Tiny Things Superworm Darwin's super pooping worms spectacular I love bugs	<u>Countryside to Coast</u>  Commotion in the Ocean Harry and the Jaggedy Daggers Grace Darling The Lighthouse Keeper's Lunch
<b>Outcome:</b> Re-telling of a section of Jack and the Flum Flum Tree Setting description of an island. Postcard from Syd/ Grandad	<b>Outcome:</b> Autumn senses poetry Write an ending for Stanley's Stick Re-telling of Stickman Recount of trip to Attingham Park Instructions – how to make a stick character.	<b>Outcome:</b> Information poster on London Re-telling of Kate in London Information text on the Wright Brothers	<b>Outcome:</b> Senses Poem about Fire Fire Fighting now and, in the past, Instructions – How to make bread Recount of trip to Fire Station. Description of the Great fire of London	<b>Outcome:</b> Recount of the King of Tiny Things How to make a wormery Poetry about Sea creatures Information about minibeasts	<b>Outcome:</b> Recount of trip to Ryl Information writing about Lighthouses Re-telling of Lighthouse Keepers Lunch
<b>Word</b> <ul style="list-style-type: none"> <li>Using s as a plural</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>	<b>Word</b> <ul style="list-style-type: none"> <li>Using s/es as a plural</li> <li>Using the pre fix un</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> </ul> Spell common exception words as taught. (see Mt planning for weekly spellings)	<ul style="list-style-type: none"> <li>Using ing, ed, where no change is needed to the root word.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> </ul> Spell common exception words as taught. (see Mt planning for weekly spellings)	<ul style="list-style-type: none"> <li>Using er, est where no change is needed to the root word.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> </ul> Spell common exception words as taught. (see Mt planning for weekly spellings)	<ul style="list-style-type: none"> <li>Use prefixes and suffixes, un, ing, ed, er, est in writing.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> </ul> Spell common exception words as taught. (see Mt planning for weekly spellings)	<ul style="list-style-type: none"> <li>Use prefixes and suffixes, un, ing, ed, er, est in writing.</li> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words as taught. (see Mt planning for weekly spellings)</li> </ul>
<b>Sentence:</b> <ul style="list-style-type: none"> <li>With support and orally- Use and to join words in a sentence.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>With support- Write sentences using and to join words.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>Independently- Write single sentences using and to join words.</li> <li>With support, use and to join clauses.</li> </ul>	<b>Sentence:</b> <ul style="list-style-type: none"> <li>Independently- Write single sentences using and to join words.</li> <li>With support, use and to join clauses.</li> </ul>	<b>Sentence:</b> In their own writing, independently use and to join words and clauses.	<b>Sentence:</b> In their own writing, independently use and to join words and clauses.
<b>Text:</b> <ul style="list-style-type: none"> <li>With support- Write labels and captions.</li> <li>saying out loud what they are going to write about</li> </ul> Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.	<b>Text:</b> Using scaffolds, (pictures/ writing frames)- re-tell a well-known story. composing a sentence orally before writing it  Discuss what they have written with the teacher. Read back their writing and tell the teacher what is says.	<b>Text:</b> Sequencing sentences to form short narratives.  Read their own writing and check it makes sense.	<b>Text:</b> Sequencing sentences to form short narratives.	<b>Text:</b> Sequencing sentences to form short narratives.	<b>Text:</b> Sequencing sentences to form short narratives.

<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• With support- Leaving spaces between words.</li> <li>• Orally marking spaces and using resources to support.</li> <li>• With support- Use full stops at the ends of sentences.</li> <li>• With support- model the use of capital letters at the beginning of a single sentence.</li> </ul> <p>Using a capital for personal pronoun I</p>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• With support- Leaving spaces between words.</li> <li>• Orally marking spaces and using resources to support.</li> <li>• With support- Use full stops at the ends of sentences.</li> <li>• With support- model the use of capital letters at the beginning of a single sentence.</li> <li>• Using a capital for days of the week.</li> </ul>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Independently leave spaces between words in a single sentence.</li> <li>• Independently use full stops at the end of a single sentences.</li> <li>• Use capital letters correctly at the beginning of a single sentence.</li> </ul> <p>Using a capital for names of people.</p>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Independently leave spaces between words in a single sentence.</li> <li>• Independently use full stops at the end of a single sentences.</li> <li>• Use capital letters correctly at the beginning of a single sentence.</li> </ul> <p>Using a capital for names of places.</p>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words when writing more than one sentence.</li> <li>• Begin to use full stops correctly when writing more than one sentence.</li> <li>• Use capital letters at the beginnings of sentence and when writing more than one sentence.</li> </ul> <p>Use capital letters for names of people and places.</p>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words when writing more than one sentence.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use capital letters at the beginnings of sentence and when writing more than one sentence.</li> </ul> <p>Use capital letters for names of people and places.</p>
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Year Two					
Year One of the rolling programme for Writing in Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b>  <u>We're going on safari!</u>  Handa's Surprise Handa's Hen We're going on a Bear hunt We're going on a Lion hunt Mama Panya's Pancakes	<b>Key texts:</b>  <u>We're going on safari!</u>  Tinga Tinga Tales Meerkat Mail Stand Alone- Bonfire Night week- poetry The Jolly Christmas Postman	<b>Key texts:</b>  <u>Castles and Dragons</u>  The Egg Tell me a Dragon George and the Dragon	<b>Key texts:</b>  <u>Castles and Dragons</u>  Castle Big Cat Books How to be a Knight Castle Big Books Dragon Stew Small Knight and George	<b>Key texts:</b>  <u>Plants and Bees</u>  Traditional Tales Jack and the Jelly Beanstalk Jim and the Beanstalk Jasper's Beanstalk	<b>Key texts:</b>  <u>Plants and Bees</u>  Bee and me Flight of the Honey Bee The Book of Bees Wlibee the Bumble Bee Mad about Minibeasts
<b>Outcome:</b> Re-telling of Lion Hunt Instruction writing for making pancakes	<b>Outcome:</b> Re-telling a Tinga Tinga Tale Instructions- How to make an African Drum	<b>Outcome:</b> Dragon description Re-telling of George and the Dragon	<b>Outcome:</b> Recount of Chirk Visit Instructions- How to be a Knight / How to make Dragon Stew	<b>Outcome:</b> Re-telling of Jack and the Beanstalk Description of our own magic beans	<b>Outcome:</b> Re-telling of story Bee and Me. Information poster/ text about Bees Poetry about Minibeasts
<b>Word</b>  Segmenting spoken words into phonemes and representing these by graphemes for patterns covered.  Learn some common homophones.  Learn to spell first set of common exception words.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered.  Learn to spell next set of common exception words.  Learning new ways of spelling phonemes for which one or more spellings are already known.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered. Learning to spell some words with contracted forms. Use appropriate spelling rules and guidance to add suffixes to words ending in e and words that end in a single consonant. Spell some common exception words.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered. Spell some common exception words. Use appropriate spelling rules and guidance to add suffixes to words ending in e and words that end in a single consonant. To learn to use the possessive apostrophe (singular.)	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered, spelling many correctly. Spell most common exception words. Use apostrophes appropriately for the contracted and possessive form. Add suffixes to spell longer words, including ment, ness, ful, less and ly.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered, spelling many correctly. Spell most common exception words. Use apostrophes appropriately for the contracted and possessive form. Add suffixes to spell longer words, including ment, ness, ful, less and ly.
<b>Sentence:</b> Write sentences dictated by the teacher.  Identify a noun and a verb and use adjectives to describe and specify.  Orally recount real and fictional events using past tense language.  Orally construct sentences using subordinating and coordinating conjunctions.	<b>Sentence:</b> Write sentences dictated by the teacher.  Identify a noun and a verb and use adjectives to describe and specify.  Orally use past and present tense correctly and consistently including the progressive form.  In guided and shared writing, use subordinating and coordinating conjunctions to join clauses.	<b>Sentence:</b> Write sentences with different forms e.g. statement, command, question, exclamation dictated by the teacher.  Compose expanded noun phrases as part of guided and shared writing.  With guidance, use the correct tense in recounts and simple narratives.  Begin to use subordinating and coordinating conjunctions in writing to join clauses.	<b>Sentence:</b> Write sentences with different forms e.g. statement, command, question, exclamation dictated by the teacher.  Compose expanded noun phrases as part of guided and shared writing.  With guidance, use the correct tense in recounts and simple narratives.  Begin to use subordinating and coordinating conjunctions in writing to join clauses.	<b>Sentence:</b> Write sentences with different forms e.g. statement, command, question, exclamation dictated by the teacher and start to include these in their own writing. To use expanded noun phrases to describe and specify. Use the past and present tense correctly and consistently including the progressive form. Use subordinating and coordinating conjunctions accurately in their writing.	<b>Sentence:</b> Write sentences with different forms e.g. statement, command, question, exclamation dictated by the teacher and start to include these in their own writing. To use expanded noun phrases to describe and specify. Use the past and present tense correctly and consistently including the progressive form. Use a range of subordinating and coordinating conjunctions accurately in their writing.
<b>Text:</b> Say out loud what they are going to write about.  Read writing aloud to peers/whole class.	<b>Text:</b> Mapping through pictures and words ideas for narratives.  Re read with an adult to check that writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. Read writing aloud to peers/whole class.	<b>Text:</b> Planning narratives by writing down ideas/new words including key vocabulary. Re read with an adult to check that writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. Read writing aloud to peers/whole class using appropriate intonation.	<b>Text:</b> Planning narratives by writing down ideas/new words including key vocabulary. In guided writing, encapsulate what they want to say sentence by sentence. Proof reading to check for errors in spelling, grammar and punctuation with some guidance. Read writing aloud to peers/whole class using appropriate intonation.	<b>Text:</b> Independently encapsulate what they want to say sentence by sentence.  Proof reading to check for errors in spelling, grammar and punctuation with some guidance. Read writing aloud to a range of audiences using appropriate intonation.	<b>Text:</b> Independently encapsulate what they want to say sentence by sentence.  Independently proof reading to check for errors in spelling, grammar and punctuation.  Read writing aloud to a range of audiences using appropriate intonation.

<p><b>Punctuation:</b></p> <p>Sentence games to build on understanding of simple punctuation. Write simple sentences using capital letters and full stops accurately. During shared/guided reading, identify familiar and new punctuation and its meaning.</p>	<p><b>Punctuation:</b></p> <p>Write simple sentences using capital letters and full stops accurately.</p> <p>During shared/guided reading, identify familiar and new punctuation and its meaning.</p>	<p><b>Punctuation:</b></p> <p>Use full stops, capital letters and question marks correctly in writing. Accurately use apostrophes for the contracted form. Use commas for lists</p>	<p><b>Punctuation:</b></p> <p>Use full stops, capital letters and question marks correctly in writing. Accurately use apostrophes for the contracted forms and the possessive (singular.) To use an exclamation mark with guidance in their writing.</p>	<p><b>Punctuation:</b></p> <p>Use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the progressive (singular.)</p>	<p><b>Punctuation:</b></p> <p>Use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the progressive (singular.)</p>
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Year Two					
Year two of the rolling programme for Writing in Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b> <u>Amazing Adventures</u>  Jack and the Flum Flum Tree Grandad's Island You Choose Leaf man	<b>Key texts:</b> <u>Amazing Adventures</u>  The Wright Brothers It's not a stick The Stick Book Stanley's Stick Stickman	<b>Key texts:</b> <u>The Great fire of London</u>  Katie in London A Walk in London Samuel Pepys Diary Entry	<b>Key texts:</b> <u>The Great fire of London</u>  Vlad and the Great Fire of London Bread recipes	<b>Key texts:</b> <u>Countryside to Coast</u>  The King of Tiny Things Superworm Darwin's super pooping worms spectacular I love bugs	<b>Key texts:</b> <u>Countryside to Coast</u>  Commotion in the Ocean Harry and the Jaggedy Daggers Grace Darling The Lighthouse Keeper's Lunch
<b>Outcome:</b> Re-telling of a section of Jack and the Flum Flum Tree Setting description of an island. Postcard from Syd/ Grandad	<b>Outcome:</b> Autumn senses poetry Write an ending for Stanley's Stick Re-telling of Stickman Recount of trip to Attingham Park Instructions – how to make a stick character.	<b>Outcome:</b> Information poster on London Re-telling of Kate in London Information text on the Wright Brothers	<b>Outcome:</b> Senses Poem about Fire Fire Fighting now and, in the past, Instructions – How to make bread Recount of trip to Fire Station. Description of the Great fire of London	<b>Outcome:</b> Recount of the King of Tiny Things How to make a wormery Poetry about Sea creatures Information about minibeasts	<b>Outcome:</b> Recount of trip to Ryl Information writing about Lighthouses Re-telling of Lighthouse Keepers Lunch
<b>Word</b>  Segmenting spoken words into phonemes and representing these by graphemes for patterns covered.  Learn some common homophones.  Learn to spell first set of common exception words.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered.  Learn to spell next set of common exception words.  Learning new ways of spelling phonemes for which one or more spellings are already known.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered. Learning to spell some words with contracted forms. Use appropriate spelling rules and guidance to add suffixes to words ending in e and words that end in a single consonant. Spell some common exception words.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered. Spell some common exception words. Use appropriate spelling rules and guidance to add suffixes to words ending in e and words that end in a single consonant. To learn to use the possessive apostrophe (singular.)	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered, spelling many correctly. Spell most common exception words. Use apostrophes appropriately for the contracted and possessive form. Add suffixes to spell longer words, including ment, ness, ful, less and ly.	Segmenting spoken words into phonemes and representing these by graphemes for patterns covered, spelling many correctly.  Spell most common exception words.  Use apostrophes appropriately for the contracted and possessive form.  Add suffixes to spell longer words, including ment, ness, ful, less and ly.
<b>Sentence:</b> Write sentences dictated by the teacher. Identify a noun and a verb and use adjectives to describe and specify. Orally recount real and fictional events using past tense language. Orally construct sentences using subordinating and coordinating conjunctions.	<b>Sentence:</b> Write sentences dictated by the teacher. Identify a noun and a verb and use adjectives to describe and specify. Orally use past and present tense correctly and consistently including the progressive form. In guided and shared writing, use subordinating and coordinating conjunctions to join clauses.	<b>Sentence:</b> Write sentences with different forms e.g. statement, command, question, exclamation dictated by the teacher. Compose expanded noun phrases as part of guided and shared writing. With guidance, use the correct tense in recounts and simple narratives. Begin to use subordinating and coordinating conjunctions in writing to join clauses.	<b>Sentence:</b> Write sentences with different forms e.g. statement, command, question, exclamation dictated by the teacher. Compose expanded noun phrases as part of guided and shared writing. With guidance, use the correct tense in recounts and simple narratives. Begin to use subordinating and coordinating conjunctions in writing to join clauses.	<b>Sentence:</b> Write sentences with different forms dictated by the teacher and start to include these in their own writing. To use expanded noun phrases to describe and specify. Use the past and present tense correctly and consistently including the progressive form. Use subordinating and coordinating conjunctions accurately in their writing.	<b>Sentence:</b> Write sentences with different forms dictated by the teacher and start to include these in their own writing. To use expanded noun phrases to describe and specify. Use the past and present tense correctly and consistently including the progressive form. Use a range of subordinating and coordinating conjunctions accurately in their writing.
<b>Text:</b> Say out loud what they are going to write about.  Read writing aloud to peers/whole class.	<b>Text:</b> Mapping through pictures and words ideas for narratives. Re read with an adult to check that writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. Read writing aloud to peers/whole class.	<b>Text:</b> Planning narratives by writing down ideas/new words including key vocabulary. Re read with an adult to check that writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. Read writing aloud to peers/whole class using appropriate intonation.	<b>Text:</b> Planning narratives by writing down ideas/new words including key vocabulary. In guided writing, encapsulate what they want to say sentence by sentence. Proof reading to check for errors in spelling, grammar and punctuation with some guidance. Read writing aloud to peers/whole class using appropriate intonation.	<b>Text:</b> Independently encapsulate what they want to say sentence by sentence. Proof reading to check for errors in spelling, grammar and punctuation with some guidance. Read writing aloud to a range of audiences using appropriate intonation.	<b>Text:</b> Independently encapsulate what they want to say sentence by sentence. Independently proof reading to check for errors in spelling, grammar and punctuation. Read writing aloud to a range of audiences using appropriate intonation.

<p><b>Punctuation:</b> Sentence games to build on understanding of simple punctuation. Write simple sentences using capital letters and full stops accurately. During shared/guided reading, identify familiar and new punctuation and its meaning.</p>	<p><b>Punctuation:</b> Write simple sentences using capital letters and full stops accurately.  During shared/guided reading, identify familiar and new punctuation and its meaning.</p>	<p><b>Punctuation:</b> Use full stops, capital letters and question marks correctly in writing. Accurately use apostrophes for the contracted form. Use commas for lists.</p>	<p><b>Punctuation:</b> Use full stops, capital letters and question marks correctly in writing. Accurately use apostrophes for the contracted forms and the possessive (singular.) To use an exclamation mark with guidance in their writing.</p>	<p><b>Punctuation:</b> Use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the progressive (singular.)</p>	<p><b>Punctuation:</b> Use full stops, capital letters, question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the progressive (singular.)</p>
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Lower Key Stage Two					
Year One of the rolling programme for Writing in LKS2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b> Stone Age Boy by Satoshi Kitamura	<b>Key texts:</b> Skara Brae How to Wash a Woolly Mammoth by Michelle Robinson	<b>Key texts:</b> Lion and the unicorn by Shirley Hughes.	<b>Key texts:</b> Chocolate from bean to bar by Collins Big Cat Charlie and the Chocolate Factory by Roald Dahl (class text)	<b>Key texts:</b> Flood by Alvaro F Villa	<b>Key texts:</b> River Story by Meredith Hooper
<b>Outcomes:</b> Setting description Dialogue between characters (intro/recap). Diary entry Narrative writing of Stone Age Boy (Voyage and return story)	<b>Outcomes:</b> Persuasive holiday brochure/information text on Skara Brae. Instructions for how to look after a woolly mammoth.	<b>Outcomes:</b> Senses poem – the Blitz Dialogue (to enhance narrative) Letters home Setting description Narrative whole/ending of the story (overcoming a monster story)	<b>Outcomes:</b> Character description Persuasive advert – sweets Explanation of how chocolate is made	<b>Outcomes:</b> Description of the storm Narrative (disaster story)	<b>Outcomes:</b> River fact file Poetry – river journey
<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Recap suffixes ed, ing related to tense. Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Homophones Dictionary skills Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictionary and thesaurus skills Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictated sentences.
<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions. Choosing nouns and pronouns for clarity to avoid repetition. Recap expanded noun phrases	<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use adverbs, conjunctions and prepositions to express time, place and cause. Use determiners – a or an	<b>Sentence:</b> Using the present perfect form of verbs in contrast to the past tense. Use adverbs, conjunctions and prepositions to express time, place and cause.	<b>Sentence:</b> Use fronted adverbials Extending the range of sentences with more than one clause by using a wider range of conjunctions.	<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use adverbs, conjunctions and prepositions to express time, place and cause.	<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions.
<b>Text:</b> In narratives, create characters, settings and plot. Draft, edit, write. Suggest improvements to own and others' writing. Compose and rehearse sentences orally.	<b>Text:</b> Organizing paragraphs around a theme. Organisational devices, such as sub-headings, headings etc. Draft, edit, write. Compose and rehearse sentences orally.	<b>Text:</b> In narratives, create characters, settings and plot Organizing paragraphs around a theme- understand paragraphing in narrative. Draft, edit, write. Checking for spelling and punctuation errors. Compose and rehearse sentences orally.	<b>Text:</b> Organizing paragraphs around a theme. Organisational devices, such as sub-headings, headings etc. Draft, edit, write. Compose and rehearse sentences orally.	<b>Text:</b> In narratives, create characters, settings and plot Organizing paragraphs around a theme. Draft, edit, write. Compose and rehearse sentences orally.	<b>Text:</b> Organizing paragraphs around a theme. Organisational devices, such as sub-headings, headings etc. Draft, edit, write. Read aloud own writing changing tone, volume and intonation. Compose and rehearse sentences orally.
<b>Punctuation:</b> Use inverted commas to punctuate direct speech (introduction/recap) Recap Year 2 punctuation: apostrophes for contraction, exclamation marks, questions marks, commas for lists	<b>Punctuation:</b> Recap sentence types and relevant punctuation.	<b>Punctuation:</b> Use inverted commas to punctuate direct speech  Use possessive apostrophe accurately in words with regular plurals.	<b>Punctuation:</b> Use a comma after a fronted adverbial	<b>Punctuation:</b> Use possessive apostrophe accurately in words with regular plurals. Use inverted commas to punctuate direct speech	<b>Punctuation:</b> Difference between possessive and plural s

Lower Key Stage Two					
Year Two of the rolling programme for Writing in LKS2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b> Cinnamon by Neil Gaiman	<b>Key texts:</b> Non-fiction text about tiger (TBC)	<b>Key texts:</b> Odd and the Frost Giant by Neil Gaiman	<b>Key texts:</b> Odd and the Frost Giant by Neil Gaiman	<b>Key texts:</b> Escape from Pompeii by Christina Balit	<b>Key texts:</b> Non-fiction text about Romans (TBC)
<b>Outcomes:</b> Character description Dialogue (intro/recap) Narrative (rebirth story)	<b>Outcomes:</b> Non-chronological report Poetry – theme/Christmas	<b>Outcomes:</b> Character description Dialogue (to enhance narrative) Non-fiction fact file on Viking Gods	<b>Outcomes:</b> Narrative (quest story)	<b>Outcomes:</b> Setting description Letter writing Narrative – middle of the story (escape scene)	<b>Outcomes:</b> Explanation of how volcanoes erupt
<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Recap suffixes ed, ing related to tense. Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Homophones Dictionary skills Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictionary and thesaurus skills Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictated sentences.	<b>Word (transcription)</b> Increase the legibility, consistency and quality of their handwriting. Using diagonal and horizontal strokes to join letters.  Prefix dis, mis Dictated sentences.
<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions. Choosing nouns and pronouns for clarity to avoid repetition. Recap expanded noun phrases	<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use adverbs, conjunctions and prepositions to express time, place and cause. Use determiners – a or an	<b>Sentence:</b> Using the present perfect form of verbs in contrast to the past tense. Use adverbs, conjunctions and prepositions to express time, place and cause.	<b>Sentence:</b> Use fronted adverbials Extending the range of sentences with more than one clause by using a wider range of conjunctions.	<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions. Use adverbs, conjunctions and prepositions to express time, place and cause.	<b>Sentence:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions.
<b>Text:</b> In narratives, create characters, settings and plot. Draft, edit, write. Suggest improvements to own and others' writing. Compose and rehearse sentences orally.	<b>Text:</b> Organizing paragraphs around a theme. Organisational devices, such as sub-headings, headings etc. Draft, edit, write. Compose and rehearse sentences orally.	<b>Text:</b> Organizing paragraphs around a theme. Organisational devices, such as sub-headings, headings etc. Draft, edit, write. Compose and rehearse sentences orally.	<b>Text:</b> In narratives, create characters, settings and plot Organizing paragraphs around a theme- understand paragraphing in narrative. Draft, edit, write. Checking for spelling and punctuation errors. Compose and rehearse sentences orally.	<b>Text:</b> In narratives, create characters, settings and plot Organizing paragraphs around a theme. Draft, edit, write. Compose and rehearse sentences orally.	<b>Text:</b> Organizing paragraphs around a theme. Organisational devices, such as sub-headings, headings etc. Draft, edit, write. Read aloud own writing changing tone, volume and intonation. Compose and rehearse sentences orally.
<b>Punctuation:</b> Use inverted commas to punctuate direct speech (introduction/recap) Recap Year 2 punctuation: apostrophes for contraction, exclamation marks, question marks, commas for lists	<b>Punctuation:</b> Recap sentence types and relevant punctuation.	<b>Punctuation:</b> Use inverted commas to punctuate direct speech  Use possessive apostrophe accurately in words with regular plurals.	<b>Punctuation:</b> Use a comma after a fronted adverbial	<b>Punctuation:</b> Use possessive apostrophe accurately in words with regular plurals. Use inverted commas to punctuate direct speech	<b>Punctuation:</b> Difference between possessive and plural s

Upper Key Stage Two							
Year One of the rolling programme for Writing in UKS2							
Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b>		<b>Key texts:</b>		<b>Key texts:</b>			
<p style="text-align: center;"> <b>Vanishing Rainforest</b>  <b>The Explorer</b>  <b>The Great Kapok Tree</b>  <b>Hatchet (Optional and GR)</b> </p>		<p style="text-align: center;"> <b>Greek Myths and Legends</b>  <b>Leo and the Gorgons Curse</b>  <b>Ancient Greece (GR)</b> </p>		<p style="text-align: center;"> <b>What a Waste</b>  <b>Journey</b> </p>			
<b>Outcomes:</b>		<b>Outcomes:</b>		<b>Outcomes:</b>			
<p>Narrative (Retelling of story or next chapter)  Information Page: What is a rainforest?  Letters to persuade</p>		<p>Narrative (Retelling of a myth and diary)  Character profile  Non-fiction – information text/comparative piece on ancient Greece</p>		<p>Diary  Letters for different purposes  Story telling from different points of views</p>			
<b>Word (transcription)</b>		<b>Word (transcription)</b>		<b>Word (transcription)</b>			
<p>Dictionaries to check the meaning of words  Use a thesaurus  Use prefixes and suffixes (ed, ing, ly)  Adverbs  Homophones that are commonly used and misspelled (Which/witch our/are your/you're there/their/they're)  Spell some words with silent letters (knight, plasm, solemn, autumn)  Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)</p>		<p>Use first 3/4 letters of a word to check spelling meaning or both in the dictionary  Use a thesaurus  Use prefixes and suffixes (ious/tion/cian/sion/ssion)  Homophones that are commonly used and misspelled (reign/rain whether/weather who's/whose effect/affect compliment/complement)  Spell some words with silent letters (physio/physics)  Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)</p>		<p>Use thesauruses and Dictionaries independently to check spelling and improve writing  Use prefixes and suffixes (re/co/il/dis/trans/anti/un)  Homophones that are commonly used and misspelled (aisle/I'll isle license/license practice/practise)  Spell some words with silent letters (knight, plasm, solemn, autumn)  Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)</p>			
<b>Sentence:</b>		<b>Sentence:</b>		<b>Sentence:</b>			
<p>Adverbial phrases (fronted adverbials and phrases to begin sentences)  Identifying main clauses  Subordinate clauses  Commas to avoid ambiguity  Modal verbs to indicate degrees of possibility</p>		<p>Imbedding adverbial phrases and subordinate clauses within sentences  Using different forms of expanded noun phrases  Relative clauses using relative pronouns  Using the passive and active voice</p>		<p>Using noun phrases to convey complicated information concisely  Choose sentence structures that reflect the style of writing and level of formality needed</p>			
<b>Text:</b>		<b>Text:</b>		<b>Text:</b>			
<p>Identifying and using a consistent tense  Awareness of paragraphing  Understand how different information can be organised e.g. subheadings  Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>		<p>Identifying and using a consistent tense  Using paragraphs to group information by time, place or topic  Understand when to use organisational and presentational devices</p>		<p>Make choices about use of tense  Using a wide range of cohesive devices to link paragraphs  Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)  Integrating dialogue to convey character and to advance the action  Recognising vocabulary and structures that are appropriate for formal speech and writing including the subjunctive</p>			

<p><b>Punctuation:</b> Brackets (parenthesis) Colons to introduce a list Using and punctuating direct speech (including punctuation within and surrounding inverted commas) Commas to avoid ambiguity Revision of apostrophes for possession and contraction</p>	<p><b>Punctuation:</b> Parenthesis – using brackets and introducing dashes and commas Colons to join together 2 independent clauses Conventions to using bullet points Using and punctuating direct speech (including punctuation within and surrounding inverted commas) Choose to use words that contain apostrophes for possession and contraction depending on level of formality</p>	<p><b>Punctuation:</b> Using brackets, dashes or commas to indicate parenthesis Use of semi-colons Using hyphens to avoid ambiguity Integrating dialogue to convey character and to advance the action Choose when to use words that contain apostrophes for possession and contraction depending on level of formality</p>
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Upper Key Stage Two							
Year Two of the rolling programme for Writing in UKS2							
Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
<b>Key texts:</b>		<b>Key texts:</b>		<b>Key texts:</b>			
<p style="text-align: center;"><b>Oliver Twist (various versions of)</b> <b>Highway Man (poem)</b> <b>Christmas Carol</b></p>		<p style="text-align: center;"><b>Marcy and the Riddle of the Sphinx</b>  <b>Ancient Egypt (NF)</b></p>		<p style="text-align: center;"><b>Survivors</b>  <b>When Darwin sailed the sea.</b></p>			
<b>Outcomes:</b>		<b>Outcomes:</b>		<b>Outcomes:</b>			
<p>Biography of Charles Darwin Retelling of part of Oliver Twist Discussion text about who was to blame for the death of Bess Character profile Persuasive letter</p>		<p>Adventure story (section of) Information guide Persuasive text Letter</p>		<p>Non Chronological report Letter Narrative Description Newspaper report</p>			
Word (transcription)							
<p>Dictionaries to check the meaning of words Use a thesaurus Use prefixes and suffixes (ed, ing, ly) Adverbs Homophones that are commonly used and misspelled (which/witch our/are your/you're there/their/they're) Spell some words with silent letters (knight, plasm, solemn, autumn) Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)</p>		<p>Use first 3/4 letters of a word to check spelling meaning or both in the dictionary Use a thesaurus Use prefixes and suffixes (ious/tion/cian/sion/ssion) Homophones that are commonly used and misspelled (reign/rain whether/weather who's/whose effect/affect compliment/complement) Spell some words with silent letters (physio/physics) Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)</p>		<p>Use thesauruses and Dictionaries independently to check spelling and improve writing Use prefixes and suffixes (re/co/il/dis/trans/anti/un) Homophones that are commonly used and misspelled (aisle/I'll isle license/license practice/practise) Spell some words with silent letters (knight, plasm, solemn, autumn) Morphology and etymology in spelling and understand that some spelling words need to be learnt specifically (HFW)</p>			
<b>Sentence:</b>		<b>Sentence:</b>		<b>Sentence:</b>			
<p>Adverbial phrases (fronted adverbials and phrases to begin sentences) Identifying main clauses Subordinate clauses Commas to avoid ambiguity Modal verbs to indicate degrees of possibility</p>		<p>Embedding adverbial phrases and subordinate clauses within sentences Use expanded noun phrases Relative clauses using relative pronouns Using the passive and active voice</p>		<p>Using noun phrases to convey complicated information concisely Choose sentence structures that reflect the style of writing and level of formality needed Using the passive and active voice</p>			
<b>Text:</b>		<b>Text:</b>		<b>Text:</b>			
<p>Identifying and using a consistent tense Awareness of paragraphing Understand how different information can be organised e.g. subheadings Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>		<p>Identifying and using a consistent tense Using paragraphs to group information by time, place or topic Understand when to use organisational and presentational devices</p>		<p>Make choices about use of tense Using a wide range of cohesive devices to link paragraphs Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) Integrating dialogue to convey character and to advance the action Recognising vocabulary and structures that are appropriate for formal speech and writing including the subjunctive</p>			

<p><b>Punctuation:</b> Brackets (parenthesis) Colons to introduce a list Using and punctuating direct speech (including punctuation within and surrounding inverted commas) Commas to avoid ambiguity Revision of apostrophes for possession and contraction</p>	<p><b>Punctuation:</b> Parenthesis – using brackets and introducing dashes and commas Colons to join together 2 independent clauses Conventions to using bullet points Using and punctuating direct speech (including punctuation within and surrounding inverted commas) Choose to use words that contain apostrophes for possession and contraction depending on level of formality</p>	<p><b>Punctuation:</b> Using brackets, dashes or commas to indicate parenthesis Use of semi-colons Using hyphens to avoid ambiguity Integrating dialogue to convey character and to advance the action Choose when to use words that contain apostrophes for possession and contraction depending on level of formality</p>
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