

To be implemented from our return to school (LM)

Class Overview - Progression of Skills

Year 1					
	Unit	Planning/Drafting/Writing/Editing	Handwriting	SPAG - RWI spellings	Books
<p><b>Autumn</b></p> <p><b>Class read:</b> The Queens Hat, The Queens Present, the queen's handbag, The Queens lift off, (Steve Anthony)</p>	<p>Narrative (Stories by the same author) Narrative (Stories with familiar settings) Information text Poetry (Use of the senses) Instructions</p>	<ul style="list-style-type: none"> <li>- To be able to say out loud (3 times) what they are going to writing about.</li> <li>- To be able to compose a short sentence after orally composing it.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to sit correctly at a table and to hold a pencil correctly.</li> </ul>	<ul style="list-style-type: none"> <li>-Combine words to make a single clause sentence.</li> <li>-Use capital letters for proper nouns.</li> <li>-Use full stops at the end of sentences.</li> <li>-Children leave spaces between words.</li> </ul>	<p>The Queens Hat, The Queens Present, the queen's handbag, The Queens lift off, (Steve Anthony)</p> <p><u>Other texts</u> The rabbit belongs to Emily Brown (Cressida Cowell) Lost in a toy museum - an adventure (David Lucas) 100 facts on Knights and castles</p>
<p><b>Spring</b></p> <p><b>Class read:</b> The Pirate Next Door, The Pirate Cruncher (Jonny Duddle)</p>	<p>Narrative (adventure stories - Pirates) Diary/letter Information text Poetry (experiment with similes) Instructions</p>	<ul style="list-style-type: none"> <li>- To be able to say out loud (3 times) what they are going to writing about.</li> <li>- To be able to sequence sentences to form short narratives.</li> <li>- To be able to discuss with their teacher what they have written about.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to sit correctly at a table and to hold a pencil correctly.</li> <li>-To be able form lower case letters in the correct direction starting and finishing in the correct place.</li> </ul>	<ul style="list-style-type: none"> <li>-Use 'and' to join words and clauses.</li> <li>-Use capital letters, full stops and question marks in the correct place.</li> <li>-Spell plural nouns (s, es)</li> <li>-Speech bubbles</li> <li>-To be able to spell the days of the week</li> </ul>	<p>The Pirate Next Door, The Pirate Cruncher (Jonny Duddle)</p> <p><u>Other texts</u> The Night Pirates (Peter Harris) 100 facts on pirates</p>
<p><b>Summer</b></p> <p><b>Class read:</b> <b>Summer 1</b> Beegu (Alexis Deacon)</p> <p><b>Summer 2 -</b> Grandad's Island (Benji Davies)</p>	<p>Narrative (Fairy tales) Narrative (Fantasy Stories - explorers) Information texts Recount (diary, letter, postcard)</p>	<ul style="list-style-type: none"> <li>- To be able to say out loud (3 times) what they are going to writing about.</li> <li>- To be able to sequence sentences to form short narratives.</li> <li>-To re-read what they have written to check it makes sense.</li> <li>- To be able to discuss with their teacher what they have written about.</li> <li>- To be able to read their writing aloud clearly enough so their peers and teachers can hear them.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to sit correctly at a table and to hold a pencil correctly.</li> <li>-To be able form lower case letters in the correct direction starting and finishing in the correct place.</li> <li>-To be able to form all capital letters and digits correctly.</li> <li>-To begin to understand the different handwriting families.</li> </ul>	<ul style="list-style-type: none"> <li>-Use 'and, so, but, because' to join words and clauses.</li> <li>-Use capital letters, full stops, question marks and exclamation marks in the correct place.</li> <li>-Use the correct suffix - ing, ed, er, est</li> <li>-To be able to spell the days of the week correctly.</li> <li>-To be able to read and spell all common exception words.</li> </ul>	<p>Beegu - Alexis Deacon Grandad's Island - Benji Davies</p> <p><u>Other texts</u> Man on the Moon by Simon Bartram Space by Timothy Knapman Toys in space - Mini Grey First hippo on moon by David Walliams 100 facts for space</p>

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Year 2					
	Unit	Planning/Drafting/Writing/Editing	Handwriting	SPAG - RWI	Books
<p><b>Autumn</b></p> <p><b>Class Read:</b> Silly Billy, Gorilla, Willy the wimp, The night Shimmy (Anthony Browne)</p> <p>-The Hodgeheg (Roald Dahl)</p>	<p>Narrative (Traditional tales) Narrative (Stories in familiar settings) Postcards/letters Information texts Poetry (Repeating patterns)</p>	<p>-Writing narratives about personal experiences and those of others (real and fictional) -To plan and discuss what they are going to write about. -To be able to re-read their writing to ensure it makes sense.</p>	<p>-To be able to form lower-case letters of the correct size and orientation  -To start to use diagonal and horizontal strokes needed to join letters.</p>	<p>-Use of co-ordination (and, but, or) to write compound sentences. -Write sentences including capital letters and full stops. (Revision to ensure skills are secure.) -Identifying nouns, adjectives and verbs -Use of commas to separate items in a list. -Use of noun phrases</p>	<p>Silly Billy, Gorilla, Willy the wimp, The night Shimmy (Anthony Browne)</p> <p>The Hodgeheg (Roald Dahl)</p> <p><u>Other Texts</u> Fiction: Flat Stanley Big Bad Book The Red Dragon, The Bear and the Piano and Flat Rabbit Jolly Postman Cinderella</p>
<p><b>Spring</b></p> <p><b>Class Read:</b> The Owl who was afraid of the dark</p> <p>The Secrets of Black Rock</p>	<p>Narrative (Stories from other cultures) Poetry (shape poems) Fantasy stories Recount/Instructions</p>	<p>-Write about real events -To be able to write down ideas and new vocabulary to use in their writing. -To be able to proof read their work to check for errors in spelling, punctuation and grammar.</p>	<p>-To be able to form lower-case letters of the correct size and orientation  -To start to use diagonal and horizontal strokes needed to join letters.  -To be able to write capital letters and digits in the correct size and orientation.</p>	<p>-Use of subordination (when, if, that, because) to write complex sentences. -Revision of the use of exclamation marks and questions marks. -Use expanded noun phrases -Use of apostrophes for singular possession. -Use of -ly to turn adjectives into adverbs.</p>	<p>The Owl who was afraid of the dark. The secrets of black rock (Joe Todd-Stanton)</p> <p><u>Other Texts</u> The Blue Whale (Jenni Desmond) The Whales Song (Dylan Sheldon) Titanic</p>
<p><b>Summer</b></p> <p><b>Class Read:</b> -Charlie and the Chocolate Factory (Roald Dahl)</p>	<p>Narrative (Adventure stories) Narrative (Stories by the same Author) Poetry (Alliteration to create humorous and surprising combinations.) Recount Information</p>	<p>-Write about real events -Writing for different purposes -To be able to encapsulate what they want to say in a sequential way. (Sentence by sentence) -To be able to re-read their writing to ensure it makes sense and that time verbs are used correctly and consistently. -To be able to read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>-To be able to form lower-case letters of the correct size and orientation  -To start to use diagonal and horizontal strokes to join letters.  -To be able to write capital letters and digits in the correct size and orientation.</p>	<p>-Use past and present tense mostly correct throughout writing -Add suffixes to spell longer words e.g. -ment, -ness, -ful, -less. -Some use of verbs to mark in progress e.g. She is drumming. -Use of postrophes for contractions. -To be able to read and spell common exception words correctly.</p>	<p>Charlie and the Chocolate Factory</p> <p><u>Other Texts</u> The colour of home (Mary Hoffman)</p>

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Year 3					
	Unit	Planning/Drafting/Writing/Editing	Handwriting	SPAG	Books
<p><b>Autumn</b></p> <p><b>Class read:</b> Stone Age Boy Iron Man</p>	<p>Narrative (Stories by the same author - Michael Foreman) Poetry (Performance) Narrative (Legends) Narrative (Adventure and Mystery) Information text (Link to Stone Age Topic)</p>	<ul style="list-style-type: none"> <li>-Children are able discuss and record their ideas with their peers.</li> <li>-They are able to compose and rehearse sentences orally increasing the range of vocabulary used.</li> <li>-Children are able to create settings and characters in narrative.</li> <li>-Children can proofread their own writing for spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>- Children are able to use the correct diagonal and horizontal strokes that are needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>-Revise correct use of Capital letters, full stops, question marks and exclamation marks. (including proper nouns)</li> <li>-Recap adjectives, nouns, verbs.</li> <li>-Use of adverbs</li> <li>-Consistent use of the present tense.</li> <li>-Use of conjunctions (while, before, after, so, since, until, although, as)</li> <li>-Use of inverted commas for speech</li> </ul>	<p>The Iron Man (Ted Hughes) The Stone Age boy (Satoshi Kitamura)</p> <p><b>Other Texts</b> I'll take you to Mrs Cole! Dinosaurs and all that rubbish A child's garden (Michael Foreman)</p>
<p><b>Spring</b></p> <p><b>Class read:</b> Fantastic Mr Fox Charlotte's Web</p>	<p>Narrative (Myths/Legends) Persuasion and adverts Narrative (dialogue and Plays) Poetry (Shape/Calligrams poetry) Instructions</p>	<ul style="list-style-type: none"> <li>-Children are able discuss and record their ideas with their peers.</li> <li>-They are able to compose and rehearse sentences orally including a range of rich vocabulary.</li> <li>-Children are able to create settings, characters and plot in narrative.</li> <li>-Children can proofread their own writing for spelling and punctuation.</li> <li>-Children can make changes to grammar to improve the accurate use of pronouns in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-Children are able to use the correct diagonal and horizontal strokes that are needed to join letters.</li> <li>-Children are to join letters consistently and with increased legibility.</li> </ul>	<ul style="list-style-type: none"> <li>-Use of paragraphs to show change of time and place.</li> <li>-Use of adverbs and prepositions to express time, place and cause.</li> <li>-Recognise and use determiners</li> <li>-Use of commas in a list.</li> <li>-Identify and use main clauses and subordinate clauses.</li> <li>-Revise apostrophes for contractions.</li> </ul>	<p>Charlotte's Web (E.B.White)</p> <p><b>Other Texts</b> Flood (Alvaro Villa)</p>
<p><b>Summer</b></p> <p><b>Class read:</b> BFG</p>	<p>Narrative (Mystery stories) Narrative (Traditional tales/fables) Poetry (haiku) Recounts, letters, diaries Information Text</p>	<ul style="list-style-type: none"> <li>-Children are able discuss and record their ideas with their peers.</li> <li>-They are able to compose and rehearse sentences orally including a range of rich vocabulary.</li> <li>-Children are able to create settings, characters and plot in narrative.</li> <li>-Children can proofread their own writing for spelling and punctuation.</li> <li>-Children can make changes to grammar to improve the accurate use of pronouns in sentences.</li> <li>- Children suggest improvements to their own and others' writing.</li> <li>- They can read their own writing aloud to a group or class, using appropriate intonation and volume.</li> </ul>	<ul style="list-style-type: none"> <li>-Children are able to use the correct diagonal and horizontal strokes that are needed to join letters.</li> <li>-Children are to join letters consistently and with increased legibility.</li> <li>-The quality of the children's handwriting is consistent with improved presentation.</li> </ul>	<ul style="list-style-type: none"> <li>-Use of present perfect tense for diary and letters. (have)</li> <li>-Use of correct suffix and prefix</li> <li>-Revise apostrophes for possession</li> <li>-Edit and evaluate own work.</li> </ul>	<p>BFG</p> <p><b>Other Texts</b> The wolves in the walls (Neil Gaiman) The Egyptian Cinderella (Shirley Climo)</p>

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Year 4					
	Unit	Planning/Drafting/Writing/Editing	Handwriting	SPAG	Books
<p><b>Autumn</b></p> <p><b>Class read:</b> Bills new frock The Boy at the Back of the Class</p>	<p>Narrative (Adventure) Narrative Poetry (free verse - creating images) Instructions Persuasion (adverts, posters letters)</p>	<p>-Write simple sentences, dictated by the teacher, by memory, that include words and punctuation taught so far. -To be able to model their writing upon the structure of texts read. -To be able to discuss and record ideas. -To be able to record sentences including a rich and varied vocabulary. -In non-narrative, to be able to use organisational devices.</p>	<p>-To use diagonal and horizontal strokes to join letters with increased legibility, consistence and quality of handwriting.</p>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Use paragraphs to organise their text.</li> <li>Use of conjunctions (while, before, after, so, since, until, although, as)</li> <li>Use of apostrophe to contractions.</li> </ul>	<p>Bills New Frock The Boy at the Back of the Class</p> <p><b>Other Texts</b> The Journey Animal Atlas Empire's End - A Roman Story (Leila Rasheed)</p>
<p><b>Spring</b></p> <p><b>Class read:</b> The boy who Grew Dragons World cup of books</p>	<p>Narrative (Fantasy Stories) Narrative Non-Chronological reports Poetry (comparing poems - Kennings/raps ) Information text</p>	<p>-Write simple sentences, dictated by the teacher, by memory, that include words and punctuation taught so far. -To be able to model their writing upon the structure of texts read. -To be able to discuss and record ideas. -To be able to record sentences including a rich and varied vocabulary and an increasing range of sentence structures. -In narrative to be able to create settings, characters and plot. -To be able to proofread for spellings and punctuation errors.</p>	<p>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting.</p>	<ul style="list-style-type: none"> <li>Use a wide variety of conjunctions with more than one clause.</li> <li>Use of fronted adverbials including commas.</li> <li>Use of apostrophe for contraction and possession.</li> <li>Punctuate direct speech correctly.</li> </ul>	<p>The boy who grew dragons Children's choice - the world cup of books</p> <p><b>Other Texts</b> Beowulf (Usborne) Rob Lloyd Jones and Victor Tavares Anglo-Saxon Boy (Tony Bradman)</p>
<p><b>Summer</b></p> <p><b>Class read:</b> Max and the Millions Tom's Midnight Garden</p>	<p>Narrative (Stories by the same Author) Narrative Diaries/letters/news reports/ Poetry (Focusing on a poet)</p>	<p>-Write simple sentences, dictated by the teacher, by memory, that include words and punctuation taught so far. -To be able to model their writing upon the structure of texts read. -To be able to discuss and record ideas. -To be able to record sentences including a rich and varied vocabulary and an increasing range of sentence structures. -In narrative to be able to create settings, characters and plot. -To be able to proofread for spellings and punctuation errors. -To be able to assess and improve their work including the accurate use of pronouns. -To be able to clearly read their work aloud to the class using intonation, controlling volume and tone.</p>	<p>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting. -For all children to be writing consistently with a pen.</p>	<ul style="list-style-type: none"> <li>Use of a variety of sentence types (Simple, compound and complex)</li> <li>Use of present perfect tense for diaries and letters.</li> <li>Correct use of punctuation including; full stops, commas, question marks and exclamation marks.</li> </ul>	<p>Max and the Millions Tom's Midnight Garden</p> <p><b>Other Texts</b></p>

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Year 5					
	Unit	Planning/Drafting/Writing/Editing	Handwriting	SPAG	Books
<p><b>Autumn</b></p> <p><b>Class read:</b> Cosmic (Frank Cottrell Boyce) The Lion, the witch and the wardrobe</p>	<p>Narrative (Stories by the same Author) Narrative (Traditional tales) Poetry Non-Chronological report Instructions /explanation text</p>	<ul style="list-style-type: none"> <li>- To be able to write in narrative, developing characters and settings.</li> <li>-To be able to select appropriate grammar and vocabulary - including SPAG elements learnt this term.</li> <li>-In narrative, to be able to describe settings, characters and create atmosphere.</li> <li>-To use a variety of devices to build cohesion within and across the paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>-Expanded noun phrases (factual)</li> <li>-Relative clauses</li> <li>-Brackets</li> <li>-Use of colons and bullet points</li> <li>-Fronted adverbials</li> <li>-Revise use of subordinating clauses.</li> <li>-Parenthesis</li> <li>-To be able to spell words with silent letters.</li> </ul>	<p>Cosmic The Lion, The Witch and The Wardrobe</p> <p><b>Other Texts</b> Mufaro's Beautiful Daughters: An African Tale(John Steptoe) The Lost thing UFOs and Aliens: Investigating Extraterrestrial Visitors - Extreme! UFO Diary by Satoshi Kitamura</p>
<p><b>Spring</b></p> <p><b>Class read:</b> Street Child</p>	<p>Narrative Narrative (unfamiliar setting) Poetry Report Writing Persuasion</p>	<ul style="list-style-type: none"> <li>- To be able to write in narrative, developing characters and settings.</li> <li>-To be able to select appropriate grammar and vocabulary - including SPAG elements learnt this term.</li> <li>-In narrative, to be able to describe settings, characters and create atmosphere.</li> <li>-To integrate dialogue to convey character and advance the action.</li> <li>-To use a variety of devices to build cohesion within and across the paragraphs.</li> <li>-To ensure there is a consistent use of tense throughout a piece of writing.</li> <li>-To be able to proofread for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>-Commas after fronted adverbials</li> <li>-Modal verbs</li> <li>-Use of inverted commas for direct quotes</li> <li>-Use of relative clauses</li> <li>-To use further prefixes and suffixes and understand the guidance for adding them.</li> </ul>	<p>Street Child</p> <p><b>Other Texts</b> Friend or Foe Cloud Tea Monkeys (Juan Wingaard Tuesday by David Wiesner Old Possum's Book of Practical Cats</p>
<p><b>Summer</b></p> <p><b>Class read:</b> The Nowhere Emporium The Fastest Boy in the World</p>	<p>Narrative Narrative (Fantasy Stories) Poetry (Free verse) Recounts</p>	<ul style="list-style-type: none"> <li>- To be able to write in narrative, developing characters and settings.</li> <li>-To be able to select appropriate grammar and vocabulary - including SPAG elements learnt this term.</li> <li>-In narrative, to be able to describe settings, characters and create atmosphere.</li> <li>-To integrate dialogue to convey character and advance the action.</li> <li>-To use a variety of devices to build cohesion within and across the paragraphs.</li> <li>-To be able to proofread for spelling and punctuation errors.</li> <li>-Children are able to use singular and plural correctly distinguishing between the language of speech and writing.</li> <li>Children can perform their own compositions using appropriate intonation, volume and movement,</li> </ul>	<ul style="list-style-type: none"> <li>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>-Adverbs and modal verbs</li> <li>-Possessive apostrophes after plural nouns. E.g. Vikings' treasure</li> <li>-Use of dashes and informal parenthesis in letters and emails.</li> <li>-Range of verb forms including past/present progressive and present perfect.</li> <li>-To be able to use all spelling rules taught.</li> <li>To be able to use the first 3 or 4 letters of a word to check spelling, meaning or both in the dictionary.</li> </ul>	<p>The Nowhere Emporium The Fastest Boy in the World.</p> <p><b>Other Texts</b> Tales from Outer Suburbia by Shaun Tan Michael Murpurgio's Kensuke's Kingdom</p>

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Year 6					
	Unit	Planning/Drafting/Writing/Editing	Handwriting	SPAG	Books
<p><b>Autumn</b> <b>Class read:</b> Wonder</p> <p>The arrival (Shaun Tan)</p>	<p><b>Narrative/ Action story:</b> Eye of the Wolf <b>Flashbacks:</b> The Piano - Character profiles <b>Poetry:</b> Ted Hughes collection of poems, Cross curricular World War I poems <b>Information leaflet:</b> Save Pompeii (Active Learn) - - Safety Survival tips through a volcanic eruption/ <b>Non- chronological report</b> <b>Play script</b></p>	<p>- To be able to write in narrative, developing characters and settings. -To be able to select appropriate grammar and vocabulary - including SPAG elements learnt this term. -In narrative, to be able to describe settings, characters and create atmosphere. -To use a variety of devices to build cohesion within and across the paragraphs.</p>	<p>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting.</p>	<p>review year 5 grammar, adjectives, adverbs, expanded noun phrases, commas for clarity, subjunctives, passive verbs, perfect form of verbs, modal verbs, relative clauses, hyphens, brackets, dashes, commas for parenthesis, semi-colons/colons (including for independent clauses), bullet points, vocabulary for formal and informal speech, synonyms/antonyms, passive/active, ellipsis</p> <p>Spelling: Statutory word list vowel letters to words ending in -fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused</p>	<p>Wonder The Arrival</p> <p><b>Other Texts</b> The Piano Ted Hughes Collection of poems World War I poems Eye of the Wolf</p>
<p><b>Spring</b> <b>Class read:</b> The Boy in the Tower (Polly Ho-Yen)</p> <p>The Goldfish Boy (Lisa Thompson)</p>	<p><b>Myths/Legends:</b> Loch Ness Monster <b>Diary/Narrative:</b> The Goldfish Boy (Lisa Thompson) <b>Newspaper Report :</b> Floods (Eco awareness), The Tear Thief <b>Balanced argument/Letter:</b> Visitors to Snowden, Is Goldilocks a thief? <b>Autobiography</b> <b>Unbalanced Argument :</b> Eco awareness</p>	<p>- To be able to write in narrative, developing characters and settings. -To be able to select appropriate grammar and vocabulary - including SPAG elements learnt this term. -In narrative, to be able to describe settings, characters and create atmosphere. -To integrate dialogue to convey character and advance the action. -To use a variety of devices to build cohesion within and across the paragraphs. -To ensure there is a consistent use of tense throughout a piece of writing. -To be able to proofread for spelling and punctuation errors.</p>	<p>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and quality of handwriting.</p>	<p>Layout devices</p> <p>Tricky letter sounds</p> <p>The suffixes -ment, -ness, -ful and -less Contractions The possessive apostrophe (singular nouns) Words ending in -tion Homophones and near-homophones Common exception words</p>	<p>The Boy in the Tower (Polly Ho-yen) The Goldfish Boy (Lisa Thompson) The Tear Thief Goldilocks/ Pie Corbett Loch Ness Monster</p>
<p><b>Summer</b> <b>Class read:</b> Gangster Granny</p>	<p><b>Biography:</b> Andy Murray/Pie Corbett <b>Narrative:</b> Sci- fi story <b>Journalistic Writing :</b> Flying Pigs <b>Poetry:</b> Pie Corbett</p>	<p>- To be able to write in narrative, developing characters and settings. -To be able to select appropriate grammar and vocabulary - including SPAG elements learnt this term. -In narrative, to be able to describe settings,</p>	<p>-To use diagonal and horizontal strokes to join letters, with increased legibility, consistence and</p>	<p>Revision of the above</p>	<p>Pie Corbett/Flying Pigs/Diary Roald Dahl/Pie Corbett The Troll/ 3 Billy Goats</p>

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	<p><b>Diary:</b> Pie Corbett <b>Narrative:</b> Trolls</p>	<p>characters and create atmosphere. -To integrate dialogue to convey character and advance the action. -To use a variety of devices to build cohesion within and across the paragraphs. -To be able to proofread for spelling and punctuation errors. -Children are able to use singular and plural correctly distinguishing between the language of speech and writing. Children can perform their own compositions using appropriate intonation, volume and movement,</p>	<p>quality of handwriting.</p>		<p>Gruff</p>
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