

Writing Curriculum Content

Nursery - Writing		
Nursery - Autumn 2022	Nursery - Spring 2023	Nursery - Summer 2023
Key Theme/Text	Key Theme/Text	Key Theme/Text
<p>All about me and my world Autumn 1: My Big Book of Families, Colour Monster Autumn 2: Festivals and Celebrations - Mixed</p>	<p>Growing and Changing Spring 1: Lifecycles – The Very Hungry Caterpillar, Growing Frogs Spring 2: Plants – Jasper’s Beanstalk, Titch – Human Life cycle</p>	<p>On the Farm Summer 1: Farm – Old McDonald had a Farm, Non-Fiction – weekly animal Summer 2: The Three Little Pigs</p>
Text types	Text types	Text types
<p>Fiction: Journey story Non-fiction: Writing for a purpose within provision / role play Poetry: Nursery rhymes</p>	<p>Fiction: Journey story Non-fiction: Writing for a purpose within provision / role play Poetry: Nursery rhymes</p>	<p>Fiction: Journey story Non-fiction: Writing for a purpose within provision / role play Poetry: Nursery rhymes</p>
Sticky knowledge	Sticky knowledge	Sticky knowledge
<p>Journey story tool box: Person/animal, goes somewhere, something happens Writing for a purpose toolbox: Shopping lists, receipts, reports, order forms Nursery rhyme tool box: Song, add actions</p> <p>We can make marks on paper with a pencil, pen or crayon. My name looks different to everyone else’s.</p>	<p>Journey story tool box: Person/animal, goes somewhere, something happens Writing for a purpose toolbox: Shopping lists, receipts, reports, order forms Nursery rhyme tool box: Song, add actions</p> <p>My name has letters in it. You need to hold a pencil or pen correctly using your fingers and thumb.</p>	<p>Journey story tool box: Person/animal, goes somewhere, something happens Writing for a purpose toolbox: Shopping lists, receipts, reports, order forms Nursery rhyme tool box: Song, add actions</p> <p>Stories people know really well can be acted out and talked about. The letters in my name need to be written in order.</p>
Procedural Knowledge	Procedural Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> I can communicate my ideas. I begin to give meanings to marks I make (“that is my name”). I can recognise my name. 	<ul style="list-style-type: none"> I can give meaning to marks within provision. I can hold a pencil to make controlled marks. I can write some of the letters in my name. 	<ul style="list-style-type: none"> I am beginning to re-tell familiar stories orally. I can hold a pencil to write letters in my name. I can write my name.
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> We can make marks on paper with a pencil, pen or crayon. We can write in lots of areas of nursery, including outside. My name looks different to everyone else’s. 	<ul style="list-style-type: none"> People write lists when they go shopping. Police men, firemen and hospital workers all write. It is important to write your name on a piece of work so we know who it belongs to. 	<ul style="list-style-type: none"> Stories people know really well can be acted out and talked about. The letters in my name need to be written in order.

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<ul style="list-style-type: none"> The first letter of my name may be different to another name. 	<ul style="list-style-type: none"> My name has letters in it. You need to hold a pencil or pen correctly using your fingers and thumb. 	<ul style="list-style-type: none"> Names start with a bigger letter, called a capital letter.
Reception - Writing		
Reception - Autumn 2022	Reception- Spring 2023	Reception - Summer 2023
Key Theme/Text	Key Theme/Text	Key Theme/Text
All About Me related books Stickman	Owl Babies The Little Red Hen	Oliver’s Vegetables Mad About Minibeasts / What the Ladybird Heard
Text types	Text types	Text types
Fiction: Journey story Non-fiction: Labelling Poetry: Repeated poem	Fiction: Losing tale Non-fiction: Lists Poetry: Shape poem	Fiction: Meeting tale Non-fiction: Captions Poetry: Repeated poem
Sticky Knowledge	Sticky Knowledge	Sticky Knowledge
<p>Journey story tool box: Person/animal, character goes somewhere, something happens</p> <p>Labelling toolbox: Words, identify/describe something</p> <p>Repeated poem tool box: New sentence on a new line, same word in each line</p> <p>People need to speak loud enough so other people can hear what they are saying. Some words start with the same sound. The first sound in a word can be written down. My name starts with a capital letter and has letters in order. I need to use my thumb, first finger and middle finger to hold a pencil or pen when writing or drawing.</p>	<p>Losing tale tool box: Character loses something special/important, character finds the special/important thing</p> <p>Lists toolbox: One word/phrase under another, help to organise</p> <p>Shape poem tool box: New sentence on a new line, create shape of what the poem is about</p> <p>Pictures from the story can help you to re-tell it in the right order. Short, simple words can be written by saying the word out loud and listening to the sounds. A sentence is a set of words that make sense. Tricky words cannot be sounded out. A letter can represent a sound.</p>	<p>Meeting tale tool box: Character meets another character – person or animal, the do something together</p> <p>Captions toolbox: Word/phrase/sentence, describe a picture or photograph</p> <p>Repeated poem tool box: New sentence on a new line, same word in each line</p> <p>Words and phrases can be the same in lots of stories (e.g. ‘Once upon a time’) Some sounds are represented by more than one letter. A capital letter starts a sentence. A full stop ends a sentence.</p>
Procedural Knowledge	Procedural Knowledge	Procedural Knowledge
<ul style="list-style-type: none"> I can communicate clearly through speaking. I can use the new words that I learn when speaking. I can recognise when words start with the same sound orally. 	<ul style="list-style-type: none"> I can re-tell familiar stories orally using picture prompts. I can write simple cvc words using phase 2 phonemes. I can write simple sentences that make sense. I can spell phase 2 tricky words. I can form lower case letters. 	<ul style="list-style-type: none"> I can re-tell familiar stories orally using story language. I can write words containing some phase 3 phonemes.

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<ul style="list-style-type: none"> I can write the first sound of a word using phase 2 phonemes. I can write my name correctly. I can hold a pencil correctly using a tripod grip. 				<ul style="list-style-type: none"> I can segment to spell simple sentences. I can spell some phase 3 tricky words. I can use a capital letter (not always accurately). I can use a full stop (not always accurately). 	
Disciplinary Knowledge		Disciplinary Knowledge		Disciplinary Knowledge	
<ul style="list-style-type: none"> People need to speak loud enough so other people can hear what they are saying. You can use new words from stories or that you hear from other people when speaking. Some words start with the same sound. The first sound in a word can be written down. My name starts with a capital letter and has letters in order. A pencil or pen needs to be held correctly when writing. I need to use my thumb, first finger and middle finger to hold a pencil or pen when writing or drawing. 		<ul style="list-style-type: none"> Stories people know well can be re-told using words from the story. Pictures from the story can help you to re-tell it in the right order. Short, simple words can be written by saying the word out loud and listening to the sounds. A sentence is a set of words that make sense. In a sentence the words need to be in the correct order to make sure it makes sense. Tricky words cannot be sounded out. Tricky words are written from memory. All the sounds in words can be written down. A letter can represent a sound. 		<ul style="list-style-type: none"> Words and phrases can be the same in lots of stories (e.g. 'Once upon a time') Some sounds are represented by more than one letter. Full stops and capital letters are used when writing sentences. Full stops and capital letters help the reader to read writing. A capital letter starts a sentence. A full stop ends a sentence. 	
Year 1 - Writing					
Year 1 - Autumn 2022		Year 1 - Spring 2023		Year 1 - Summer 2023	
Key Theme/Text		Key Theme/Text		Key Theme/Text	
Traditional tales Jack and the Beanstalk	Traditional tales Cinderella	What is great about where we live? Beegu	What is great about where we live? The Smartest Giant in Town	Oh I do like to be beside the seaside Billy's Bucket	Oh I do like to be beside the seaside The Literacy Shed – Something Fishy
Text types		Text types		Text types	

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<p>Fiction: Journey story Non-fiction: Recount Poetry: Doughnut poem</p>	<p>Fiction: Finding tale Non-fiction: Instructions Poetry: Repeated poem</p>	<p>Fiction: Losing tale Non-fiction: Non-chronological report Poetry: Shape poem</p>	<p>Fiction: Meeting tale Non-fiction: Information text – Wanted poster Poetry: Repeated poem</p>	<p>Fiction: Wishing tale Non-fiction: Information text – fact file Poetry: Shape poem</p>	<p>Fiction: Warning tale Non-fiction: Letter Poetry: Acrostic poem</p>
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
<p>Journey story tool box: Character can be a person or animal, character goes somewhere, something happens Recount tool box: Re-tells an event/experience, past tense, time connectives – first, next, finally Doughnut poem tool box: Describe object or person, adjectives, most important words in the middle The alphabet has capital letters in order starting with A and ending with Z. A syllable is a beat in a word. You need to make sure you are holding a pencil correctly when writing. It will help you to say a sentence first before writing it.</p>	<p>Finding tale tool box: Character finds something special/amazing, object/person does something special Instructions tool box: Title, bullet points, imperative verbs Repeated poem tool box: New sentence on a new line, same word/phrase on each line In a sentence there needs to be a finger space between each word. Words need to be written in the right order in a sentence. A capital letter is used to start a new sentence. A full stop is used to show the end of a sentence. 'I' is a capital letter and a tricky word.</p>	<p>Losing tale toolbox: Character loses something special/important, character finds the special/important thing Non-chronological report toolbox: Title, facts, picture/photograph, caption Shape poem toolbox: New sentence on a new line, create shape of what the poem is about Chronological order means the order of when things happened. When writing most letters start at the top, apart from the letter 'e', which starts in the middle. People's names always start with a capital letter.</p>	<p>Meeting tale toolbox: Character meets another character – person or animal, they do something interesting together Information text – Wanted poster toolbox: Heading, picture/photograph, adjectives, question Repeated poem toolbox: New sentence on a new line, same word/phrase on each line Adding 's' to a verb will make it plural. Plural means more than one. A question mark is used at the end of sentence which is a question.</p>	<p>Wishing tale toolbox: Character wants to do something, there is a problem, character overcomes problem and gets what they want Information text – fact file toolbox: Title, facts, picture/photograph, caption Shape poem toolbox: New sentence on a new line, create shape of what the poem is about To make some verbs plural you need to add 'es'. When a verb ends in 'ch', 'ss', 'sh', 'x' or 'zz', 'es' is added to make it plural. After you have written a sentence you can check it makes sense by reading it. The word 'and' can be used in a sentence to join two ideas/phrases.</p>	<p>Warning tale toolbox: Character told not to do something, character does it anyway, something bad happens/character in trouble, problem solved Letter toolbox: Who letter is to – dear, to, greeting, written in first person, who letter is from Acrostic poem: New sentence on a new line, first letter of each line spells out a word, work linked to what the poem is about, first word of each line start with correct letter The suffix 'ed' can be added to a verb to change it to the past tense. The suffix 'ing' can be added to a verb. 'Un' means 'not'. An exclamation mark is used at the end of a sentence which shows a strong feeling.</p>

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Procedural Knowledge	Procedural Knowledge	Procedural Knowledge
<p>Transcription – Spelling I can identify known phonemes in unfamiliar words. I can name all the letters of the alphabet in order. I can use syllables to divide words when spelling.</p> <p>Transcription – Handwriting I can sit correctly at a table, holding a pencil comfortable and correctly. I can form capital letters and digits 0-9.</p> <p>Composition I can compose a sentence orally before writing it. I leave spaces between words.</p> <p>Grammar and punctuation – sentence structure I can combine words to make a sentence.</p> <p>Grammar and punctuation – punctuation I can separate words using finger spaces. I can use capital letters to start a sentence. I can use a full stop to end a sentence. I can use ‘I’.</p>	<p>Transcription – Spelling I can use letter names to show alternative spelling of the same phoneme. I can add ‘s’ to a verb to make it plural.</p> <p>Transcription – Handwriting I can form some lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Composition I can sequence sentences in chronological order to recount an event or experience.</p> <p>Grammar and punctuation – sentence structure I can combine words to make a sentence. – short and longer sentences.</p> <p>Grammar and punctuation – text structure I can sequence sentences to form a narrative.</p> <p>Grammar and punctuation – punctuation I can use a question mark. I can use capital letters for names.</p>	<p>Transcription – Spelling I can use the spelling rule for adding ‘s’ or ‘es’ for verbs in the 3rd person singular. I can spell longer words using the suffixes ‘ed’ and ‘ing’.</p> <p>Transcription – Handwriting I can form all lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Composition I can re-read what I have written to check that it makes sense. I know how the prefix ‘un’ can be added to words to change meaning.</p> <p>Grammar and punctuation – sentence structure I can join two sentences using ‘and’.</p> <p>Grammar and punctuation – text structure I can sequence sentences to form a narrative.</p> <p>Grammar and punctuation – punctuation I can use an exclamation mark.</p>
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
<p>Transcription – Spelling I may know some of the sounds in new words I hear. The alphabet has capital letters in order starting with A and ending with Z. A syllable is a beat in a word. Counting the syllables in a word can help you hear and write the sounds in it.</p> <p>Transcription – Handwriting You need to sit a table correctly and make sure you are comfortable before writing. You need to make sure you are holding a pencil correctly when writing. Capital letters can be written down. They are usually bigger than lowercase letters. Numbers 0-9 can be written down.</p>	<p>Transcription – Spelling Some sounds can be written using different letters. Adding ‘s’ to a verb will make it plural. Plural means more than one.</p> <p>Transcription – Handwriting When writing most letters need to be started at the top, apart from the letter ‘e’ which starts in the middle.</p> <p>Composition Chronological order means the order of when things happened. A story needs to be written in chronological order so it makes sense.</p>	<p>Transcription – Spelling To make some verbs plural you need to add ‘es’. When a verb ends in ‘ch’, ‘ss’, ‘sh’, ‘x’ or ‘zz’, ‘es’ is added to make it plural. A suffix means adding letters to the end of a word. The suffix ‘ed’ can be added to a verb to change it to the past tense. The suffix ‘ing’ can be added to a verb.</p> <p>Transcription – Handwriting When writing letters will finish in different places, depending on if they are a tall letter or if the letter goes below the line.</p> <p>Composition After you have written a sentence you can check it makes sense by reading it. A prefix means letters added to the beginning of a word. ‘Un’ means ‘not’.</p>

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<p>Composition It will help you to say a sentence first before writing it. Keep saying the sentence you want to write so you get the words in the right order and do not miss any out. In a sentence there needs to be a finger space between each word.</p> <p>Grammar and punctuation – sentence structure Words need to be written in the right order in a sentence.</p> <p>Grammar and punctuation – punctuation A capital letter is used to start a new sentence. A full stop is used to show the end of a sentence. 'I' is a capital letter and a tricky word.</p>	<p>When writing about an event or experience, it needs to be written in chronological order so it makes sense.</p> <p>Grammar and punctuation – sentence structure Some sentences are short. Some sentences are longer, with more words.</p> <p>Grammar and punctuation – text structure A narrative is a story. Sentences need to be written in the correct order when writing a story to make sure it makes sense.</p> <p>Grammar and punctuation – punctuation A question mark is used at the end of sentence which is a question. A question mark is used instead of a full stop at the end of a sentence. People's names always start with a capital letter.</p>	<p>Adding 'un' to the beginning of a word will change what the word means.</p> <p>Grammar and punctuation – sentence structure 'And' is a conjunction. The word 'and' can be used in a sentence to join two ideas/phrases.</p> <p>Grammar and punctuation – text structure Sentences need to be sequenced when writing a story. Sequencing means to write in the correct order that events happened.</p> <p>Grammar and punctuation – punctuation An exclamation mark is used at the end of a sentence which shows a strong feeling. It could be a character shouting or something exciting or scary happening. An exclamation mark is used instead of a full stop at the end of a sentence.</p>
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Year 2 - Writing

Year 2 - Autumn 2022		Year 2 - Spring 2023		Year 2 - Summer 2023	
Key Theme/Text		Key Theme/Text		Key Theme/Text	
Traditional Tales Little Red	Traditional Tales Hansel and Gretel	Coast to Coast Kasper and the Titanic Cat	Coast to Coast The Lighthouse Keeper's Lunch	Africa The Slightly Annoying Elephant	Africa The Enormous Crocodile
Text types		Text types		Text types	
Fiction: Journey story Non-fiction: Information text - leaflet Poetry: Repeated poem	Fiction: Finding tale Non-fiction: Letter Poetry: Acrostic poem	Fiction: Wishing tale Non-fiction: Non-chronological report Poetry: Shape poem	Fiction: Conquering the Monster story Non-fiction: Diary entry Poetry: Alliteration poem	Fiction: Character flaw story Non-fiction: Information text – Biography Poetry: Riddle poem	Fiction: Rags to riches story Non-fiction: Recount Poetry: Rhyming poem
Sticky Knowledge		Sticky Knowledge		Sticky Knowledge	
Journey story toolbox: Character goes somewhere, there is a problem on the way, the problem is resolved	Finding tale toolbox: Character finds something special/important, the object causes a problem, the character resolves the problem by removing the object somehow	Wishing tale toolbox: Character wants something badly, there is a problem stopping them, character	Conquering the monster story toolbox: Main character meets a monster, monster	Character flaw story toolbox: Main character has a flaw, the flaw gets the character into trouble, the character learns	Rags to riches story toolbox: Character is sad/lonely/badly treated, character faces difficulties, character is helped to overcome difficulties

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<p>Information text – leaflet toolbox: Opening statement, facts, rhetorical question, closing statement</p> <p>Repeated poem toolbox: Each sentence on a new line, repeat word or phrase within each line</p> <p>Phonemes are spoken sounds. Graphemes are the spoken sounds written down.</p> <p>When writing, lower case letters need to be the correct size when compared to one another. Letters can be joined when writing. Names of people, names of places and days of the week all start with a capital letter.</p>	<p>Letter toolbox: Address, date, who letter is to (dear, to), greeting, written in first person, who letter is from</p> <p>Acrostic poem toolbox: Each sentence on a new line</p> <p>When writing narratives, they can be fictional (not real/story) A narrative can be fictional (not real). An adjective describes a noun. 'And', 'or' and 'but' are all conjunctions which can be used to link two sentences or phrases.</p>	<p>overcomes the problem and gets what they want</p> <p>Non-chronological report toolbox: Title, sub-headings, facts, paragraphs, picture/photograph, caption</p> <p>Shape poem toolbox: Each sentence on a new line, shape of object being described, shape and content of writing link</p> <p>A homophone means a word which sounds the same but has a different spelling and a different meaning. Capital letters and digits need to be the correct size when compared to one another and lower-case letters. Authors find it useful to plan their writing before they start to write.</p>	<p>causes a problem, monster is defeated</p> <p>Diary entry toolbox: Past tense, first person, date/time, chronological order of events, time connectives (first, next, after that, finally), from</p> <p>Alliteration poem toolbox: Each sentence on a new line, words that begin with the same letter</p> <p>Suffixes 'ment', 'ness', 'ful', 'less' and 'ly' can be added to some root words to change their meaning. 'Because', 'when', 'if' and 'that' are all conjunctions which can be used to link two sentences or phrases. The past tense means something that has already happened. The present tense means something that is happening now. A comma can be used to separate words in a list when writing.</p>	<p>their lesson, the character changes their ways</p> <p>Information text – Biography toolbox: Title, sub-headings, paragraphs, chronological order, introduction, key events, dates</p> <p>Riddle poem toolbox: Each sentence on a new line, clues, adjectives, question</p> <p>The phonemes in unfamiliar words can be identified through my phonic knowledge to help me to spell them. Some letters are better to not join when writing. Proof-read means to check for any mistakes.</p>	<p>Recount toolbox: Re-tells an event/experience, past tense, time connectives – first, next, after that, finally, opening statement, closing statement</p> <p>Rhyming poem toolbox: Each sentence on a new line, words at the end of 2 lines rhyme, pairs of lines rhyme</p> <p>A contraction combines two words into one word. A contraction includes an apostrophe where letters are missing. An apostrophe is used to mark singular possession.</p>
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Procedural Knowledge	Procedural Knowledge	Procedural Knowledge
<p>Transcription – Spelling</p> <ul style="list-style-type: none"> • I can segment spoken words into phonemes and record these as graphemes. <p>Transcription – Handwriting</p> <ul style="list-style-type: none"> • I can form lower-case letters of the correct size relative to one another. • I can begin to use some of the diagonal and horizontal strokes needed to join letters. <p>Composition</p> <ul style="list-style-type: none"> • I can write narratives about personal experiences and those of others, both real and fictional. • I am able to orally rehearse structured sentences or sequences of sentences. <p>Grammar and punctuation – sentence structure</p> <ul style="list-style-type: none"> • I can use expanded noun phrases. • I can use co-ordination. – and, or, but. <p>Grammar and punctuation – punctuation</p> <ul style="list-style-type: none"> • I use capital letters for names of people, places, days of the week and the personal pronoun ‘I’. • I correctly use question marks and exclamation marks. 	<p>Transcription – Spelling</p> <ul style="list-style-type: none"> • I can spell words with alternative spellings, including a few common homophones. • I can spell longer words using suffixes such as ‘ment’, ‘ness’, ‘ful’, ‘less’, ‘ly’. <p>Transcription – Handwriting</p> <ul style="list-style-type: none"> • I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <p>Composition</p> <ul style="list-style-type: none"> • I can write for different purposes, including real events. • I can plan and discuss the content of writing and record my ideas. • I can evaluate my own writing with an adult. <p>Grammar and punctuation – sentence structure</p> <ul style="list-style-type: none"> • I can use subordination. – because, when, if, that. <p>Grammar and punctuation – text structure</p> <ul style="list-style-type: none"> • I can use the progressive forms of verbs in the present and past tense. <p>Grammar and punctuation – punctuation</p> <ul style="list-style-type: none"> • I can use commas to separate items in a list. 	<p>Transcription – Spelling</p> <ul style="list-style-type: none"> • I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. • I can identify phonemes in unfamiliar words and use syllables to divide words. <p>Transcription – Handwriting</p> <ul style="list-style-type: none"> • I show that I know which letters are best left unjoined. • I use spacing between words that reflects the size of the letters. <p>Composition</p> <ul style="list-style-type: none"> • I can proof-read to check for errors in spelling, grammar and punctuation. • I can evaluate my own writing independently or with a friend. <p>Grammar and punctuation – sentence structure</p> <ul style="list-style-type: none"> • I can say how the grammatical patterns in a sentence indicate its function. <p>Grammar and punctuation – text structure</p> <ul style="list-style-type: none"> • I consistently use the present tense and past tense correctly. <p>Grammar and punctuation – punctuation</p> <ul style="list-style-type: none"> • I can use apostrophes to show where letters are missing and to mark singular possession in nouns.
Disciplinary Knowledge	Disciplinary Knowledge	Disciplinary Knowledge
<p>Transcription – Spelling</p> <p>Phonemes are spoken sounds. Graphemes are the spoken sounds written down.</p> <p>Transcription – Handwriting</p> <p>When writing, lower case letters need to be the correct size when compared to one another. Letters can be joined when writing. Some letters can be joined using diagonal strokes. This means joining from the bottom to top or top to bottom. Some letters can be joined using horizontal strokes. This means joining straight across.</p>	<p>Transcription – Spelling</p> <p>A homophone means a word which sounds the same but has a different spelling and different meaning. Suffixes ‘ment’, ‘ness’, ‘ful’, ‘less’ and ‘ly’ can be added to some root words to change their meaning.</p> <p>Transcription – Handwriting</p> <p>Capital letters and digits need to be the correct size when compared to one another and lower-case letters.</p>	<p>Transcription – Spelling</p> <p>The phonemes in unfamiliar words can be identified through my phonic knowledge to help me to spell them.</p> <p>Transcription – Handwriting</p> <p>Some letters are better to not join when writing. Finger spaces between words need to be the correct size when compared to the size of the letters.</p> <p>Composition</p> <p>Proof-read means to check for any mistakes. When checking for mistakes in your writing you will look at spelling, punctuation and whether sentences make sense.</p>

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<p>Composition When writing narratives, they can be fictional (not real/story) A narrative can be fictional (not real). A narrative can be real and about my personal experience. Rehearse means to practise something. A sentence or sequence of sentences can be rehearsed before writing to make sure they are in the correct order.</p> <p>Grammar and punctuation – sentence structure An expanded noun phrase adds more detail to a noun by using one or more adjectives. An adjective describes a noun. 'And', 'or' and 'but' are all conjunctions which can be used to link two sentences or phrases.</p> <p>Grammar and punctuation – punctuation Names of people, names of places and days of the week all start with a capital letter. The word 'I' is called a personal pronoun.</p>	<p>Composition Authors find it useful to plan their writing before they start to write. You can plan the sequence of your writing using pictures and words. You can plan the words and phrases you want to include in your writing at different points. Authors evaluate their writing. They say what they like about it and what they can do to make it even better.</p> <p>Grammar and punctuation – sentence structure 'Because', 'when', 'if' and 'that' are all conjunctions which can be used to link two sentences or phrases.</p> <p>Grammar and punctuation – text structure The past tense means something that has already happened. The present tense means something that is happening now.</p> <p>Grammar and punctuation – punctuation A comma can be used to separate words in a list when writing.</p>	<p>You can make your writing even better when editing by adding better word choices and more effective punctuation.</p> <p>Grammar and punctuation – punctuation A contraction combines two words into one word. A contraction includes an apostrophe where letters are missing. An apostrophe is used to mark singular possession.</p>
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