

## Overview of Writing, SPaG and Reading from EYFS – Year 6

<b>EYFS</b>	<b><u>Writing</u></b>	<b><u>Writing Experiences</u></b>	<b><u>SPaG</u></b>	<b><u>Reading</u></b>
<b>Year 1</b>	<p>The Train Ride by June Crebbin (Narrative)</p> <p>Pinocchio by Carlo Collodi (Narrative)</p> <p>Fire work night by Andrew Collett (Poetry)</p> <p>Toys from the Past by Sally Hewitt (Non-fiction)</p> <p>The Queen's Hat by Steve Antony (Narrative)</p> <p>When I am by myself (Poetry)</p> <p>Our trip to the woods (Non-fiction)</p> <p>Little Red Riding Hood by Lari Don (Narrative)</p> <p>Song of the Sea by Studio Canal (Narrative)</p> <p>Our trip to the woods (Non-fiction)</p> <p>Wombat goes Walkabout by Michael Morpurgo (Narrative)</p> <p>On Safari (Non-fiction)</p>	<ul style="list-style-type: none"> <li>The Train Ride by June Crebbin(Narrative) – Roleplay being on a train &amp; buying tickets</li> <li>Letters to Santa – Visit Santa</li> <li>Pinocchio by Carlo Collodi(Narrative) – puppet making</li> <li>Fire work night by Andrew Collett (Poetry) – watch firework displays</li> <li>Toys from the Past by Sally Hewitt(Non-fiction) -local museum visit, explore old toys</li> <li>The Queen's Hat by Steve Antony(Narrative) – Looking at Buckingham palace and meeting the queen</li> <li>When I am by myself (Poetry) – videos looking at movements and people and animal details for metaphors</li> <li>Our trip to the woods(Non-fiction) – Woodland walk and finding natural items (leaves, sticks etc.)</li> <li>Little Red Riding Hood by Lari Don (Narrative) – Wolf day (explores wolves)</li> <li>Song of the Sea by Studio Canal(Narrative) – roleplay opening a chest</li> <li>Wombat goes Walkabout by Michael Morpurgo(Narrative) –</li> </ul>	<ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>-begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>-form capital letters</li> <li>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to</li> <li>-practise these</li> <li>naming the letters of the alphabet in order</li> <li>-using letter names to distinguish between alternative spellings of the same sound</li> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words</li> <li>-Leave spaces between words</li> <li>-Put words together to make sentences</li> <li>-Use capital letters for names and use <i>I</i> properly</li> <li>-Use capital letters and full stops</li> <li>to say a sentence out loud before writing it down</li> <li>to re-read what they have written to check that it makes sense</li> <li>-using letter names to distinguish between alternative spellings of the same sound</li> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words</li> <li>-Join words and clauses using '<i>and</i>'</li> <li>-Putting sentences together to write short stories or anecdotes</li> <li>-write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	

## Overview of Writing, SPaG and Reading from EYFS – Year 6

		<p>Explore Australian animals, explore bush fires</p> <ul style="list-style-type: none"> <li>On Safari (Non-fiction) – research African animals (become experts)</li> </ul>	<ul style="list-style-type: none"> <li>-using letter names to distinguish between alternative spellings of the same sound</li> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words</li> <li>-Use question marks, and exclamation marks</li> <li>-Turn words into plurals using -s or -es</li> <li>-the days of the week</li> <li>-using letter names to distinguish between alternative spellings of the same sound</li> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words</li> <li>-Adding suffixes to verbs without changing the root word, for example <i>helping, helped, helper</i></li> <li>-Using the prefix <i>un-</i> to change the meaning of verbs and adjectives, for example unkind and unclear</li> <li>apply simple spelling rules and guidance</li> <li>-the days of the week</li> <li>-using letter names to distinguish between alternative spellings of the same sound</li> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words</li> </ul>	
<b>Year 2</b>	<p>Little Red Reading Hood by Lucy Rowland</p> <p>Pirates</p> <p>My Christmas Star by The BBC</p> <p>Meerkat Christmas by Emily Gravett</p> <p>Neil Armstrong by Brad Meltzer</p> <p>The Owl Who Was Afraid Of The Dark by Frank &amp; Jill Tomlinson</p>		<p><u>Place Value of Grammar</u></p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Verbs</li> <li>Subject of a sentence</li> <li>Full Stops</li> <li>Capital Letters</li> <li>Past Tense/ Present Tense</li> <li>Adjectives</li> <li>Compound Words</li> <li>Adjectives with -er and -est</li> <li>Subordination</li> <li>Statements and Exclamations</li> </ul>	<p><u>High quality texts used:</u></p> <ul style="list-style-type: none"> <li>The Boy Who Grew Dragons</li> <li>The Truth Pixie</li> </ul>

## Overview of Writing, SPaG and Reading from EYFS – Year 6

	<p>The Great Fire of London by Emma Adams</p> <p>The Building Boy by Ros Montgomery and David Litchfield</p> <p>Big Cats</p> <p>Stardust by Jeanne Willis</p> <p>If I Were in Charge of the World by Judith Viorst (Poetry)</p> <p>The Day the Crayons Quit by Drew Darwell</p>		<ul style="list-style-type: none"> <li>• Noun Phrases</li> <li>• Homophones</li> <li>• Forming Adjectives using -ful and -less</li> <li>• Questions and Commands</li> <li>• Sentence Writing</li> <li>• Verbs</li> <li>• Singular and Plural</li> <li>• Adverbs with -ly</li> <li>• Commas in Lists</li> <li>• Changing Adjectives into Adverbs</li> <li>• Adverbs</li> <li>• Word Classes</li> <li>• Coordination</li> <li>• Apostrophes for Possession</li> <li>• Past and Present Tense</li> <li>• Recapping Pronouns</li> <li>• Forming Nouns Using -er</li> <li>• Progressive Tense</li> <li>• Apostrophes for Contractions</li> <li>• Upplevelling Sentences</li> </ul>	
<b>Year 3</b>	<p>A Crow's Tale (Fiction – Narrative)</p> <p>Autumn Is Here (Fiction – Poetry)</p> <p>Christmas Dessert Social Media Post (Non-Fiction – Persuasive)</p> <p>Stone Age Boy (Fiction – Narrative)</p> <p>The Colour Collector (Fiction – Poetry)</p> <p>Plants – (Non-fiction - Information text)</p> <p>The Blue Umbrella (Narrative – Romance)</p>	<ul style="list-style-type: none"> <li>• A Crow's Tale</li> </ul> <p>Videos and photos of autumn and winter weather.</p> <p>Videos and photos of storms and sunshine in the forest.</p> <ul style="list-style-type: none"> <li>• Autumn is Here</li> </ul> <p>Videos and photos of autumn weather</p> <p>An autumn table in the classroom</p> <ul style="list-style-type: none"> <li>• Stone Age Boy</li> </ul> <p>Link to history – what was life like in the stone age?</p> <p>Videos</p> <ul style="list-style-type: none"> <li>• The Blue Umbrella</li> </ul> <p>Sorting images of weather</p> <p>Sorting feelings into positive and negative</p> <ul style="list-style-type: none"> <li>• Skeletons and Muscles (may change this)</li> </ul> <p>Recap science topic</p> <ul style="list-style-type: none"> <li>• Trip Recount (own planning)</li> </ul> <p>Visit to Arbeia for history used for recount</p>	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Basic Punctuation</li> <li>• Adverbs</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Basic punctuation</li> <li>• Conjunctions</li> <li>• Inverted commas</li> <li>• Contractions</li> <li>• A or an</li> <li>• Possessive apostrophe</li> <li>• Subordinate clause</li> <li>• Prepositions</li> <li>• Singular / Plural</li> <li>• Present perfect form</li> </ul>	<p><u>High quality texts used:</u></p> <ul style="list-style-type: none"> <li>• Planet Oma: Accidental Trouble Magnet</li> <li>• An Alien in the Jam Factory</li> <li>• Owen and the Soldier</li> <li>• Fantastic Mr Fox</li> <li>• The Last Bear</li> <li>• Grimwood</li> <li>• Charlottes Web</li> </ul>

## Overview of Writing, SPaG and Reading from EYFS – Year 6

<p style="text-align: center;"><b>Year 4</b></p>	<p>The BFG (Narrative – Fiction - Story)</p> <p>Invite an author (Non-Fiction – Persuasive Letter)</p> <p>Aladdin and the enchanted lamp (Narrative – Fiction - Story)</p> <p>The creature (Non-Fiction – Newspaper Report)</p> <p>The Whale (Narrative – Non-Fiction - Story)</p> <p>Still I rise (Poetry)</p>	<ul style="list-style-type: none"> <li>• Designing and tasting own ice cream flavours.</li> <li>• Bare feet in sand pit.</li> <li>• Roald Dahl dictionary work.</li> <li>• Interviewing techniques – office staff.</li> <li>• Famous people research – who will they write their letter to?</li> <li>• Whale research.</li> <li>• Fact finding – research based.</li> <li>• Pollution research.</li> <li>• Newspaper reporting – hot seating.</li> <li>• Videos/discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Singular, plural nouns</li> <li>• pronouns, Standard English, compound words, adverbs to express time and cause</li> <li>• Questions, exclamations – review</li> <li>• Possessive pronouns, fronted adverbials, prepositions for time and cause, plurals and possessive -s</li> <li>• commas</li> <li>• Adjectives, homophones, expanded noun phrases, editing and evaluating</li> <li>• Commas after a fronted adverbial</li> <li>• Determiners, prepositional phrases, present tense</li> <li>• Inverted commas</li> <li>• Verb inflections, conjunctions to express time and cause, suffixes, paragraphs</li> <li>• Possessive apostrophes</li> <li>• Verbs – past, prefixes, subordinate clauses</li> <li>• Plural possessive apostrophes</li> </ul>	<p><u>High quality texts used:</u></p> <ul style="list-style-type: none"> <li>• Llama Out Loud</li> <li>• Ariki and the Island of Wonders</li> <li>• Paws</li> <li>• Rumaysa: A Fairytale</li> <li>• The Miraculous Journey of Edward Tulane</li> <li>• Varjak Paw</li> </ul>
<p style="text-align: center;"><b>Year 5</b></p>	<p>Cosmic- Frank Cottrell Boyce (Narrative- Science fiction)</p> <p>Screen Use Non-fiction Balanced argument</p> <p>Zoo by Anthony Browne (Fiction - Narrative Fantasy)</p> <p>The Malfeasance by Alan Bold (Poetry)</p> <p>Kick by Mitch Johnson Non-fiction Persuasive letter</p> <p>Mars Transmission Non-Fiction - Journal</p>	<p>Cosmic - Narrative - Science Fiction - the children looked at brochures from a Porche showroom and watched adverts about cars.</p> <p>Zoo -Narrative - fantasy - a trip has been booked to go to Flamingo Land Zoo - to experience a trip to the zoo and to look at the animals.</p>	<ul style="list-style-type: none"> <li>• Proper Nouns</li> <li>• Adverbs of Possibility</li> <li>• Converting Nouns and Adjectives into Verbs - Suffixes -ate, -ise, -ify</li> <li>• Tenses: Past &amp; Present Progressive and Present Perfect</li> <li>• Possessive Plural Apostrophes</li> <li>• Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Adverbs</li> <li>• Degrees of Possibility - Modal Verbs</li> <li>• Verb Prefixes dis-, de-, mis-, over-, re</li> </ul>	<p><u>High quality texts used:</u></p> <ul style="list-style-type: none"> <li>• Wonder</li> <li>• Odd and the Frost Giant/Hansel and Gretel</li> <li>• The Last Wild</li> <li>• Cosmic</li> <li>• A Kind of Spark</li> <li>• The Explorer</li> </ul>

## Overview of Writing, SPaG and Reading from EYFS – Year 6

	<p>The Highwayman – (Poetry - Narrative Poem) - The Highwayman</p> <p>The Nowhere Emporium by Ross Mackenzie (Fiction -Narrative Mystery)</p>		<ul style="list-style-type: none"> <li>• Verb Inflections &amp; Standard English</li> <li>• Using Inverted Commas</li> <li>• Assess and Review</li> <li>• Prepositions</li> <li>• More Prefixes</li> <li>• Coordinating Conjunctions</li> <li>• Using Inverted Commas (Changing the Position of the Reporting Clause)</li> <li>• Parenthesis – Brackets</li> <li>• Commas for Meaning and Clarity</li> <li>• Determiners</li> <li>• More Suffixes</li> <li>• Subordinating Conjunctions</li> <li>• Linking Paragraphs with Adverbials</li> <li>• Direct &amp; Indirect (Reported) Speech</li> <li>• Assess and Review</li> <li>• Pronouns &amp; Possessive Pronouns</li> <li>• Word Families</li> <li>• Subordinate Clauses</li> <li>• Writing Cohesive Paragraphs</li> <li>• Parenthesis – Commas</li> <li>• Homophones</li> <li>• Adverbials/Fronted Adverbials</li> <li>• Dictionary Work</li> <li>• Relative Clauses</li> <li>• Editing &amp; Evaluating</li> <li>• Parenthesis – Dashes</li> <li>• Assess and Review</li> </ul>	
<b>Year 6</b>	<p>The Journey by Francesca Sanna (fiction)</p> <p>Window by Jeanine Baker (Narrative)</p> <p>Letter home from the trenches-The Christmas Truce - (non-fiction)</p> <p>Thinker's Rap: My puppy poet and me by Eloise Greenfield (poetry)</p> <p>Rain Player By David Wisniewski - Diary account (Fiction)</p> <p>Tom Daley Biography (non-fiction)</p> <p>Everest (non-chronological report)</p>	<p><u>The Journey</u> Children are shown a suitcase of a Ukrainian refugee, and they need to predict who it belongs to, where they might be going and for how long. Children produce research on the journey Ukrainians had to take to flee their country as refugees. They listen to interviews from real refugees, watch videos and create a step-by-step travel plan. Children then create their own suitcase drawing what essential items they would take with them as a refugee.</p> <p><u>The Window</u></p>	<ul style="list-style-type: none"> <li>• Review of word types (nouns, pronouns, adjectives, verbs, adverbs, determiners, prepositions, modal verbs)</li> <li>• Commas</li> <li>• Apostrophes</li> <li>• Phrases/Clauses</li> <li>• Conjunctions</li> <li>• Inverted commas</li> <li>• Brackets, dashes and hyphens</li> <li>• Tenses</li> <li>• Active/Passive</li> <li>• Subjunctive form</li> <li>• Colons/Semi-Colons</li> <li>• Standard/Non-standard English Formal/Informal Language</li> </ul>	<p><u>High quality texts used:</u></p> <ul style="list-style-type: none"> <li>• Holes</li> <li>• Little Badman and the Invasion of the Killer Aunties</li> <li>• When the Sky Falls</li> <li>• Fight Back</li> <li>• Who Let The God's Out?</li> <li>• Can You See Me?</li> </ul>

## Overview of Writing, SPaG and Reading from EYFS – Year 6

	<p>Persuasive speech (non-fiction)</p> <p>The Piano (literacy shed – narrative with time jump)</p> <p>The morning Rush by John Foster (Poetry)</p> <p>Francis (Mystery Fiction)</p>	<p>Read the story as a whole class. Children to discuss the main theme and brainstorm issues that are happening to the planet. Class watch a TED Talk on the future impact of climate change and other issues humans are causing to the planet. The children will design their 4 windows and draw the view changing in each one (the impact of humans on their local are). The children will then perform their own TED Talk on their specific environmental issue.</p> <p><u>Christmas Truce</u> Children watch the Sainsbury's advert of the football match on Christmas Day. Children to research life in the trenches further using BBC website. Watch video- What were the trench conditions like? Children create a daily timetable of a day in the trenches. In groups the children will draw around one of their group members. Together, they will add notes and vocabulary around the drawn figure, that will describe what a soldier does, hears, sees, tastes and how they feel about it.</p> <p><u>Thinker's Rap</u> Shapes lesson- matching the symbol to the feature in the poem. Introductory overview of the poet and the book which has a collection of short poems in. Children listen to Hopeful by Bars and Melody thinking about moral, feelings, rhyme and rhythm. Children have a go at singing along to find the rhythm. Children have time to practice applying this rhythm to the original Thinker's rap poem. They can then perform to the class and engage in 'rap battles'.</p>		
--	---	---	--	--

## Overview of Writing, SPaG and Reading from EYFS – Year 6

		<p><u>Tom Daley Biography</u> In groups, the children have a number of ‘celebrity’ profiles. They need to sort them into people they find admirable/inspirational and those they do not. Discussion about why these people are famous and why our opinions differ on people we find admirable. After looking at the WAGOLL, children need to determine what are the important subheading for a biography. Children will produce a research page (Poster) on their chosen famous person (actor, athlete, artist, singer, author) ensuring they have included the chosen subheadings.</p> <p><u>Everest (non-chronological report)</u> Children look at natural phenomena and the wonders of the world. They choose the focus for their writing and produce a research sheet on that landmark. With their partner they will convert this research to a script. The children will perform the ‘Grangetown News’ whereby they interview their partner (the explorer) to find out more about this natural phenomenon.</p> <p><u>The Piano</u> Children to close their eyes in the dimmed room and listen to Yann Tiersen - Comptine d'un autre été (Amélie). They need to discuss how the piece of music makes them feel and collect a bank of adjectives for the music. Then the children listen to the music with the video. The need to try and determine what is happening in the video and collect ideas with their partner. The children will then watch a piece from</p>		
--	--	--	--	--

## Overview of Writing, SPaG and Reading from EYFS – Year 6

		<p>Beethoven of the BBC ten pieces. They need to note down as many different instruments as they can see and choose one that they will write their narrative about. The children will then plan: 1. Flashback to a loved one. 2. Flashback to a traumatic event. 3. Flashback to a memorable gift.</p> <p><u>Persuasive Speech</u> Children discuss speeches they have heard- Who makes them? Where do we tend to hear them? Children watch the How Dare You speech made by Greta Thunberg and discuss why it is effective. The WAGOLL is taken from How to train your dragon- Children will watch a clip of the film. The children will practise the speech with their partner using the 6ps before they perform the speech to the class.</p>		
<b>ARC</b>	<p>Poetry – Free verse</p> <p>Fiction – Narrative writing Based on The Enormous Crocodile – Roald Dahl</p> <p>Linked to Roald Dahl day. (Children to create their own narrative based on these ideas).</p> <p>Non-fiction – Fact file Explore Sea Turtles fact file. (Children to create their own fact file on sharks).</p> <p><u>Non-fiction</u> - Bonfire night safety poster - Information text on Guy Fawkes</p> <p><u>Poetry – Calligram</u> Christmas and winter/nature themed.</p>	<p>EXPERIENCE: ROALD DAHL DAY.</p> <p>EXPERIENCE: VISIT THE ARC AQUARIUM</p> <p><b>EXPERIENCE: VISIT FROM RITA – CLEVELAND FIRE BRIGADE</b></p> <p><b>EXPERIENCE: WINTER WALK</b></p> <p><b>EXPERIENCE: PICNIC ON THE FIELD</b></p> <p><b>EXPERIENCE: COLOUR HUNT</b></p>	<p><u>Reception</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• (Scaffolded support to access emerging Y1 SPAG objectives throughout writing genres).</li> </ul> <p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	



## Overview of Writing, SPaG and Reading from EYFS – Year 6

	<p><u>Fiction – Narrative</u> The lighthouse keeper’s lunch</p> <p><u>Visual Poetry</u> - What is pink? By Christina Rossetti</p> <p><u>Fiction – Traditional Tales</u> Jack and the Beanstalk</p> <p><u>Non-fiction</u> Instructions on how to plant a bean</p> <p><u>Poetry – Performance</u> The Owl and the Pussycat (Create own characters and perform their poem)</p> <p>Non-fiction – Post card (Create their own postcard writing as the owl/pussycat)</p> <p>Fiction – Percy Park Keeper Diary entry Non-fiction – own diary entry</p>	<p><b>EXPERIENCE: MYSTERIOUS PLANT ARRIVES IN THE ARC.</b></p> <p><b>EXPERIENCE: CHILDREN PLANT A BROAD BEAN.</b></p> <p><b>EXPERIENCE: CREATE MASKS OF OWL/PUSSYCAT ROLE-PLAY IN GRANGETOWN BOAT</b></p> <p>EXPERIENCE: CHILDREN RECEIVE A POSTCARD FROM THE OWL AND THE PUSSYCAT</p> <p>EXPERIENCE: FIND A MYSTERIOUS LOCKED DIARY</p>	<p>(Consistently addressing these Y1 SPaG objectives to aid writing)</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>• sentences with different forms: statement, exclamation the present and past tenses correctly</li> <li>• sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>• Standard English</li> <li>• apostrophes for contracted forms and the possessive (singular)</li> <li>• full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>• sentences with different forms: statement, exclamation the present and past tenses correctly sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify (for example, the blue butterfly)</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> </ul>	
--	---	--	---	--

## Overview of Writing, SPaG and Reading from EYFS – Year 6

			<ul style="list-style-type: none"> <li>● subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>● apostrophes for contracted forms and the possessive (singular)</li> <li>● full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>● sentences with different forms: statement, exclamation</li> <li>● the present and past tenses correctly</li> <li>● sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>● Standard English</li> <li>● apostrophes for contracted forms and the possessive (singular)</li> <li>● full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>● sentences with different forms: statement, exclamation</li> <li>● the present and past tenses correctly</li> <li>● sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>● Standard English</li> </ul>	
			<u>Year 3</u>	

## Overview of Writing, SPaG and Reading from EYFS – Year 6

			<ul style="list-style-type: none"><li>• using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials</li><li>• range of conjunctions, including when, if, because, although</li><li>• indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech</li><li>• using the present perfect form of verbs in contrast to the past tense</li><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials</li><li>• range of conjunctions, including when, if, because, although</li><li>• using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials</li><li>• range of conjunctions, including when, if, because, although</li><li>• using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li></ul>	
--	--	--	---	--