



Friskney All Saints Mission Statement and Vision

'Trust Shows The Way'

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education **explores old and new horizons**, and strives to **deliver a rigorous curriculum of excellence** so that each person is empowered to **realise their gifts** to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

"Show me the way I should go, for to you I entrust my life."

Psalm 143.8

Our Vision is underpinned by our school values of Love, Trust, Kindness, Hope and Respect:

Exploring Old and New Horizons - Respect

Striving for Excellence – Hope, Trust

Realising our Gifts – Love, Kindness

Writing Curriculum Intent





Inspiration – Our exciting and engaging writing curriculum seeks to encourage children’s curiosity, inspiring a lifelong love of learning that sparks creativity and prepares our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils, especially those with **SEND**, removing barriers and igniting interest. We use Tak for Writing as the base for our writing curriculum providing exciting texts for the children to internalise and act out. **Enrichment opportunities** are carefully planned to engage learners beyond the academic. These include World Book Day, Author visits and library time Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in every area of the curriculum.



Excellence - Our ambitious writing curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. Writing is incorporated in all subjects. We prioritise **vocabulary** acquisition through our use of Talk For Writing to ensure texts used are accessible to all. **Retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught skills and knowledge to improve writing and build fluency.



Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy, reading** and **writing** allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the writing curriculum. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

At Friskney All Saints, the aim of our writing curriculum is to equip pupils with the necessary skills and vocabulary to communicate effectively through a wide variety of written media, not only through their educational experiences but beyond this, into their adult lives. It is our intent that pupils will go on to fully utilise the medium of writing to entertain, persuade, inform and advise, developing an appreciation of the power and influence of the written word. We want our pupils to use language confidently and expressively, taking pride in their written work, using editing and refining skills as they reflect upon their compositions.

The national curriculum states :The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

Transcription (spelling and handwriting)

Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Autumn 1				
Term	EYFS	Class 2	Class 3	Class 4
Term 1	Year A	Year A	Year A	Year A
	TFW- Quest Story The Little Red Hen	TFW- Cumulative Story The Disgusting Sandwich	TFW- Portal story Elf Road	TFW- Tale of fear Zelda
	N.F- Instructions	Shape Poems	Clerihew poems	Haiku
	Grammar	Grammar Year 1	Grammar Year 3	Grammar Year 5

How words can combine to make sentences.
 Use of and to join sentences.
 Sequencing sentences to form short narratives.
 Separation on words with spaces.
 Introduction of capital letters and full stops.
Year 2
 Expanded noun phrases.
 Subordination
 Capital letters for names and for the personal pronoun I

Expressing time and cause using **conjunctions** (e.g., when, before, after, while, because), **adverbs** (e.g. then, next, soon, so) or **prepositions** (e.g. before, after, during, in, because of)

Introduction to paragraphs as a way to group related material

Year 4
Noun phrases expanded by the addition of **modifying adjectives, nouns, or preposition phrases**

Fronted **adverbials** (e.g. later that day)

Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g., perhaps, surely)
 Devices to **build cohesion** within a paragraph (e.g. then, after that, this, firstly)
 Use of commas to clarify meaning or avoid ambiguity.

Year 6
 Linking ideas across paragraphs using a wider range of **cohesive devices**; semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in the contrast, or as a consequence) and **ellipsis**

Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma

Year B	Year B	Year B	Year B
TFW- Cumulative Story The Enormous Turnip	TFW- Meeting Story Little Charlie	TFW- Warning Story Keep Off The Tracks	TFW- Portal story Clock Close
N.F- Instructions	Calligrams	Limericks	Senryu
	Grammar	Grammar	Grammar
	Year 1	Year 3	Year 5

		<p>How words can combine to make sentences.</p> <p>Use of and to join sentences.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation on words with spaces.</p> <p>Introduction of capital letters and full stops.</p> <p>Year 2</p> <p>Expanded noun phrases.</p> <p>Subordination</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Expressing time and cause using conjunctions (e.g., when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)</p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Year 4</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns, or preposition phrases</p> <p>Fronted adverbials (e.g. later that day)</p>	<p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Year 6</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in the contrast, or as a consequence) and ellipsis</p>
--	--	---	--	---

Autumn 2				
Term	EYFS	Class 2	Class 3	Class 4
	Year A	Year A	Year A	Year A
Term 2	TFW- Losing Story The Gingerbread Man	Instructions	Information	Information
	N.F- Recount	Acrostic	kennings	Renga Poems

Grammar	Grammar Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops. Year 2 Subordination Sentences with different forms- statement, question, exclamation. Commas to separate lists Full stops, capital letters, question marks, exclamation marks	Grammar Year 3 Headings and sub-headings to aid presentation. Expressing time and cause using conjunctions (e.g., when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of) Use of the determiners/forms a or an according to whether the next word begins with a consonant or vowel (e.g. <i>a rock, or an open box</i>) Year 4 Use of paragraphs to organise ideas around a theme Apostrophes to mark singular and plural possession (e.g. the girl's name, the boy's boots)	Grammar Year 5 Brackets, dashes or commas to indicate parenthesis. Relative clauses beginning with who, which, where, why or whose Year 6 Layout devices, such as headings, sub-headings, columns, bullets, or tables to structure text Punctuation of bullet points to list information
Year B	Year B	Year B	Year B
TFW- Losing tale Lost and Found	Recount- Event Riddles	Recount- Diary/Personal Letter Tetractys	Recount Biography Free verse
N.F-Explanation Text	Grammar	Grammar	Grammar
	Year 1	Year 3 Expressing time and cause using	Year 5 Linking ideas across

		<p>How words can combine to make sentences.</p> <p>Use of and to join sentences.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation on words with spaces.</p> <p>Introduction of capital letters and full stops.</p> <p>Year 2</p> <p>Subordination</p> <p>Sentences with different forms- statement, question, exclamation.</p> <p>Commas to separate lists</p> <p>Full stops, capital letters, question marks, exclamation marks</p>	<p>conjunctions (e.g., when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)</p> <p>Use of the determiners/forms a or an according to whether the next word begins with a consonant or vowel (e.g. <i>a rock, or an open box</i>)</p> <p>Year 4</p> <p>Fronted adverbials (e.g. later that day)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns, or preposition phrases</p>	<p>paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Brackets, dashes or commas to indicate parenthesis.</p>
--	--	--	--	---

Spring 1

Term	EYFS	Class 2	Class 3	Class 4
Term 3 poetry	Year A	Year A	Year A	Year A
	TFW- Defeating the monster The Three Billy Goats Gruff	TFW Losing Tale Monkey See Monkey Do	TFW- Tale Of Fear Staying out	TFW- Warning Tale Red

	N.F- Information	Free verse poetry	Free Verse	Octava Rima
	Grammar	Grammar	Grammar	Grammar
		<p>Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p>Year 2 Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.</p>	<p>Year 3 Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p> <p>Introduction to over inverted commas to punctuate direct speech</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p> <p>Year 4 Use of inverted commas to punctuate direct speech and commas to indicate speech, (e.g. , <i>after reporting clause</i>)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Year 5 Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</p> <p>Year 6 Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he?, or the use of the subjunctive in some very formal writing and speech)</p>

Year B	Year B	Year B	Year B
TFW- Wishing Tale The Polar Bear and the Snow Cloud	TFW- Defeating the Monster Rapunzel	TFW- Meeting Story Poppy Waldo and The Giant	TFW- Change / Wishing Tale Fowlers Road
N.F- Diary	Diamante poems	Free Verse	Irregular Ode
	Grammar	Grammar	Grammar
	<p>Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p>Year 2 Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.</p>	<p>Year 3 Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p> <p>Introduction to over inverted commas to punctuate direct speech</p> <p>Year 4 Use of inverted commas to punctuate direct speech and commas to indicate speech, (e.g. , <i>after reporting clause</i>)</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Year 5 Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</p> <p>Year 6 Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of</p>

				the subjunctive in some very formal writing and speech)
--	--	--	--	--

Spring 2

Term	EYFS	Class 2	Class 3	Class 4
Term 4	Year A	Year A	Year A	Year A
	TFW- Finding story The Elves and the Shoemaker	Information	Instructions	Persuasion
	N.F- persuasive	Haiku poems	Limericks	Free Verse
	Grammar	Grammar	Grammar	Grammar
		<p>Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p>Year 2 Apostrophes to mark contracted forms in spelling.</p> <p>Commas to separate items in a list</p> <p>Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Year 3 Headings and sub-headings to aid presentation. Expressing time and cause using conjunctions (e.g., when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p> <p>Year 4 Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Fronted adverbials (e.g. later that day)</p>	<p>Year 5 Brackets, dashes or commas to indicate parenthesis</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</p> <p>Year 6 Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g.</p>

				<p>repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in the contrast, or as a consequence) and ellipsis</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)</p> <p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p>
Year B	Year B	Year B	Year B	Year B
TFW- Finding Tale How to Catch a Star- Oliver Jeffries	Persuasion Free Verse Poetry	Persuasion Free verse	Persuasion Free verse	Explanation Haiku
N.F -Persuasive				
	Grammar	Grammar	Grammar	Grammar
	Year 1 How words can combine to make sentences.	Year 3 Expressing time and cause using conjunctions (e.g., when, before, after, while, because), adverbs (e.g.	Year 5 Brackets, dashes or commas to indicate parenthesis	

Use of and to join sentences.
 Sequencing sentences to form short narratives.
 Separation on words with spaces.
 Introduction of capital letters and full stops.
Year 2
 Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

Subordination (using when, if, that, or because) and **co-ordination** (using or, and, or but)

Capital letters for names and for the personal **pronoun I**

then, next, soon, so) or **prepositions** (e.g. before, after, during, in, because of)

Paragraphs as a way to group related material

Use of the **present perfect** form of **verbs** to mark relationships of time and cause (e.g. I have written it down so we can check what he said)

Year 4
 Use of paragraphs to organise ideas around a theme,

Appropriate choice of **pronoun** or noun within and across sentences to aid cohesion

Noun phrases expanded by the addition of **modifying adjectives, nouns, or preposition phrases**

Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g., perhaps, surely)

Year 6
 Linking ideas across paragraphs using a wider range of **cohesive devices**; semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in the contrast, or as a consequence) and **ellipsis**

The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the **subjunctive** in some very formal writing and speech)

				Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)
--	--	--	--	--

Summer 1				
Term	EYFS	Class 2	Class 3	Class 4
Term 5	Year A	Year A	Year A	Year A
	TFW- Warning story Peter and The Wolf	TFW Meeting Tale The Papaya that Spoke Acrostic poems	TFW- Defeating The Monster story A Close Call	TFW- Meeting Story Alien Landing
	N.F- explanation		Performance poetry	Acrostic
	Grammar	Grammar	Grammar	Grammar
		<p>Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p>Year 2 Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.</p>	<p>Year 3 Introduction to over inverted commas to punctuate direct speech.</p> <p>Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p> <p>Year 4 Noun phrases expanded by the addition of modifying adjectives, nouns, or preposition phrases</p> <p>Fronted adverbials (e.g. later that</p>	<p>Year 5 Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>

		day) Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) Appropriate choice of pronoun or noun within and across sentences to aid cohesion.	Year 6 Linking ideas across paragraphs using a wider range of cohesive devices ; semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in the contrast, or as a consequence) and ellipsis Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)
Year B	Year B	Year B	Year B
TFW- Warning Tale Little Red Riding Hood	TFW- Warning Tale Kasim and the Talking Dragon Hakui Poems	TFW- Finding Tale Adventure at Sandy Cove Performance Poetry	TFW- Defeating The Monster Smorg Free Verse
	Grammar	Grammar	Grammar
	Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives.	Year 3 Introduction to over inverted commas to punctuate direct speech. Use of the present perfect form of	Year 5 Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)

Separation on words with spaces.
Introduction of capital letters and full stops.
Year 2
Expanded noun phrases.
Subordination
Capital letters for names and for the personal pronoun I
Apostrophes to mark contracted forms in spelling.

verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)

Year 4
Noun phrases expanded by the addition of **modifying adjectives, nouns, or preposition phrases**

Fronted **adverbials** (e.g. later that day)

Use of commas after fronted **adverbials** (e.g. Later that day, I heard the bad news.)

Appropriate choice of **pronoun** or noun within and across sentences to aid cohesion.

Devices to **build cohesion** within a paragraph (e.g. then, after that, this, firstly)

Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)

Year 6
Linking ideas across paragraphs using a wider range of **cohesive devices**; semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in the contrast, or as a consequence) and **ellipsis**

Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. I broke the window **in** the greenhouse versus The window in the greenhouse was broken)

Term	EYFS	Class 2	Class 3	Class 4
Term 5	Year A	Year A	Year A	Year A
	TFW- Change story Princess and The Pea N.F- Discursive	Discussion Performance poetry	Discussion Free Verse	Discussion Performance Poetry
	Grammar	Grammar	Grammar	Grammar
		<p>Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p>Year 2 The consistent use of present tense versus past tense throughout texts Subordination Capital letters for names and for the personal pronoun I</p>	<p>Year 3 Expressing time and cause using conjunctions (e.g., when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)</p> <p>Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p> <p>Year 4 Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion.</p>	<p>Year 5 Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> <p>Year 6 Linking ideas across paragraphs using a wider range of cohesive devices; semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in the contrast, or as a consequence) and</p>

				<p>ellipsis</p> <p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)</p>
Year B	Year B	Year B	Year B	Year B
TFW- Defeating the monster	Explanation	Explanation	Journalistic	
Jack and the beanstalk	Performance Poetry	Free verse Poetry	Performance Poetry	
N.F- Information				
	Grammar	Grammar	Grammar	
	<p>Year 1 How words can combine to make sentences. Use of and to join sentences. Sequencing sentences to form short narratives. Separation on words with spaces. Introduction of capital letters and full stops.</p> <p>Year 2 Expanded noun phrases. Subordination Capital letters for names and for the personal pronoun I Apostrophes to mark contracted forms in spelling.</p>	<p>Year 3 Expressing time and cause using conjunctions (e.g., when, before, after, while, because), adverbs (e.g. then, next, soon, so) or prepositions (e.g. before, after, during, in, because of)</p> <p>Use of the present perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said)</p> <p>Year 4</p>	<p>Year 5 Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g., perhaps, surely)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	

Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)

Appropriate choice of **pronoun** or noun within and across sentences to aid cohesion.

Year 6
Linking ideas across paragraphs using a wider range of **cohesive devices**; semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in the contrast, or as a consequence) and **ellipsis**

Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. I broke the window **in** the greenhouse versus The window in the greenhouse was broken)