

Burton Primary School Skills Progression for Writing – Year Group per page

Text Structure (Paragraphing)			Sentence Construction	Word Structure/ Vocabulary	Grammar	Punctuation (Superheroes)	Terminology /Success Criteria	Spelling	Handwriting
Learning sequence is oral followed by written (Talk for Writing)			Learning sequence is talking in sentences followed by writing in sentences. (Talk for Writing)						
EYFS Skills Map	Planning/talking writing	FICTION Follow a simple story map <u>Imitation</u> -whole class retelling of a story Understanding plot structure Retell simple 5 part story. <i>Once upon a time</i> <i>First/next/then</i> <i>But</i> <i>So</i> <i>Finally</i> Innovate a simple story	NON FICTION Follow a simple text map Talk simple factual sentences based around a story/theme Understanding Structure Imitate factual writing linked closely to a story/theme	Write simple sentences that can be read by themselves and others. Orally use repetition for rhythm e.g. <i>he walked and he walked and he walked.</i> (Power of 3) Orally use repetition in description e.g. <i>a lean cat, a mean cat</i> Use simple conjunctions <i>and but who</i>	Use determiners <i>the, a, my, your, an, this, that, his, her, their, some, all</i> Use adjectives <i>old, little, big, small, quiet</i> Use simple prepositions within an oral retelling E.g. <i>in front of, next to, behind, under, over</i> Use pronouns <i>I, she, he, they</i>	Talk grammatically correct simple sentences. Use simple conjunctions <i>and but who until</i>	Use finger spaces. Begin to use full stops. Begin to use capital letters.	FICTION Punctuation full stop capital letter Grammar letter word sentence phoneme / sound special friends (digraph) adjective 'Fred Talk' to spell Presentation finger space NON FICTION Punctuation Grammar technical language (topic words) Presentation names labels captions lists diagrams message	Use correct grip Use correct grapheme/phoneme correspondence (GPC) Use spaces between words. Write name (correct upper and lower case)
	Recording Writing	Talk a simple sentence. Write a simple sentence. Innovate a story using words and pictures.							
	Editing Writing	Read a sentence back with an adult to check it makes sense.							

Appendix 1- Red words RWI

Appendix 2 - Visual Success Criteria

Appendix 3 - Connectives & Sentence Signposts

Appendix 4 - Writing Tool Kits

Appendix 5 - Story Plots

Year 1 Skills Map (Consolidate EYFS list)	Text Structure (Paragraphing)			Sentence Construction	Word Structure/ Vocabulary	Grammar	Punctuation (Superheroes)	Terminology /Success Criteria	Spelling	Handwriting	
	Learning sequence is oral followed by written (Talk for Writing)			Learning sequence is talking in sentences followed by writing in sentences. (Talk for Writing)							
	Planning/talking writing	FICTION Retell and internalise a story following a simple story map <u>Imitation</u> -whole class retelling of a story Understanding plot structure Retell simple 5 part story. Opening <i>Once upon a time/Long, long ago</i> Build up <i>Early one morning</i> Problem <i>Unfortunately</i> <i>Suddenly, Now</i> Resolution <i>Luckily</i> Ending <i>Finally</i> <u>Innovation</u> - own version of imitated text hugging closely to the original story <u>Invention</u> - create own story. Use a similar theme or characters or setting. Can be used as a basis for assessment.	NON FICTION Follow a simple text map/washing line <u>Imitate</u> factual writing Talk simple factual sentences based around a theme Understanding Structure/Heading Introduction - opening factual statement Middle section - simple factual sentences using topic (technical) language - Numbered points for instructions - Labelled diagrams Ending - Concluding sentence <u>Innovation</u> - own version of imitated text hugging closely to the original y <u>Invention</u> - create own text	Write simple sentences embellished by using adjectives. Orally describe a character or setting by listing adjectives E.g. <i>red, spiky starfish</i> Use repetition for rhythm e.g . <i>he walked and he walked and he walked.</i> (Power of 3) Begin to use conjunctions to create compound sentences (co-ordination) <i>and but so or until</i> Begin to use 'who' to create complex sentences (relative clauses) e.g. <i>Once upon a time there was a big, bad wolf who...</i> Use openers <i>first, next, after that, then fortunately, luckily,</i> Show awareness of different types of sentences Questions Exclamations	Use determiners <i>lots of, many, more, those, these</i> Use adjectives Construct oral sentences with alliteration E.g. <i>dangerous dragon</i> Construct oral sentences with similes using as...as... E.g. as tall as a house Construct orally and write sentences using simple prepositions E.g. <i>over, under, on, in, across, behind, above</i>	Use the present and past tense correctly E.g. <i>he is/he was</i> Use standard forms of verbs e.g. <i>go/went</i> Talk using grammatically correct pronunciation of the word 'our' instead of 'are'	Use finger spaces. Use full stops. Use capital letters at the start of sentence, for names and personal pronoun "I". Use question marks Use exclamation marks. Numbered points (instructions)	FICTION Punctuation question mark exclamation mark Grammar adjective simile alliteration digraph trigraph (special friends) singular plural verb noun (connecting) conjunction tense - past, present consonant vowel Presentation speech bubble NON FICTION Punctuation Grammar Presentation numbered points	Use correct spelling for Red RWInc words. (Green to Yellow books - see appendix) +Spell additional Year 1 Common Exception Words: <i>a, says, is, his, has, by, ask, friend, push, pull, full, house, our</i> Use regular plural noun suffixes (-s or -es) Use suffixes that can be added to verbs (-ed & -ing) Be able to talk about how the prefix 'un' changes the meaning of verbs & adjectives. (e.g. unkind, untie) Word Mats can be used by the children to check their spelling	Use correct formation, orientation and size of lower case showing entry and exit strokes Use correct formation and orientation of capital letters.	
		Recording Writing	Talk a sequence of sentences. Write a sequence of sentences that begin with a capital letter and end with a full stop. Innovate and write a story or non-fiction text.								
		Editing Writing	Read sentences back to check they make sense. With an adult, edit own work verbally.								

Year 2 Skills Map (Consolidate Year 1 list)	Text Structure (Paragraphing) Learning sequence is oral followed by written (Talk for Writing)			Sentence Construction Learning sequence is talking in sentences followed by writing in sentences.(Talk for Writing)	Word Structure/ Vocabulary	Grammar	Punctuation (Superheroes)	Terminology /Success Criteria	Spelling	Handwriting
	Planning/talking writing	FICTION Retell and internalise a story following a story map <u>Imitation</u> - Boxing up a story	NON FICTION Follow a text map/washing line <u>Imitation</u> - Boxing up a non-fiction text	Write simple sentences embellished by using adjectives (expanded noun phrases) and adverbs.	Use determiners to generalise for information E.g. Some cats.... Most dogs...	Use the present tense versus past tense mostly correctly and consistently throughout texts.	Use commas to separate lists. Use commas after an -ly opener	FICTION Punctuation apostrophe contractions possession comma	Use correct spelling for Red RWInc words. (Blue to Grey books - see appendix)	Write lower case letters of the correct, size, orientation and relationship to each other.
		Understanding plot structure Retell and understand the 5 parts to a story with more complex vocab.	Understanding Structure Heading	Use a list of 3 for description E.g. He wore old shoes, a dark cloak and a red hat. <i>African elephants have long trunks, curly tusks and large ears.</i>	Use adjectives Write oral sentences with alliteration E.g. slimy slugs	Use grammatically correct pronunciation of the word 'our' instead of 'are'	Show an awareness of how to translate speech from a bubble into text. (<i>Pinch the bubble.</i>)	Grammar adverb preposition determiners pronouns suffix prefix statement exclamation question command expanded noun phrase homophones	+Spell remaining relevant Year 2 Common Exception Words	Use the diagonal and horizontal strokes needed to join some letters.
		Opening <i>In a land far away...</i>	Introduction - Hook to engage reader/opening question - factual statement/definition	Secure use of conjunctions to create compound sentences (co-ordination) and but so or until	Write sentences with similes using as...as... E.g. as tall as a house and using '...like...' E.g. hot like a fire'		Use an apostrophe for contracted forms and to demonstrate possession.	Use of the suffixes to form comparisons -er, -est (<i>big, bigger, biggest</i>)	Add suffixes to spell longer words E.g. -ment, -full, -ness, -less, -ly	
	Recording Writing	Build up <i>Later that day...</i>	Middle section - Subheading to group ideas into related sections. - Numbered points/lists for instructions	Use some subordination to join clauses if, because, when, that E.g. Sam, who was lost, sat down and cried.	Write sentences using simple prepositions E.g. inside, outside, towards, along, before, between, after			Presentation Paragraph pinch the bubble - speech marks	Spell words with apostrophes to mark contractions e.g. <i>it's, can't, won't</i>	
		Problem/Dilemma <i>To his amazement... At that moment...</i>	Ending - 'Did you know...?' facts	Use openers -ly starters e.g. <i>finally, carefully, slowly</i> Vary openers to sentences E.g. <i>While, when where.</i>	Use adverbs for description and information E.g. snow fell gently and covered the cottage in the wood. Lift the pot carefully on to the tray.			NON FICTION Punctuation	Spell words with apostrophes to mark singular possession E.g. <i>Sam's cat.</i>	
		Resolution <i>As soon as...</i>	Innovation - own version of imitated text hugging closely to the original	Use different types of sentences Questions Exclamations Statements Commands				Grammar generalisers determiners	Spell homophones/near homophones e.g. <i>there/their, by/bye/buy</i>	
	Editing Writing	Ending <i>At long last...</i>	Invention - create own text. Can be used as a basis for assessment.					Presentation		
		Innovation - own version of imitated text influenced closely by the original story								
	Editing Writing	Invention - create own story. Use a similar theme or characters or setting. Can be used as a basis for assessment.								
		Group ideas when writing by content (paragraph like structure)								
	Editing Writing	Innovate and write a story or non-fiction text.								
		Read sentences back to self-correct for errors in spelling, grammar and punctuation.								
	Editing Writing	Make simple additions and revisions in light of feedback.								

Text Structure (Paragraphing)			Sentence Construction	Word Structure/ Vocabulary	Grammar	Punctuation (Superheroes)	Terminology /Success Criteria	Spelling	Handwriting
Learning sequence is oral followed by written (Talk for Writing)			Learning sequence is talking in sentences followed by writing in sentences. (Talk for Writing)						
Planning/talking writing	FICTION Retell and internalise a story following a story map/mountain. Imitation- Boxing up a story Understanding plot structure Retell and understand the 5 parts to a story with more complex vocabulary and organised into paragraphs. Opening/Introduction Should include detailed description of setting or characters... Build up Build in some suspense towards the problem or dilemma Problem/Dilemma Include detail of actions/dialogue Resolution Should link to the problem Ending Clear ending should link back to the start.	NON FICTION Develop use of a text map/boxing up grid. Imitation- Boxing up a non-fiction text Understanding structure Heading Paragraphs to organise ideas around a theme Introduction Hook to tempt reader in E.g. Who? What? Where? Why? When? How? Middle Section Subheadings to introduce sections/paragraphs Bullet points for facts Numbered points Labelled diagrams Begin to use technical language Develop Ending Ensure opening questions have been answered Reminder to reader Wow fact	Embellish simple sentences: Use adverb starters to add detail <i>e.g Carefully she crawled along the floor of the cave...</i> Use conjunctions to create compound sentences (co-ordinating conjunctions) <i>for and nor but or yet so (FANBOYS)</i> Develop use of subordination within sentences to join clauses if, because, when, that e.g. <i>Sam, who was lost, sat down and cried.</i> Develop use of complex sentences as a sentence opener Use 'ing' clauses/words as an opener <i>e.g. Sighing, the boy finished his homework.</i> Use 'sentence of three' for description e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.	Write sentences using prepositions e.g. Next to, by the side of, in front of, during, throughout Use powerful verbs and powerful adjectives within writing including the use of synonyms. Use more specific and technical vocabulary to add detail E.g. Drops of rain pounded on the corrugated, tin roof. The pregnant female Loggerhead Turtle only returns to the beach every 3 years. Use of the determiners 'a' or 'an' according to whether the next word begins with a vowel.	Use the present tense versus past tense mostly correctly and consistently throughout texts. Use the present perfect form of verbs instead of the simple past. E.g. 'He has gone out to play' contrasted with 'He went out to play.'	Begin to use inverted commas to punctuate direct speech. Colon before a list <i>e.g. What you will need.</i> Ellipses...to keep the reader hanging on. Use an apostrophe for contracted forms and to demonstrate possession.	FICTION Punctuation inverted commas Grammar past, present & future tense word family coordinating conjunction subordinating conjunction direct speech synonyms preposition Presentation NON FICTION Punctuation colon for instructions Grammar imperative verb Presentation	Correctly spell 60 of the 3/4 word list. Add suffixes to spell longer words E.g. -ment, -full, -ness, -less, -ly Add prefixes to root words E.g. -un, -dis, -sub, -tele, -super, -auto Investigate and explore patterns of word families to spell new words correctly. E.g. solve, solution, dissolve, insoluble Form nouns using a range of prefixes E.g. auto, super, anti	Write with increasing fluency & legibility using appropriate letter size, formation and orientation. All letters to be joined appropriately.
	Recording Writing Compose and rehearse sentences orally In narrative, innovate and write a story with clearly defined paragraphs. Begin to use inverted commas to punctuate direct speech In non-fiction writing, organise paragraphs around a theme with sub-headings		Develop use of persuasive devices Alliteration e.g. Come and have fabulous fun at the fair! Pattern of 3 e.g. Visit, Swim, Enjoy!						
	Editing Writing Assess own work against given success criteria and make improvements. Assess the work of others against given success criteria and suggest improvements. Proof read to check for grammar, spelling and punctuation errors.								

Year 4 Skills Map (Consolidate Year 3 list)	Text Structure (Paragraphing)			Sentence Construction	Word Structure/ Vocabulary	Grammar	Punctuation (Superheroes)	Terminology /Success Criteria	Spelling	Handwriting
	Learning sequence is oral followed by written (Talk for Writing)			Learning sequence is talking in sentences followed by writing in sentences. (Talk for Writing)						
	Planning/talking writing	FICTION Retell and internalise a story following a story map/mountain. Imitation- Boxing up a story Understanding plot structure Retell and understand the 5 parts to a story with more complex vocabulary and organised into paragraphs . Organise a story to indicate change in focus e.g. place, character, time, speaker. Opening/Introduction Should include detailed description of setting or characters... Build up Build in some suspense towards the problem or dilemma Problem/Dilemma Include detail of actions/dialogue Resolution Should link to the problem Ending Clear ending should link back to the start. Show how the character is feeling/how they have changed since the beginning.	NON FICTION Secure use of a text map/boxing up grid. Imitation- Boxing up a non-fiction text Understanding structure Heading Paragraphs to organise ideas in groups, logically around a theme Introduction Use of rhetorical question as a hook to tempt reader. Middle section(s) Subheadings and use of a topic sentence to introduce the paragraph. Use of bullet points Numbered points Labelled diagrams Use technical language Conclusion (Ending) Include personal opinion Direct reader for extra information Reminders & warnings Rhetorical question Encouragement to the reader	Secure use of embellished simple sentences: Use fronted adverbials / adverbial phrases used as a where / when/ how starter <i>e.g. A few days ago, we discovers a hidden box.</i> <i>At the back of the eye, is the retina.</i> Secure use of conjunctions to create compound sentences (co-ordinating conjunctions) <i>for and nor but or yet so (FANBOYS)</i> Use of subordination within sentences to join clauses if, because, when, that <i>e.g. Sam, who was lost, sat down and cried.</i> Develop use of complex sentences as a sentence opener Use '-ed' clauses as starters <i>e.g. Exhausted, the Roman soldier collapsed at his post.</i> Expanded '-ing' clauses at starters <i>e.g. Grinning menacingly, he slipped the treasure into his rucksack.</i> Drop in '-ing' clause (embedded clause) <i>e.g. The tornado, sweeping across the city, destroyed the houses.</i> Start with a simile <i>e.g. As curved as a ball, the moon shone brightly in the night sky.</i> Use 'sentence of three' for action <i>e.g. Sam rushed down the road, jumped on the bus and sank into his seat.</i> Repetition & alliteration to persuade <i>e.g. Find us to find the fun!</i> Dialogue - verb + adverb <i>e.g. "Hello," she whispered, shyly.</i>	Write sentences using prepositions <i>e.g. at, underneath, since, towards, beneath, beyond</i> Accurately use comparative and superlative adjectives <i>e.g. small, smaller, smallest/ good, better, best.</i>	Use the present tense versus past tense mostly correctly and consistently throughout texts. Use standard English forms for verb inflections instead of local spoken forms e.g. 'We were' instead of 'We was' and 'I did' instead of 'I done'	Secure use of inverted commas to punctuate direct speech. Use of comma between direct speech and reporting clause. <i>E.g. "It's late," gasped Cinderella!</i> Use of comma after fronted adverbials. <i>E.g. Later that day, I heard the bad news.</i> Use of comma to mark clauses <i>e.g. The tornado, sweeping across the city, destroyed the houses.</i> Use an apostrophe for contracted forms and to demonstrate singular and plural possession. <i>E.g. the boys'(s) toilets</i> Use a capital letter for all proper nouns	FICTION Punctuation apostrophe - plural possession Grammar clause subordinate clause embedded clause reported speech fronted adverbial antonym possessive pronoun Presentation NON FICTION Punctuation Grammar generaliser determiner rhetorical question Presentation	Correctly spell all of the 3/4 word list. Use homophones <i>e.g. there, their, they're, we're, where, were</i> Add suffixes to root words <i>e.g. -ing, -er, -en, -ed, -sion, -cion, -tion, -ssion</i> Add prefixes to root words <i>e.g. in-, il-, im-, ir-, anti-, inter-</i>	Consistently write with increasing fluency & legibility using appropriate letter size, formation and orientation. All letters to be joined appropriately.
		Compose and rehearse sentences orally In narrative, innovate and write a story with clearly defined paragraphs. Use inverted commas to punctuate direct speech. In non-fiction writing, organise paragraphs around a theme with sub-headings and topic sentences	Assess own work against given success criteria and make improvements. Assess the work of others against given success criteria and suggest improvements. Proof read to check for grammar, spelling and punctuation errors.	Use prepositional phrases to place the action <i>e.g. on the mat, behind the tree</i> Appropriate choice of pronoun or noun across sentences to avoid ambiguity and repetition Use 1st and 3rd person narrative consistently through writing.						
	Recording Writing									
	Editing Writing									

Year 5 Skills Map (Consolidate Year 4 list)	Text Structure (Paragraphing)		Sentence Construction	Word Structure/ Vocabulary	Grammar	Punctuation (Superheroes)	Terminology /Success Criteria	Spelling	Handwriting
	Learning sequence is oral followed by written (Talk for Writing)		Learning sequence is talking in sentences followed by writing in sentences. (Talk for Writing)						
	Planning/talking writing	FICTION Secure independent use of planning tools e.g. story mountains, boxing up grids <u>Imitation</u> - Boxing up a story Understanding plot structure Retell and understand the 5 parts to a story with more complex vocabulary and organised into paragraphs. Writing could start at any of the 5 points - this may include flashbacks. Vary connectives within paragraphs to build cohesion into a paragraph Introduction Should include action, description of character or setting, and dialogue Build up Develop suspense techniques Problem/Dilemma More than one problem to be solved. Resolution Clear links with the dilemma Ending Character could reflect on events, any changes or lessons look forward to the future.	NON FICTION Secure independent use of planning tools e.g. boxing up grids, flow diagram <u>Imitation</u> - use of range of layouts suitable to text. Understanding structure Introduction Use a variety of ways to open texts and draw the reader in and make the purpose clear. Middle Section Link ideas within and across paragraphs using a full range of conjunctions. Developed use of technical language Could express own opinions Consistently maintain a viewpoint Conclusion Summary clear at the end to appeal directly to the reader.	Secure use of embellished simple & compound sentences: Moving sentence chunks (how, when, where) around for different effects. e.g. the siren echoed loudly...through the lonely streets...at midnight Use relative clauses beginning with who, which, that, where, when, whose, whom e.g. The girl, whom I remember, had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension Bridge, which was finished in 1864, is a popular tourist attraction. Develop complex sentences (subordination) Main and subordinate clauses with a full range of conjunctions. (see Appendix 3 Connectives & Sentence Signposts) Expanded -ed clauses as starters e.g. Terrified by the dragon, George fell to his knees. Embellished fronted adverbials e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Drop in -'ed' clause (embedded clause) e.g. The lesser known Bristol dragon, recognised by purple spots, is rarely seen. Dialogue - speech + verb + action E.g. "Stop!" he shouted, picking up the stick and running after the thief.	Write sentences using Metaphor a blanket of snow lay on the ground. Personification The majestic pyramid stood proudly in the desert. Onomatopoeia Bang! Pop! Empty words Someone, somewhere was out to get him. Create and develop personal spelling/vocabulary journals to record new language to use in writing. Use a dictionary and thesaurus to use expanded and precise vocabulary. Choose vocabulary to suit formal and informal writing. Use conditionals - could, should, would	Use of modal verbs/adverbs to indicate degrees of possibility e.g. might, should, will, must, perhaps, surely, Use the past progressive form of verbs Introduce: Brackets/dashes /commas for parenthesis (extra information) Colon within narrative and non-fiction Use of commas to clarify meaning or avoid ambiguity e.g. The old lady, who lives at number 3, was out walking her dog.	FICTION Punctuation parenthesis brackets dashes Grammar relative clause modal verb cohesion ambiguity metaphor personification onomatopoeia Past progressive tense Presentation NON FICTION Punctuation Grammar Presentation	Correctly spell 60 of the 5/6 word list. Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify Verb prefixes e.g. dis-, de-, mis-, over-, re- Use a dictionary to check spellings.	Write legibly, fluently and with increasing speed.
		Compose and rehearse sentences orally In narrative, innovate and write a story with clearly defined paragraphs and integrated dialogue. In non-fiction writing use simple devices to structure writing - headings, subheading, bullet points and underlining.	Use a variety of long and short sentences: Long - to add description or information Short - for emphasis and making key points OR to move events on more quickly e.g. It was midnight. The moon was hidden. An owl hooted. Relative clauses - see y3 PC						
	Recording Writing								
	Editing Writing	Evaluate own work against given success criteria and make improvements. Evaluate the work of others against given success criteria and suggest improvements. Proof read, edit and revise to check for grammar, spelling and punctuation errors and to improve the quality of the writing.							

Year 6 Skills Map (Consolidate Year 5 list)	Text Structure (Paragraphing)		Sentence Construction	Word Structure/ Vocabulary	Grammar	Punctuation (Superheroes)	Terminology /Success Criteria	Spelling	Handwriting
	Learning sequence is oral followed by written (Talk for Writing)		Learning sequence is talking in sentences followed by writing in sentences. (Talk for Writing)						
	Planning/talking writing	FICTION Secure independent use of planning tools e.g. story mountains, boxing up grids. Imitation- Boxing up a story Understanding plot structure Retell and understand the 5 parts to a story with more complex vocabulary and organised into paragraphs . Writing could start at any of the 5 points -including suspense, cliffhangers, flashbacks/forward time slips. Maintain plot consistently working from plan. Secure use of linking ideas within and across paragraphs . Secure development of characterisation.	NON FICTION Secure independent use of planning tools e.g. boxing up grids, flow diagrams Imitation- use of range of layouts suitable to text. Understanding structure Use a range of techniques to involve the reader; comments, questions, observations Paragraphs Link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion e.g. repetition of a word or phrase, grammatical connections (adverbials) e.g. on the other hand, in contrast, or as a consequence. Express balanced coverage of a topic Use different techniques to conclude texts. Consider and apply different layout devices including columns and tables.	Secure use of embellished simple, compound and complex sentences. Use active and passive (voice) verbs to create effect and to affect presentation of information <i>E.g Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom.</i> Use of time of day and weather description to create atmosphere. E.g. Early one morning, the sky was blue and the sun was shining. Dusk was falling and a heavy mist was settling over the silent town.	Create and develop personal spelling/vocabulary journals to record new language to use in writing. Use a dictionary and thesaurus to use expanded and precise vocabulary. Choose vocabulary to suit formal and informal writing.	Use the present perfect and past perfect tenses correctly. Use semi colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. Use semi-colons within lists. Use punctuation of bullet points to list information Use hyphens to avoid ambiguity e.g. <i>man eating shark vs man-eating shark</i> Use an ellipses to build suspense or tension	FICTION Punctuation semi colons hyphen ellipses Grammar present perfect past perfect active voice passive voice subject & object Presentation NON FICTION Punctuation Grammar Presentation columns tables	Correctly spell all of the 5/6 word list Use of a dictionary to check spellings of unknown words.	Write legibly, fluently and with increasing speed.
	Recording Writing	Write effectively for a range of purposes and audiences. Use formal/informal styles of writing. Choose or create publishing format to enhance text type and engage the reader.							
	Editing Writing	Evaluate own work against given success criteria and make improvements. Evaluate the work of others against given success criteria and suggest improvements. Proof read, edit and revise to check for grammar, spelling and punctuation errors and to improve the quality of the writing.		Use of expanded noun phrases to convey complicated information concisely.					