

'Shine like stars in the world. 'Philippians 2:15



St Paul's Church of England Primary School

Writing Long Term Curriculum

YEAR 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre/ Texts	Story and Rhyme The Jolly Postman	Poetry Poems to Perform	Fantasy Where the Wild Things Are	Fairy Tales Little Red Riding Hood	Non-chronological report 10 Ways to Help My World	Adventure Snail and the Whale
Authorial Intent	<p>Children will learn story patterns to indicate key parts of a story.</p> <p>Children will write sentences that will make sense to the reader.</p> <p>To explore familiar and unfamiliar rhymes and stories To provide an opportunity to perform rhymes and poems To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives. To develop creative responses to the text To write in role</p>	<p>To explore, interpret and respond to poetry; To explore rhythm, rhyme and pattern in a range of poems; To respond to and play with language in poetry; • To perform in response to poetry; To compose and perform own poetry</p>	<p>Children will write sentences that will make sense to the reader.</p> <p>Use some adventurous vocabulary to take the reader on an exciting adventure.</p> <p>To write in role to explore characters and events To write a short story from a known narrative</p>	<p>Children will write sentences that will make sense to the reader.</p> <p>Use vocabulary from traditional tales to signify events e.g. beginning a story with once upon a time.</p> <p>Hook the reader in with questions.</p>	<p>Children will write sentences that will make sense to the reader.</p> <p>To write for meaning and purpose in a variety of non - narrative forms To know where information can be found in non-fiction texts To know that information can be retrieved from a variety of sources To use talk to give explanations and opinions To identify some of the features of non-fiction texts</p>	<p>Children will write sentences that will make sense to the reader.</p> <p>Use exclamation marks for emphasis for the reader.</p> <p>To explore, interpret and respond to a picture book To explore narrative setting, plot and characters To broaden understanding and use of appropriate vocabulary To sequence events to write a short narrative based on a known model</p>
Sentence level	<p>Say a sentence first before writing it down.</p> <p>To know how words can combine to make effective sentences.</p> <p>Sequence sentences to form short narratives.</p>	<p>To know how words can combine to make effective sentences.</p> <p>Simple sentences demarcated with a capital letter and full stop.</p> <p>Learn different sentence openers and use them</p>	<p>To know how words can combine to make effective sentences.</p> <p>Simple sentences demarcated with a capital letter and full stop.</p> <p>Begin to extend sentences using and.</p>	<p>To know how words can combine to make effective sentences.</p> <p>Simple sentences demarcated with a capital letter and full stop.</p> <p>Begin to extend sentences using and.</p>	<p>To know how words can combine to make effective sentences.</p> <p>Simple sentences demarcated with a capital letter and full stop.</p> <p>Begin to extend sentences using and.</p>	<p>To know how words can combine to make effective sentences.</p> <p>Simple sentences demarcated with a capital letter and full stop.</p> <p>Write sentences using and correctly.</p>

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		correctly to mark different parts of a story.	Sequence sentences to form short narratives.	Sequence sentences to form short narratives.	Sequence sentences to form short narratives.	Sequence sentences to form short narratives.
Punctuation and grammar	<p>Separate words with spaces.</p> <p>Introduction to capital letters and full stops.</p> <p>Use the personal pronoun I.</p>	<p>Capital letters and full stops to mark simple sentences.</p> <p>Separate words with spaces</p> <p>Children will use the past tense to write simple sentences.</p>	<p>Children will become more confident and fluent when using capital letters and full stops to mark simple sentences and self-correcting.</p> <p>Children will begin use capital letters for proper nouns and names, personal pronoun I.</p>	<p>Children will become more confident and fluent when using capital letters and full stops to mark simple sentences and self-correcting.</p> <p>Children will use capital letters for proper nouns and names, personal pronoun I.</p> <p>Introduce question marks.</p>	<p>Children will become more confident and fluent when using capital letters and full stops to mark simple sentences and self-correcting.</p> <p>Children will use capital letters for proper nouns and names, personal pronoun I.</p> <p>Use question marks.</p>	<p>Children will become more confident and fluent when using capital letters and full stops to mark simple sentences and self-correcting.</p> <p>Children will use capital letters for proper nouns and names, personal pronoun I.</p> <p>Introduce exclamation marks.</p>
Non-Negotiables	<p>Use phonic knowledge to write words in ways, which match their spoken sounds.</p> <p>Write some irregular common words.</p>					

YEAR 2 Spring 1						
	Autumn 1	Autumn 2		Spring 2	Summer 1	Summer 2
Genre/ Texts	<p>Beegu</p> <p>Stories by the same author 'The Magic Finger'</p>	<p>Stories by the same author 'George's Marvellous Medicine'</p> <p>Instructions</p>	<p>Alternative versions – Traditional tales with a twist. 'Jack and the Beanstalk' Great Fire Of London; Diary entry (this will be cross-curricular with History)</p>	<p>Stories from other cultures Gregory Cool</p> <p>Poetry</p>	<p>Superhero stories</p> <ul style="list-style-type: none"> Traction Man Traction Man meets Turbo dog 	<p>Action/adventure story Lost and Found</p> <p>Non-chronological reports</p>
Authorial Intent	<p>Learn familiar story structures to help retell alternative version of traditional tales.</p> <p>Select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions.</p> <p>Use conjunctions to provide clarity and give extra detail for the reader.</p> <p>Use questions to hook in the reader.</p>	<p>Children will use techniques to create an exciting a build up to a problem to keep their reader hooked.</p> <p>Select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions.</p> <p>Use conjunctions to provide clarity and give extra detail for the reader.</p> <p>Use questions to hook in the reader.</p> <p>Create extra emphasis for the reader with exclamation sentences.</p>	<p>Children will be able to sequence their writing so that it makes sense and takes their reader on a journey.</p> <p>Children will select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions.</p> <p>Use conjunctions to provide clarity and give extra detail for the reader.</p> <p>Hook in the reader with questions.</p> <p>Create extra emphasis for the reader with exclamation sentences.</p>	<p>Select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions.</p> <p>Use conjunctions to provide clarity and give extra detail for the reader.</p> <p>Use questions to hook in the reader.</p> <p>Create extra emphasis for the reader with exclamation sentences.</p>	<p>Use techniques and vocabulary to create an exciting a build up to a problem to keep their reader hooked.</p> <p>Use a variety of sentences to keep their reader engaged and create a coherent narrative.</p>	<p>Use a range of techniques to create an exciting animal story which keeps the reader hooked.</p> <p>Use a variety of sentences to keep their reader engaged and create a coherent narrative.</p>
Sentence level	<p>Develop a secure use of compound sentences (Coordination) using conjunctions: and / but.</p>	<p>Develop a secure use of compound sentences (Coordination) using conjunctions: and / but/ Subordinating: because/ when.</p>	<p>Develop a secure use of compound sentences (Coordination) using conjunctions: and / but/ or Subordinating: because/ when/ if/that</p>	<p>Develop a secure use of compound sentences (Coordination) using conjunctions: and / but/ or Subordinating: because/ when/ if/that</p>	<p>Develop a secure use of compound sentences (Coordination) using conjunctions: and / but/ or Subordinating: because/ when/ if/that.</p>	<p>Develop a secure use of compound sentences (Coordination) using conjunctions: and / but/ or Subordinating: because/ when/ if/that.</p>

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	Use different types of sentences such as; statement, question.	Use different types of sentences such as; statement, question and exclamation. Use expanded noun phrases for description.	Use different types of sentences such as; statement, question and exclamation. Use expanded noun phrases for description.	Use different types of sentences such as; statement, question and exclamation. Use expanded noun phrases for description.	Use different types of sentences such as; statement, question, commands and exclamation. Use expanded noun phrases for description.	Use different types of sentences such as; statement, question, commands and exclamation. Use expanded noun phrases for description.
Punctuation and grammar	Capital letters, question marks, full stops.	Capital letters, question marks, exclamation marks and full stops.	Capital letters, question marks, exclamation marks and full stops. Comma to separate	Capital letters, question marks, exclamation marks and full stops. Apostrophes for	Capital letters, question marks, exclamation marks and full stops. Apostrophes for singular	Capital letters, question marks, exclamation marks and full stops. Apostrophes for
Non-negotiables	Capital Letters for names and the personal pronoun I. Finger spacing. Letters on the line with appropriate ascenders and descenders.					

YEAR 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre/ Texts	Mystery Suspense	Historical fiction Fable	Sci Fi Suspense	Dilemma story Fantasy	Adventure Mystery	Myth Adventure
Authorial Intent	Children use adjectives to intensify the mystery. Use techniques which make the reader want to know more.	Children will think carefully about descriptive vocabulary to describe a historical setting. Children will think carefully about verb and adverb choice to advance the action.	Children will use more specific and technical vocabulary adjectives to describe characters. Children will think carefully about verb and adverb choice to advance the action.	Children will think carefully about descriptive vocabulary to excite and engage the reader. Children to add detail to produce a coherent piece of writing (range of sentence types, correct demarcation, expanded noun phrases, range of conjunctions).	Children will think carefully about descriptive vocabulary to excite and engage the reader. Children to add detail to produce a coherent piece of writing (range of sentence types, correct demarcation, expanded noun phrases, range of conjunctions).	Children will think carefully about descriptive vocabulary to take the reader on a dangerous adventure. Children to add detail to produce a coherent piece of writing (range of sentence types, correct demarcation, expanded noun phrases, range of conjunctions).
Sentence level	Using a range of conjunctions – subordination and coordination. Consolidation and secure use of sentence types – question, statement and command.	Consolidation of expanded noun phrases. Using a range of previously taught conjunctions securely – subordination and coordination. Prepositions for place Range of different sentence types (statement, question, command).	Consolidation of expanded noun phrases. Using a range of previously taught conjunctions securely – subordination and coordination. Prepositions for place Range of different sentence types. Adverbs for time, place and cause.	Consolidation of expanded noun phrases to add precise detail. Using a range of previously taught conjunctions securely – subordination and coordination. Begin to use although. Prepositions for place Adverbs for time, place and cause. Range of different sentence types. Introduction to paragraphs. Prepositions for time.	Consolidation of expanded noun phrases to add precise detail. Using a range of previously taught conjunctions securely – subordination and coordination. Begin to use although. Prepositions for place. Adverbs for time, place and cause. Range of different sentence types. Introduction to paragraphs.	Consolidation of expanded noun phrases to add precise detail. Using a range of previously taught conjunctions securely – subordination and coordination. Begin to use although. Prepositions for place. Adverbs for time, place and cause. Range of different sentence types.

				Choose nouns and pronouns appropriately for clarity.	Prepositions for time.	Secure use of paragraphs. Prepositions for time. Choose nouns and pronouns appropriately for clarity and to avoid repetitio.n
Punctuation and grammar	Consolidation of apostrophes for contraction and possession.	Commas in a list.	Commas in a list. Commas after fronted adverbials.	Commas in a list. Inverted commas.	Commas in a list. Inverted commas. Using perfect forms of verbs.	Commas in a list. Inverted commas. Using perfect forms of verbs.
Non-negotiables	Capital letters for names and personal pronouns Full stops Question marks Exclamation marks					

YEAR 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre/ Texts	Settings Characters	Suspense Historical fiction	Adventure story Myth	Journey story	Time travel story	Historical fiction
Authorial Intent	<p>To use descriptive techniques to describe and imagined setting.</p> <p>To use carefully select vocabulary which enhances the mood.</p> <p>Paint a picture of a character in the reader's mind through the use of the character's appearance and actions.</p>	<p>To use techniques which indicate a sense of danger for the reader.</p> <p>To use carefully select vocabulary which enhances the mood.</p> <p>To carefully select vocabulary to describe settings.</p> <p>To use dialogue effectively to show character.</p>	<p>To use carefully select vocabulary which enhances the mood.</p> <p>To carefully select vocabulary to describe settings.</p> <p>To use dialogue effectively to show character.</p>	<p>To use carefully select vocabulary which enhances the mood.</p> <p>To carefully select vocabulary to describe settings.</p> <p>To use dialogue to show character.</p> <p>To lead the reader through the story so it makes sense and flows.</p>	<p>To use carefully select vocabulary which enhances the mood.</p> <p>To carefully select vocabulary to describe contrasting settings and characters that are encountered.</p> <p>To use dialogue to show character.</p> <p>To lead the reader through the story so it makes sense and flows.</p>	<p>To use carefully select vocabulary which enhances the mood.</p> <p>To carefully select vocabulary to describe settings and characters from a different time.</p> <p>To use dialogue and language to show how characters from a different time period would speak.</p> <p>To lead the reader through the story so it makes sense and flows.</p>
Sentence level	<p>Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Expanded noun-phrases for description and detail.</p> <p>Fronted adverbials</p>	<p>A range of different sentence types to vary the writing for the reader (statement, question, exclamation and command).</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Secure use of sentences extended with a range of conjunctions (if, although).</p>	<p>A range of different sentence types to vary the writing for the reader (statement, question, exclamation and command).</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Secure use of sentences extended with a range of conjunctions (if, although).</p>	<p>A range of different sentence types to vary the writing for the reader (statement, question, exclamation and command).</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Secure use of sentences extended with a range of conjunctions (if, although).</p>	<p>A range of different sentence types to vary the writing for the reader (statement, question, exclamation and command).</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Secure use of sentences extended with a range of conjunctions (if, although).</p>	<p>A range of different sentence types to vary the writing for the reader (statement, question, exclamation and command).</p> <p>Expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p>Secure use of sentences extended with a range of conjunctions (if, although).</p>

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		<p>Precise use of expanded noun-phrases for description and detail.</p> <p>Noun-phrases expanded by the addition of preposition phrases.</p>	<p>Precise use of expanded noun-phrases for description and detail.</p> <p>Noun-phrases expanded by the addition of preposition phrases.</p> <p>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.</p>	<p>Precise use of expanded noun-phrases for description and detail.</p> <p>Noun-phrases expanded by the addition of preposition phrases.</p> <p>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.</p>	<p>Precise use of expanded noun-phrases for description and detail .</p> <p>Noun-phrases expanded by the addition of preposition phrases.</p> <p>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.</p>	<p>Precise use of expanded noun-phrases for description and detail .</p> <p>Noun-phrases expanded by the addition of preposition phrases.</p> <p>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.</p>
Punctuation and grammar	Commas after the fronted adverbial (time, place and manner).		Apostrophes for singular possession.	Speech punctuation (including the comma after the reporting clause and other speech punctuation).	Apostrophes for plural possession.	
Non-negotiables	<p>Full stops</p> <p>Capital letters</p> <p>Question and exclamation marks</p> <p>Commas in lists</p> <p>Apostrophe for contraction</p>					

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YEAR 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	Action	Fantasy/sci-fi	Historical fiction	Adventure	Suspense	Myths and legends - <i>Selection of stories from Greek Mythology</i>
Authorial Intent	<p>Children start to use techniques which advance the action and make the reader want to know more.</p> <p>Children will use techniques which excite the reader and keep the action moving e.g. through dialogue to advance the action.</p> <p>Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.</p>	<p>Children will carefully choose vocabulary to create atmosphere and describe settings.</p> <p>Children will think carefully about vocabulary to create and image of a character in the reader's mind.</p> <p>Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.</p>	<p>Children will use descriptive techniques to take the reader on an exciting journey.</p> <p>Children will use structures that play with time sequence, such as time travel.</p> <p>Carefully select vocabulary which describes a historical setting.</p> <p>Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.</p>	<p>Children will use dialogue to move the action on.</p> <p>Children will use descriptive techniques to indicate a sense of danger to the reader.</p> <p>Children will carefully choose vocabulary to describe a change in setting.</p> <p>Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.</p>	<p>Children will carefully choose vocabulary to ensure the reader has empathy for the main character.</p> <p>Children will start to use writing techniques to create suspense by suggesting impending danger.</p> <p>Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.</p>	<p>Children will think carefully about language choices to describe settings and characters that fit the genre.</p> <p>Children will use language techniques to create character and setting.</p> <p>Children will develop their drafting and editing skills, proof reading their work for spelling and punctuation errors.</p>
Sentence level	<p>Use cohesive devices to link ideas.</p> <p>Adding further detail through expanded noun phrases, prepositions, adverbs and relative clauses.</p>	<p>Uses a range of adverbials to link ideas across paragraphs.</p> <p>Use similes to describe a character.</p> <p>Use commas for parenthesis to add to a description.</p>	<p>Uses a range of adverbials to link ideas across paragraphs.</p> <p>Writes in standard or non-standard English, appropriate to the task.</p>	<p>Use cohesive devices to link ideas.</p> <p>Use sentences that list three actions to help the reader build an image.</p>	<p>Use cohesive devices to link ideas.</p> <p>Use of subordination and coordination.</p>	<p>Uses a range of adverbials to link ideas across paragraphs.</p> <p>Uses expanded noun phrases to convey information precisely.</p>
Punctuation and grammar	<p>Consolidation of subordination and introduction to use a range of other clauses (e.g relative clauses) to add information.</p>	<p>Beginning to use commas for parenthesis.</p> <p>Use descriptive techniques such as onomatopoeia and similes.</p>	<p>Use reported and adverbial clauses when writing speech.</p> <p>Use commas and brackets for parenthesis.</p>	<p>Use descriptive techniques such as onomatopoeia, similes and metaphors.</p>	<p>Inverted commas to advance the action and develop characterisation.</p> <p>Use ellipsis for effect.</p>	<p>Use a range of strategies to indicate parenthesis (brackets, dashes, commas).</p>

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				Use verb prefixes and suffixes to convert nouns and adjectives into verbs (appropriate for the genre).	Rhetorical questions for suspense.	Use adverbs or modal verbs to indicate possibility.
Non-Negotiables	Full stops, capital letters, question marks, exclamation marks Fronted adverbials Speech punctuation Commas in lists Apostrophe for contraction and possession A range of conjunctions Prepositions Appropriate nouns and pronouns					

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YEAR 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre/ Texts	Letters - Goodnight Mr Tom	Poetry - I Met at Eve	Mystery - Harris Burdick		Adventure/Sci Fi – The Arrival	Folder work – School Journey
Authorial Intent	<p>Personification to bring objects to life and frighten the reader.</p> <p>Use a range of writing techniques to create suspense.</p> <p>Carefully selecting vocabulary to create atmosphere and describe settings to paint a picture in the reader's mind.</p> <p>Developing drafting and editing skills, proof reading their work for spelling and punctuation errors.</p>	<p>Descriptive techniques to indicate a sense of danger to the reader.</p> <p>Inference techniques to give the reader clues about a character.</p> <p>Use different tenses effectively to switch between events.</p> <p>Continue to develop drafting and editing skills, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Techniques to keep the reader intrigued and wanting to know more, e.g. use of a semi colon to indicate a longer pause.</p> <p>Appropriate use of language to intensify the mystery, particularly through the use of adjectives and adverbials.</p> <p>Continue to develop drafting and editing skills, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Language choices will be carefully considered to describe imagined/futuristic settings and characters.</p> <p>Use structures that play with the time sequence, such as time travel.</p> <p>Techniques which excite the reader and keep the action moving e.g. through dialogue to advance the action.</p> <p>Continue to develop drafting and editing skills, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>The use of descriptive techniques (personification, similes and metaphors) to take the reader on an exciting journey.</p> <p>Dialogue to advance the action and create excitement.</p> <p>Use techniques and vocabulary, which create atmosphere. Using an author's style of writing and select appropriate vocabulary and grammatical structures including formality and informality.</p>	<p>Use vocabulary to create authentic historical settings.</p> <p>Use appropriate archaic language to take the reader back in time.</p> <p>Use foreshadowing techniques to link parts of the story.</p> <p>Use language appropriate for a younger audience.</p>
Sentence level	<p>Range of different sentence constructions to clarify and give detail for the reader (e.g. conjunctions, prepositions, adverbials).</p> <p>Use a range of sentences including simple, complex and compound sentences for effect.</p>	<p>Range of different sentence constructions to clarify and give detail for the reader (e.g. conjunctions, prepositions, adverbials) Varied sentence openers (e.g. fronted adverbials, verb openers) to avoid pronoun repetition.</p>	<p>Range of different sentence constructions to clarify and give detail for the reader (e.g. conjunctions, prepositions, adverbials).</p> <p>Use cohesive devices to link ideas across paragraphs.</p>	<p>Range of different sentence constructions to clarify and give detail for the reader (e.g. conjunctions, prepositions, adverbials).</p> <p>Use cohesive devices to link ideas.</p>	<p>Range of different sentence constructions to clarify and give detail for the reader (e.g. conjunctions, prepositions, adverbials).</p> <p>Secure use of subordination and coordination.</p>	<p>Range of different sentence constructions to clarify and give detail for the reader (e.g. conjunctions, prepositions, adverbials).</p> <p>Secure use of subordination and coordination.</p>

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		Use complex sentences which include conjunctions to include more than two main clauses.	Embedding the use of varying sentences by the use of active and passive voice.	Use sentences that lists threes actions, with the final two clauses separated by a conjunction. Adding further detail through expanded noun phrases, prepositions, adverbs and relative clauses.		
Punctuation and grammar	<p>Use a range of previously taught grammar and punctuation to provide clarity and emphasis for the reader.</p> <p>Secure use of parenthesis including commas and dashes.</p> <p>Use ellipsis for effect. Rhetorical questions for suspense.</p>	<p>Use a range of previously taught grammar and punctuation to provide clarity and emphasis for the reader.</p> <p>Secure use of parenthesis including commas, dashes and brackets.</p> <p>Inverted commas to advance the action and develop characterisation. Use of the dash effectively for emphasis in informal writing.</p>	<p>Use a range of previously taught grammar and punctuation to provide clarity and emphasis for the reader.</p> <p>Mark the boundary between independent clauses using semicolon/using a semi colon to indicate a longer pause to create mystery.</p> <p>Use further cohesive devices such as grammatical connections and adverbials.</p>	<p>Use a range of previously taught grammar and punctuation to provide clarity and emphasis for the reader.</p> <p>Colons.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>Use a range of previously taught grammar and punctuation to provide clarity and emphasis for the reader.</p> <p>Exercise an assured a conscious control over levels of formality, particularly through manipulating grammar and vocabulary.</p>	<p>Use a range of previously taught grammar and punctuation to provide clarity and emphasis for the reader.</p> <p>Exercise an assured a conscious control over levels of formality, particularly through manipulating grammar and vocabulary.</p>