

Littlebourne Writing Guidance



In each year group, our children are given the opportunity to dive into language rich texts, extracts and videos that, where possible, link closely with their topics in history, geography or science. This careful planning enables our children to build upon prior learning and use this to not only secure their 'sticky' knowledge but draw upon this when writing.



With high quality models and scaffolds, using the Jane Considine approach, we are providing a clear progression, shared language, precision and purpose to their writing. At Littlebourne, we are using a writing structure that provides a clear pathway to support our children develop not only their writing confidence but their success.

Our lesson structure: Initiate - Model - Enable

Initiate:

Children are immersed in language rich texts and clips providing exploration opportunities. Through experience days, children explore and expand upon their vocabulary and ideas, bringing writing to life. During this phase, there is time to explore grammatical features and understand how and why they are used, their intended purpose and effect on the reader.

Model:

Children will be able to see how their thinking can be organised as a writer. This ensures we are modelling cohesion, fluency and structure. As a class, we will create one or two high quality sentences that are built with the children. Adults will model and think aloud as they are writing so that children are witnessing and developing their understanding of the writing process.

Enable:

Our children are given opportunities for shared, guided, peer and independent work. As part of our writing process, opportunities are planned in to 'up level' vocabulary using star words that are explicitly taught. As a writer, children are also provided opportunities to check punctuation, proofread and edit their writing.

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Drawing Club - Reception and Year 1

At Littlebourne CEP School, we use the Drawing Club approach to writing in Reception and Year 1 because it nurtures early literacy, creativity, and confidence through joyful, story-rich experiences introduced through books, fairy tales and animations. By inviting children to explore characters, settings, and magical "what if" adventures, Drawing Club turns mark-making into a meaningful, purposeful act. It supports vocabulary growth as children talk about their ideas, builds fine-motor skills through drawing and colouring, and strengthens early writing by giving children a reason to put their thoughts onto paper. The approach also fits beautifully with our commitment to nurturing imagination and developing a love of learning from the very start of school. Most importantly, Drawing Club creates a safe, enchanting space where children feel heard, valued, and proud of their ideas—laying strong foundations for both literacy and self-belief as they move through their early years.

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Year R					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Me and My family</u></p> <p>Room on the Broom</p> <p>We're Going on a Bear Hunt</p> <p>Farmer Duck</p> <p>The Magic Roundabout</p> <p>Aliens Love Underpants</p> <p><i>I can communicate my ideas in response to a story.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p> <p><i>I am learning to hold a pencil in preparation for writing.</i></p>	<p><u>Is Littlebourne the same as India?</u></p> <p>Meg and Mog</p> <p>A Little Bit Brave</p> <p>The Christmas Pine</p> <p>Rama and Sita</p> <p>Rapunzel</p> <p>Button Moon</p> <p>Whole School Christmas Writing Week</p> <p><i>I can communicate my ideas in response to a story.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p> <p><i>I can hold a pencil in preparation for writing.</i></p>	<p><u>Past and Present: Royal Family</u></p> <p>Superworm</p> <p>Fireman Sam</p> <p>Doctor Duck</p> <p>What's the Story in Balamory?</p> <p>Superpotato</p> <p>Hairy Maclary's Rumpus at the Vet</p> <p><i>I can hold a pencil effectively in preparation for writing – using the tripod grip in most cases.</i></p> <p><i>I am beginning to write down key words by identifying sounds in them and representing the</i></p>	<p><u>Life Cycles</u></p> <p>The Enormous Turnip</p> <p>The Ugly Duckling</p> <p>The Hungry Caterpillar</p> <p>The Odd Egg</p> <p>Stuck</p> <p>Goldilocks and the Three Bears</p> <p>Whole School Drawing Club</p> <p><i>I can hold a pencil effectively for writing – using the tripod grip in most cases.</i></p> <p><i>I can write down key words and phrases by identifying sounds in them and</i></p>	<p><u>Once Upon a Time</u></p> <p>Jack and the Beanstalk</p> <p>Jack and the Jelly Beastalk</p> <p>The Three Little Pigs</p> <p>The Three Little Wolves and the Big Bad Pig</p> <p>Snow White</p> <p><i>I can clearly communicate my ideas.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p> <p><i>I can spell some words by identifying sounds in them and representing the</i></p>	<p><u>Do animals live in different parts of the world?</u></p> <p>Penguin</p> <p>Are the Dinosaur's Dead, Dad?</p> <p>The Animals of Farthing Wood</p> <p>Tiddler</p> <p>The Lion Inside</p> <p>Bagpuss</p> <p>Whole School Performance Poetry</p> <p><i>I can clearly communicate my ideas.</i></p> <p><i>I can listen and respond to what has been seen and read.</i></p>

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	<i>I can write down some recognisable letters.</i>	<i>sounds with a letter or letters.</i>	<i>representing the sounds with a letter or letters.</i>	<i>sounds with a letter or letters. I can write a simple sentence with support.</i>	<i>I can spell some words by identifying sounds in them and representing the sounds with a letter or letters. I can write a simple sentence.</i>
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Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Mysterious Materials</u>	<u>The Great Fire of London</u>	<u>How is the UK made up?</u>	<u>What is Littlebourne like?</u>	<u>What is it like to live in Kenya?</u>	<u>Exciting Explorers</u>
The Giant Jam Sandwich	Not Now Bernard	Dear Zoo	Would you rather?	Billy and The Beast	The Hundred Decker Bus
Pinocchio	The Gingerbread Man	The White Hen and the Fox	Brum	The Little Red Hen	The Town Mouse and The Country Mouse
Bananaman	The Gingerbread Man 2	Road Runner	The Little Mermaid	Willo the Wisp	The Clangers
The Colour Monster	Pink Panther	Where the Wild Things Are	Wacky Races	The Diddle that Dummed	Beegu
Little Red Riding Hood	The Tiger Who Came to Tea	Chicken Licken	Little Rabbit Foo Foo	The Magic Porridge Pot	Hansel and Grettel
The Wolf's Story	Three Billy Goats Gruff	Captain Pugwash	Whole School Drawing Club		Lost and Found
Popeye	Mr Benn			<i>I can use adjectives for effect.</i>	Whole School Performance Poetry
<i>I can use finger spaces to separate my words.</i>		<i>I can join words and clauses using 'and'.</i>	<i>I can join words and clauses using 'and'.</i>	<i>I can join words and clauses using 'and'.</i>	<i>I can join words and clauses using 'and'.</i>
<i>I can spell some words in a phonetical way.</i>	Whole School Christmas Writing Week	<i>I can use adjectives to describe.</i>	<i>I can use adjectives to describe.</i>	<i>I can use a capital letter for names of places and people.</i>	<i>I can use adjectives for effect.</i>
<i>I am beginning to punctuate my sentences with a capital letter and full stop.</i>		<i>I can use a question sentence.</i>	<i>I can use a question sentence.</i>	<i>I can begin to use suffixes '-ing', '-ed', '-er' and '-est'.</i>	<i>I can use suffixes '-ing', '-ed', '-er' and '-est'.</i>
		<i>I can use a capital letter for names of places and people.</i>	<i>I can use a capital letter for names of places and people.</i>	<i>I can write a few grammatically accurate sentences.</i>	<i>I can write a few grammatically accurate sentences.</i>
		<i>I can use suffix 'ed'.</i>	<i>I can use suffix 'ed'.</i>		
		<i>I can use suffix 'ed'.</i>	<i>I can add '-s' or '-es' to make plurals.</i>		

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<p><i>I can use an adjective to describe.</i></p>	<p><i>I can use finger spaces to separate my words.</i></p> <p><i>I can spell some words in a phonetical way.</i></p> <p><i>I can punctuate my sentences with a capital letter and full stop.</i></p> <p><i>I can use an adjective to describe.</i></p> <p><i>I can use action words – verbs.</i></p>				
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Year 2 and 3 – Cycle A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>What is unique about Canterbury?</u></p> <p>Little Red Reading Hood – Traditional Tale with a twist (Link to Canterbury Topic – Library)</p> <p>Real life writing: Letters to the Library.</p> <p><i>I can use an adjectives and adverbs to describe.</i> <i>I can use commas for a list.</i> <i>I can correctly punctuate my sentences, including questions.</i> <i>I can use capital letters for proper nouns.</i></p>	<p><u>Victorians</u></p> <p>George and the Dragon – Narrative</p> <p>Meerkat Christmas – Non-fiction Postcards (Link to writing Christmas Cards to Pen pals)</p> <p>Whole School Writing: Mog’s Christmas</p> <p><i>I can use expanded noun phrases.</i> <i>I can use commas for a list.</i> <i>I am beginning to use a range of adverbials.</i> <i>I can use past tense correctly.</i> <i>I am beginning to use joined handwriting.</i></p>	<p><u>Ancient Egypt</u></p> <p>Winter Poetry</p> <p>The Egyptian Cinderella – Narrative</p> <p>Real life writing:</p> <p><i>I can use apostrophes for possession.</i> <i>I am beginning to use fronted adverbials to specify time or place.</i> <i>I can use a thesaurus to support use of synonyms.</i> <i>I can consistently write in the chosen tense.</i></p> <p><i>I can use joined handwriting.</i></p>	<p><u>Ancient Egypt</u></p> <p>Inside the Pyramid – Narrative – Egyptian Story</p> <p>Non-chronological Report – our school. (Link to writing letters to Pen pals)</p> <p>Whole School Writing: Drawing Club</p> <p><i>I can identify and use nouns, adjectives, adverbs and verbs.</i> <i>I can consistently write in the chosen tense.</i> <i>I can use prepositions in my writing.</i> <i>I can spell words with suffixes.</i></p>	<p><u>What is an Island?</u></p> <p>The Last Bear – Narrative</p> <p>The Colour Collector – Poetry</p> <p>Real life writing: Pen pal invitations</p> <p><i>I can accurately punctuate my sentences, including using commas.</i> <i>I can use subordinating conjunctions.</i> <i>I can use a simile.</i> <i>I am beginning to correctly punctuate direct speech.</i> <i>I can choose and write in the appropriate tense.</i></p>	<p><u>What is a rainforest? / Plants</u></p> <p>Plants – Non-fiction information text</p> <p>Whole School Writing: Performance Poetry</p> <p><i>I can correctly punctuate direct speech.</i> <i>I am beginning to organise my ideas into paragraphs.</i> <i>I am beginning to use fronted adverbials to specify time or place.</i> <i>I can use a range of adjective and adverbs.</i> <i>I am writing consistently with</i></p>

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<p><i>I am beginning to join my writing.</i></p>	<p><i>I can use prepositional phrases.</i> <i>I can use subordinating conjunctions.</i> <i>I can use a range of sentence types.</i> <i>I can use capital letters for proper nouns.</i> <i>I am beginning to join my writing.</i></p>		<p><i>I can proofread my work and check for spelling, grammar and punctuation errors.</i> <i>I am beginning to correctly punctuate direct speech.</i></p>	<p><i>With support, I can proofread my work and check for spelling, grammar and punctuation errors.</i></p>	<p><i>joined up handwriting.</i> <i>I can use apostrophes for possession and contraction.</i></p>
Year 2 and 3 – Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>How has London changed over the years?</u></p> <p>Autumn is here – Poetry</p> <p>The Great Fire of London – Diary (Revisit Year 1 knowledge)</p>	<p><u>Around the World – Where is Europe</u></p> <p>A Lion in Paris – Adventure narrative</p> <p>Big Cats – Non-Chronological Report</p> <p><i>I can use a range of powerful adjectives.</i></p>	<p><u>Stone Age</u></p> <p>Stone Age Boy – Narrative</p> <p>Skara Brae – Non-fiction (Holiday Brochure)</p> <p><i>I can use a range of adjectives to describe.</i></p>	<p><u>What can I see on the surface of the Earth?</u></p> <p>Earthquakes – Non-Chronological Report</p> <p>Light and Dark Non-fiction explanation</p> <p><i>I can use adverbials for time and place.</i></p>	<p><u>Romans and the British Resistance</u></p> <p>Escape from Pompeii</p> <p>If I Were in Charge of the World – Poetry</p> <p><i>I can use a range of sentence types.</i> <i>I can spell words with apostrophes for contraction.</i></p>	<p><u>Romans and the British Resistance</u></p> <p>The Day the crayons quit</p> <p>A Crow’s Tale – Instructions</p> <p><i>I can use prepositional phrases.</i></p>

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<p><i>I can spell the days of the week and months of the year.</i></p> <p><i>I can use capital letters for proper nouns.</i></p> <p><i>I can spell words with the 'est' and 'ly' suffix.</i></p> <p><i>I can use adjectives to describe.</i></p> <p><i>I can recognise and use appropriate verbs.</i></p>	<p><i>I can use apostrophes for contraction and possession.</i></p> <p><i>I can organise my writing into paragraphs, grouping related material.</i></p> <p><i>I can use sub-headings.</i></p> <p><i>I can use technical vocabulary.</i></p> <p><i>I can use coordinating conjunctions.</i></p>	<p><i>I can use a range of sentence lengths.</i></p> <p><i>I can write consistently in the past tense.</i></p> <p><i>I can use commas for a list.</i></p> <p><i>I can use a heading.</i></p> <p><i>I can use rhyme.</i></p>	<p><i>I can use subordinating conjunctions.</i></p> <p><i>I can use a simile.</i></p> <p><i>I can use 'er' comparatives.</i></p> <p><i>I can consistently use capital letters for proper nouns.</i></p> <p><i>I can spell some words with apostrophes for contraction.</i></p>	<p><i>I can use a range of adjectives, verbs and adverbs.</i></p> <p><i>I can write for a sustained period.</i></p> <p><i>I am beginning to learn to use a comma to mark a pause for clarity and for a list.</i></p>	<p><i>I can use expanded noun phrases.</i></p> <p><i>I can use a range of sentence types effectively.</i></p> <p><i>I can use a thesaurus to support me using a wide range of synonyms.</i></p>
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Year 4 and 5 – Cycle A					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Ancient Greece</u></p> <p>Theseus and the Minotaur – Narrative (Myth)</p> <p>Still, I Rise – Poetry</p> <p>Real life Writing</p> <p><i>I can use a range of powerful adjectives and verbs.</i></p> <p><i>I can organise my writing into paragraphs, grouping related material.</i></p> <p><i>I can begin to use fronted adverbials that are correctly punctuated.</i></p> <p><i>I can use technical vocabulary.</i></p> <p><i>I can use a range of conjunctions.</i></p>	<p><u>Ancient Greece</u></p> <p>Ancient Greek recount – Non-fiction</p> <p>Mythical creature recount</p> <p>The Snowman – Narrative</p> <p>Whole School Writing – Mog's Christmas</p> <p><i>I can use a range of adverbials to specify when, what, where, who and why.</i></p> <p><i>I can use a range of powerful adjectives and verbs.</i></p> <p><i>I can use a thesaurus to uplevel my vocabulary.</i></p> <p><i>I can correctly punctuate fronted adverbials.</i></p>	<p><u>Would you live on a mountain?</u></p> <p>The Depth of the Lake and the Height in the Sky – Narrative</p> <p>Arthur and Golden Rope – Persuasive Letter (pen pals)</p> <p>Real life Writing – pen pal letters</p> <p><i>I can correctly recognise and use forms 'a' and 'an'.</i></p> <p><i>I can use a thesaurus to find synonyms.</i></p> <p><i>I can correctly use commas for a list and for clarity.</i></p> <p><i>I am using an increasingly diverse range of adjectives and verbs.</i></p>	<p><u>Bronze Age to Iron Age</u></p> <p>Iron Man – Narrative (Science Fiction)</p> <p>The Highway Man – Narrative Poem</p> <p>Whole School Writing – Whole school drawing club</p> <p><i>I can use a range of sentence types and lengths.</i></p> <p><i>I can accurately punctuate and use fronted adverbials to specify and add depth.</i></p> <p><i>I can use a range of descriptive devices such as personification and alliteration.</i></p> <p><i>I can use repetition for effect.</i></p>	<p><u>Where can we settle?</u></p> <p>Journey – Narrative (Adventure)</p> <p>Scott of the Antarctic – Diary</p> <p>Real life Writing – Come to our village!</p> <p><i>I can accurately punctuate dialogue and integrate this into my text to convey character and advance action.</i></p> <p><i>I can use commas, dashes or brackets for parenthesis.</i></p> <p><i>I can use some relative clauses: which, when, where.</i></p> <p><i>I can use noun phrases to add detail and precision.</i></p>	<p><u>Is the Earth Alive?</u></p> <p>The Whale – Narrative (Mystery)</p> <p>Screen Use – Balanced Argument</p> <p>Whole school Writing – Performance Poetry</p> <p><i>I can use a relative clause.</i></p> <p><i>I can use noun phrases to add detail and precision.</i></p> <p><i>I can identify the main and subordinate clause.</i></p> <p><i>I can build cohesion from paragraph to paragraph.</i></p> <p><i>I can use subordinate clauses.</i></p> <p><i>I can proofread my work and make amendments.</i></p>

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<p><i>I can correctly punctuate my sentences, including proper nouns.</i></p> <p><i>I can use prepositional phrases.</i></p> <p><i>I can use rhyme, metaphors and similes.</i></p>	<p><i>I can use the first few letters of a word to check spelling using a dictionary.</i></p> <p><i>I can begin to use parenthesis.</i></p> <p><i>I am beginning to proofread my work to check for errors.</i></p>	<p><i>I am gaining confidence in using parenthesis.</i></p> <p><i>I can use a range of sentence types.</i></p> <p><i>I can correctly punctuate and use fronted adverbials.</i></p> <p><i>I can proofread my work to check for errors.</i></p>	<p><i>I can use poetic features such as a repeated refrain.</i></p> <p><i>I can accurately punctuate dialogue.</i></p> <p><i>I can proofread my work to check for errors.</i></p>	<p><i>I am beginning to identify the main and subordinate clause.</i></p> <p><i>I can proofread my work and begin to make amendments.</i></p>	<p><i>I can use data and brackets.</i></p> <p><i>I can use a colon to introduce a list.</i></p>
Year 4 and 5 – Cycle B					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;"><u>Benin</u></p> <p>The Boy, The Mole, The Fox and The Horse – Narrative</p> <p>Zoo – Narrative</p> <p><i>I can use a range of powerful adjectives and verbs.</i></p>	<p style="text-align: center;"><u>Benin/Earth and Space</u></p> <p>Mars Transmission – Non-fiction journal</p> <p>Cosmic – Science Fiction Narrative</p>	<p style="text-align: center;"><u>How does what we buy shape the world?</u></p> <p>The Creature – Newspaper Report</p> <p>Plastic Pollution – Non-fiction Speech</p> <p><i>I can use headings and subheadings to</i></p>	<p style="text-align: center;"><u>Tudors</u></p> <p>The Plague – Playscript</p> <p>The Great Chocoplot – Mystery Easter Adventure</p> <p><i>I can use brackets for stage directions.</i></p>	<p style="text-align: center;"><u>Does water work with us or against us?</u></p> <p>Once Upon a Raindrop – Script for a factual tour</p> <p>Lizzy and The Cloud – Water Cycle Narrative</p>	<p style="text-align: center;"><u>What do we know about East Europe?</u></p> <p>Aladdin and The Enchanted Lamp – Narrative – Traditional Tale</p> <p>The River – Poetry</p>

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<p><i>I can begin to use fronted adverbials that are correctly punctuated.</i></p> <p><i>I can use inverted commas for speech.</i></p> <p><i>I can correctly punctuate and use a range of sentence types.</i></p> <p><i>I can begin to recognise and use relative clauses.</i></p>	<p><i>I can use acronyms and technical vocabulary.</i></p> <p><i>I can use a range of adverbials.</i></p> <p><i>I can use conditional phrases using 'if'.</i></p> <p><i>I can use direct address.</i></p> <p><i>I can use a range of sentence lengths and types.</i></p> <p><i>I can correctly punctuate dialogue.</i></p> <p><i>I can recognise and use modal verbs.</i></p>	<p><i>organise my information.</i></p> <p><i>I can use a range of powerful adjectives, verbs and adverbs.</i></p> <p><i>I can recognise and use relative clauses.</i></p> <p><i>I can integrate some dialogue to convey character and advance action.</i></p> <p><i>I can use technical vocabulary and statistics.</i></p>	<p><i>I can use questions for degree of meaning.</i></p> <p><i>I can use and accurately punctuate a range of sentence lengths and types.</i></p> <p><i>I can use a thesaurus to locate synonyms.</i></p> <p><i>I am accumulating a broad and rich vocabulary to assist the precision and depth of my writing.</i></p> <p><i>I can recognise and accurately use relative clauses.</i></p>	<p><i>I can use technical vocabulary and statistics.</i></p> <p><i>I can use direct address.</i></p> <p><i>I can use complex sentences using 'when'.</i></p> <p><i>I can effectively and accurately use a range of sentence types and lengths.</i></p> <p><i>I can use relative clauses.</i></p> <p><i>I can accurately use and punctuate parenthesis.</i></p>	<p><i>I can accurately use a relative clause.</i></p> <p><i>I can use noun phrases to add detail and precision.</i></p> <p><i>I can use pathetic fallacy.</i></p> <p><i>I can build cohesion from paragraph to paragraph.</i></p> <p><i>I can use metaphor and rhyme.</i></p> <p><i>I can proofread my work and make amendments.</i></p>
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Year 6					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Survival of the Fittest</u></p> <p>Varmints – Narrative</p> <p>Recount- School Trip</p> <p>Real Life Writing: Write an information panel / guide for visitors to Down House (inform/explain)</p> <p><i>I can use complex sentences.</i> <i>I can use direct address.</i> <i>I can use varied sentence length for effect.</i> <i>I can use metaphors and antonyms.</i> <i>I can use a range of sentence types and lengths for effect.</i> <i>I can use commas to clarify meaning and avoid ambiguity.</i></p>	<p><u>Brilliant Brazil</u></p> <p>Kensuke’s Kingdom – Narrative</p> <p>Whole School Writing – Mog’s Christmas</p> <p>Real Life Writing: Write a travel guide or persuasive piece encouraging people to visit Brazil responsibly (persuade)</p> <p><i>I can use colons to introduce a list.</i> <i>I can ensure the consistent and correct use of tense throughout my writing.</i> <i>I can use a range of adverbs, prepositional phrases and expanded noun</i></p>	<p><u>The Shang Dynasty</u></p> <p>Diary based on The Shang</p> <p>Shang Narrative</p> <p><i>I can punctuate accurately and use a range of fronted adverbials.</i> <i>I can recognise, use and correctly punctuate a relative clause.</i> <i>I can use a range of descriptive devices to create imagery.</i> <i>I can accurately punctate dialogue.</i> <i>I can use the subjunctive form.</i> <i>I can use colons to introduce a list or before speech.</i></p>	<p><u>Anglo-Saxon and Viking Britain</u></p> <p>Anglo Saxon Battle – Persuasive Speech</p> <p>Battle/ Raid Narrative</p> <p>Whole School Writing – Whole school drawing club</p> <p><i>I can use a range of complex sentences.</i> <i>I can use a range of adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i> <i>I can accurately use colons to introduce a list or before speech.</i> <i>I can use pathetic fallacy.</i> <i>I can use passive voice.</i></p>	<p><u>Healthy Me</u></p> <p>Cogheart – Narrative</p> <p>Non-Chronological Report- Circulatory System</p> <p><i>I can recognise, use and correctly punctuate a relative clause.</i> <i>I can accurately use colons to introduce a list or before speech.</i> <i>I can use a range of adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i> <i>I can use passive voice.</i> <i>I can correctly use hyphens.</i></p>	<p><u>Climate Catastrophe</u></p> <p>Real Life Writing: Write to a world leader / local council about climate change (action/persuasion)</p> <p>If- Poem based on climate change</p> <p>Whole School Writing – Performance Poetry</p> <p><i>I can correctly use colons, hyphens, dashes and semi-colons.</i> <i>I can use a wide range of adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i> <i>I can indicate the degree of possibility</i></p>

Littlebourne Writing Guidance

<p><i>I can use adverbs, prepositional phrases and expanded noun phrases for detail and precision.</i></p> <p><i>I can use a relative clause.</i></p>	<p><i>phrases for detail and precision.</i></p> <p><i>I can use and correctly punctuate a relative clause.</i></p> <p><i>I can use semi-colons to divide clauses.</i></p> <p><i>I can use subordinate conjunctions.</i></p> <p><i>I can use a range of cohesive devices, including adverbials, within and across sentences.</i></p>		<p><i>I can indicate the degree of possibility using modal verbs.</i></p> <p><i>To appropriately choose formal or colloquial style of writing.</i></p>		<p><i>using modal verbs. I can recognise, use and correctly punctuate a relative clause.</i></p> <p><i>I can recognise and use passive voice.</i></p> <p><i>I can explain and understand synonyms and antonyms and use this when writing.</i></p> <p><i>I can understand and use passive voice.</i></p>
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