

	possession e.g. <i>the dog's bone and the dogs' bones.</i>									
Composition		E	D	S	Handwriting			E	D	S
1	<p>Plan their writing by:</p> <ul style="list-style-type: none"> ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. 				1	Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i>				
2	Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.									
3	<p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s. ▪ Organising paragraphs in narrative and non-fiction. ▪ Linking ideas within paragraphs e.g. <i>fronted adverbials for when and where.</i> ▪ Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. 									
4	<p>Evaluate and edit by:</p> <p><u>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</u></p> <ul style="list-style-type: none"> ▪ Discussing and proposing changes with partners and in small groups. ▪ Improving writing in light of evaluation <p>Perform own compositions for different audiences</p> <ul style="list-style-type: none"> ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 									

