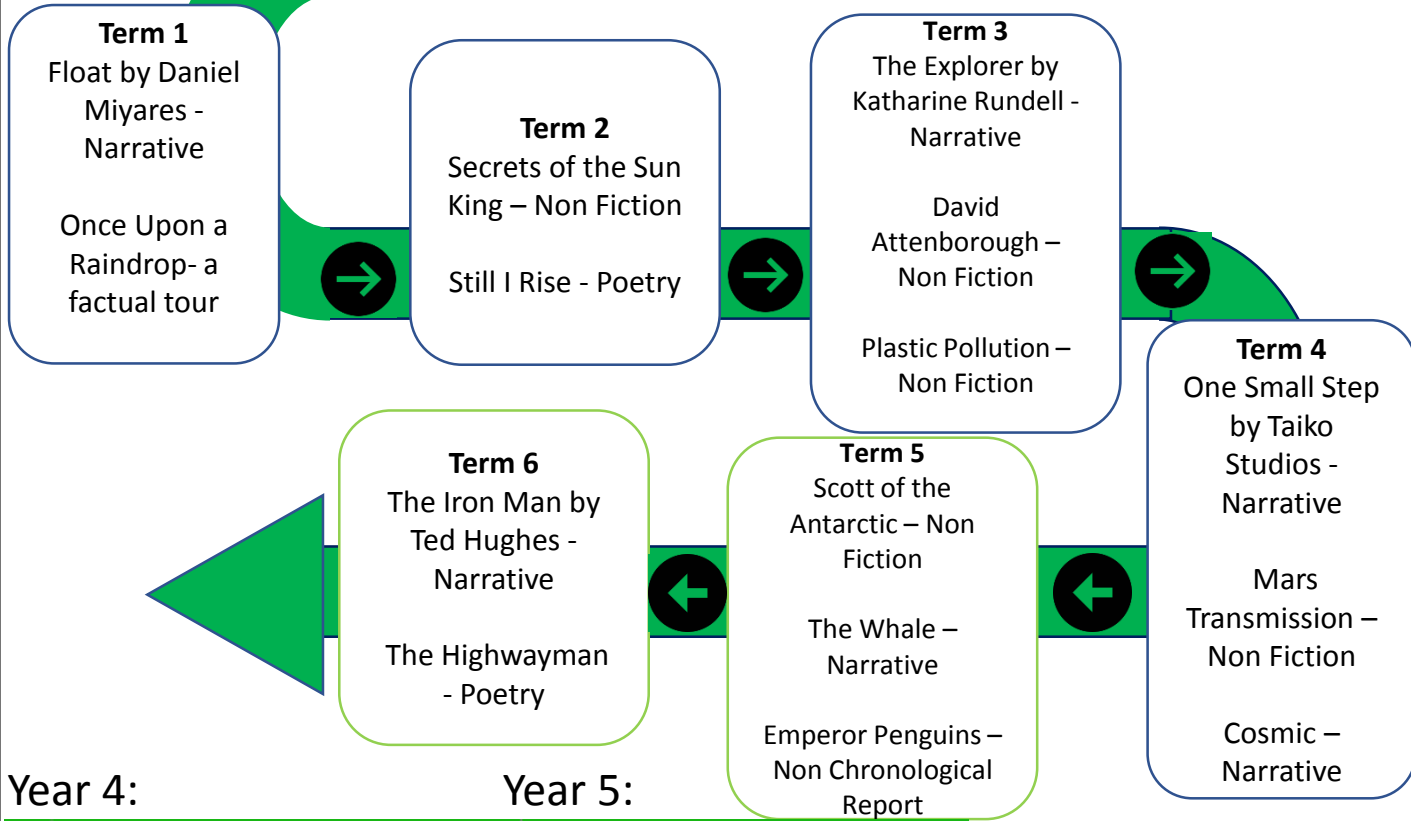


St Francis Writing Pathways



WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.
	Pupils should be taught to write sentences by composing a sentence orally before writing it.
	Pupils should be taught to write sentences by sequencing sentences to form short narratives.
	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.
	Pupils should be taught to discuss what they have written with the teacher or other pupils.
	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.
WORD	The grammatical difference between plural and possessive -s
	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
SENTENCE	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
	Fronted adverbials [for example, Later that day, I heard the bad news.]
TEXT	Use of paragraphs to organise ideas around a theme
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
PUNCTUATION	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
	Use of commas after fronted adverbials

WRITING COMPOSITION	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.
	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
	Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
WORD	Pupils should be taught to draft and write by precisening longer passages.
	Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
	Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.
SENTENCE	Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

WORD	Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
	Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.
	Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
SENTENCE	Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
	Verb prefixes [for example, dis-, de-, mis-, over- and re-]
TEXT	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
PUNCTUATION	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

PUNCTUATION	Brackets, dashes or commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity