

Skills Progression of Instructional Texts

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Title Use of 'bossy' verbs Simple instructional sentences written next to a given picture of step or steps 	<ul style="list-style-type: none"> Title Simple time words first, next etc. Use of imperative verbs Bullet points or numbers Pictures with captions Simple subheadings Commas in lists may be used to separate required ingredients/materials (Y2) 	<ul style="list-style-type: none"> Headings and subheadings to guide the reader. Written in paragraphs. May include labelled illustrations or diagrams to support specifics in the text. Express time, place and cause using conjunctions, adverbs and prepositions Higher order conjunctions e.g. unless, until, so that etc. (Y4) Create cohesion through the use of nouns and pronouns to avoid repetition. (Y4) Use fronted adverbials (conditional) to offer alternatives. (Y4) 	<ul style="list-style-type: none"> Parenthesis can be used to add additional advice. Relative clauses can be used to add further information. Modals can be used to suggest degrees of possibility. Use a variety of layout features to guide the reader including diagrams, fact boxes etc. Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal. Adapt degrees of formality and informality to suit the form of instructions. (Y6) Create cohesion across the text using a wide range of cohesive devices. (Y6)
Possible Planning and Preparation (all year groups)	Possible Text Structure:	Possible Text Structure:	Possible Text Structure:
<ul style="list-style-type: none"> Practical experience of making the item to be written about Sequencing pictures related to process Contextualised GPS Drama/role play Planning grids/box plans Language Through Colour N.B instructions can also be creative e.g. 'how to trap a dragon' 	<p><u>Introduction</u> Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given).</p> <p><u>Main body</u> Sentences to describe each step with specific information. Numbered steps.</p> <p><u>Conclusion</u> A simple sentence to say what the end product will be like and what it can be used for.</p>	<p><u>Introduction</u> This may include rhetorical questions to engage the reader. List of ingredients or quantities under a sub heading.</p> <p><u>Main Body</u> Sentences to describe each step with specific information and detail beneath subheading.</p> <p><u>Conclusion</u> A concluding paragraph to say what the end product will be like and what it can be used for.</p>	<p><u>Introduction</u> This may include rhetorical questions to engage the reader. List of ingredients or quantities under a sub heading.</p> <p><u>Main body</u> Sentences to describe each step with specific information and detail beneath subheading.</p> <p><u>Conclusion</u> A concluding paragraph to say what the end product will be like and what it can be used for.</p>

Purpose: to ensure something is done effectively and/or correctly with a successful outcome for the reader.

Skills Progression of Newspaper Reports

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Past tense Simple time connectives A headline – a clear title about the report Progressive forms of verbs (Y2) Some use of coordinating and subordinating conjunctions to explain or link ideas (Y2) 	<ul style="list-style-type: none"> 3rd person Time connectives/fronted adverbials to sequence events. Some journalistic words or phrases: https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/ Quotes using speech marks. Headline – a clear title about the report including alliteration or rhyme to make it catchy. Written in columns (may be given). 	<ul style="list-style-type: none"> Higher level time connectives/fronted adverbials to sequence events. A range of journalistic words and phrases: https://schools.firstnews.co.uk/blog/journalistic-writing/journalistic-words-and-phrases-ks2/ Quotes using direct and reported speech. Prepositions Use of parenthesis to add different detail Appropriate use of the past perfect e.g. I was walking... Appropriate use of the past perfect progressive form of verbs e.g. the children had been singing... Adapt degrees of formality and informality to suit the form of the text. Use of rhyme, alliteration or puns to make headlines snappy. Clear structure using paragraphs Include unbiased and descriptive language. Relative clauses to add extra detail. Written (or word processed) in columns.
Possible Planning and Preparation (all year groups)	Possible Text Structure:	Possible Text Structure:	Possible Text Structure:
<ul style="list-style-type: none"> Drama – role play, hot seating to gain differing viewpoints. Use of planning devices e.g. planning sheets/box plans Create word banks of appropriate vocabulary for display in the classroom. Language Through Colour Contextualised GPS 	<p><u>Introduction</u> An introduction including the 5Ws (what, where, when, who, why)</p> <p><u>Main body</u> Retelling events in time order.</p> <p><u>Conclusion</u> Detailing what people thought about the event.</p>	<p><u>Introduction</u> An introductory paragraph including the 5Ws (what, where, when, who, why)</p> <p><u>Main Body</u> Different paragraphs of information in chronological order retelling the event.</p> <p><u>Conclusion</u> A concluding paragraph including a summary of events and quotes.</p>	<p><u>Introduction</u> This may include rhetorical questions to engage the reader. List of ingredients or quantities under a sub heading.</p> <p><u>Main body</u> Sentences to describe each step with specific information and detail beneath subheading.</p> <p><u>Conclusion</u> A concluding paragraph to say what the end product will be like and what it can be used for.</p>

Purpose: to recount a newsworthy event.

Skills Progression of Non-Chronological Reports

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Title (can be given) • Simple subject specific language • Present or past tense • Simple connectives e.g. 'and' 	<ul style="list-style-type: none"> • Subject specific language • Facts • Present or past tense (depending on subject) • Usually written in third person (he, she, it, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title (can be given) • Subheadings (can be given) • Pictures/captions/labels could be used to aid presentation 	<ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/headings/subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns. 	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials. • Parenthesis using brackets, dashes and commas can be used to add additional information. • Use layout devices e.g. headings, subheadings, columns and bullet points. • The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality.
Possible Planning and Preparation (all year groups)	Possible Text Structure:	Possible Text Structure:	Possible Text Structure:
<ul style="list-style-type: none"> • Plan how you will organise the information you want to include, e.g. use paragraph headings, a spider gram or a grid. • Gather information from a wide range of sources and collect it under the headings you've planned. • Create word banks of appropriate vocabulary for display in the classroom. • Language Through Colour • Contextualised GPS 	<p><u>Introduction</u> A sentence to explain what is being written about.</p> <p><u>Main body</u> A few sentences underneath each subheading.</p> <p><u>Conclusion</u> A sentence to describe own opinion of the subject and why.</p>	<p><u>Introduction</u> A paragraph to explain the topic including any special features.</p> <p><u>Main Body</u> A paragraph written under each of the sub headings which should also be suitable and interesting.</p> <p><u>Conclusion</u> A paragraph about peoples' opinion of the subject and why.</p>	<p><u>Introduction</u> A paragraph to explain the topic including any special features.</p> <p><u>Main Body</u> A paragraph written under each of the sub headings which should also be suitable and interesting.</p> <p><u>Conclusion</u> A paragraph about peoples' opinion of the subject and why.</p>

Purpose: To provide detailed information about the way things are or were. To help readers understand what is being described by organising or categorising information.

Skills Progression of Informal/Formal Letters

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Start with 'Dear' (can be given) • End with 'From' • Usually written in first person 'I' 	<ul style="list-style-type: none"> • Senders address at the top right • Use a greeting • Specific names of people, places, things (proper things) • Appropriate ending e.g. 'best wishes' etc. 	<ul style="list-style-type: none"> • Date underneath the address • Informal language • Paragraphs to organise ideas <p>Informal/Chatty tone:</p> <ul style="list-style-type: none"> • Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way, / After all • Exaggerations (hyperbole) 	<ul style="list-style-type: none"> • Formal structure i.e. senders address top right/addressee top left • Date beneath address of addressee • Use of 'Dear' and addressee's name (if known). Sir or madam if not known. • Appropriate sign off i.e. yours sincerely (if addressee's name is known); Yours faithfully (if not known). • Clear use of language, e.g. conventional vocabulary, 'precise' verbs, adjectives and adverbs. • Effective use of language suitable for purpose e.g. to persuade or complain etc. <p>Formal tone:</p> <ul style="list-style-type: none"> • Use formal connectives, e.g. furthermore... • Do not use first-person pronouns • Use standard English • Avoid the overuse of short and simple sentences.
<p>Possible Planning and Preparation (all year groups)</p>	<p>Possible Text Structure:</p>	<p>Possible Text Structure:</p>	<p>Possible Text Structure:</p>
<ul style="list-style-type: none"> • Language Through Colour • Opportunities for children to orally rehearse language e.g. giving a speech or persuading the class, particularly important in formal writing. • Create word banks of appropriate vocabulary for display in the classroom. • Use of drama structures to develop for and against ideas. E.g. a class debate. 	<p><u>Introduction</u> Include greeting and explain why you are writing.</p> <p><u>Main body</u> Write in detail about the subject.</p> <p><u>Conclusion</u> What did you think about the subject? Closing line e.g. I hope to see you soon.</p>	<p><u>Introduction</u> Include greeting and explain why you are writing.</p> <p><u>Main Body</u> Different paragraphs with elaboration.</p> <p><u>Conclusion</u> What did you think about the subject? Closing line e.g. I hope to see you soon.</p>	<p><u>Introduction</u> Include clear explanation of why you are writing.</p> <p><u>Main Body</u> Different paragraphs of each point with elaboration and or supporting evidence.</p> <p><u>Conclusion</u> Summary of main points and recommendations. Formal closing line e.g. I look forward to hearing from you.</p>

Purpose: The main purposes of letters are to send information, influence opinion (often formal), complain (often formal), recount events, send news and greetings.

Skills Progression of Diary Writing

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> • Written in the first person • Past tense • Retell important events • Include date and dear diary (can be given) 	<ul style="list-style-type: none"> • Simple adjectives to describe thoughts/ feelings. • Time adverbials • Informal language/chatty style (Y2) • Some use of exclamation sentences e.g. What fun we had! (Y2) • Include date at the beginning and 'dear diary' • Questions and exclamations • Informal connectives, as in everyday speech, e.g. and/ because/ so. 	<ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions • Include date at the beginning and 'Dear Diary' • Rhetorical questions e.g. don't they understand? • Paragraphs <p>Informal/Chatty tone:</p> <ul style="list-style-type: none"> • Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way, / After all • Exaggerations (hyperbole) 	<p>As for LKS2 plus:</p> <ul style="list-style-type: none"> • Some present tense when writing about current thoughts/feelings • Higher level time fronted adverbials e.g. Shortly before mum came • back, • Parenthesis using brackets, dashes and commas to add additional • Information • <p>Informal/Chatty tone:</p> <ul style="list-style-type: none"> • Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way, / After all • Exaggerations (hyperbole)
<p>Possible Planning and Preparation (all year groups)</p>	<p>Possible Text Structure:</p>	<p>Possible Text Structure:</p>	<p>Possible Text Structure:</p>
<ul style="list-style-type: none"> • Discussion about character (if writing in role) and their thoughts and feelings before writing the diary. • Drama • Language Through Colour • Create word banks of appropriate vocabulary for display in the classroom. • Formal structured planning sheets (KS2) 	<p><u>Introduction</u> What are you going to tell them about? What did you think about it?</p> <p><u>Main body</u> Sentences detailing what you did.</p> <p><u>Conclusion</u> What did you think about the event? A closing line e.g. my mum is shouting me for my tea.</p>	<p><u>Introduction</u> Why are you writing? What are you going to tell them about? Thoughts and feelings</p> <p><u>Main Body</u> Different paragraphs in time order.</p> <p><u>Conclusion</u> What did you think about the event? A closing line of why you have to stop writing.</p>	<p><u>Introduction</u> Why are you writing? What are you going to tell them about? Thoughts and feelings</p> <p><u>Main Body</u> Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way</p> <p><u>Conclusion</u> What did you think about the event? A closing line of why you have to stop writing. Perhaps relate event to past events that have been written about.</p>

Purpose: To record events, thoughts and feelings on something that has happened.

Skills Progression of Recount Writing

EYFS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> Title (may be given) Simple sentence or sentences about an event Appropriate vocabulary Written in past tense 	<ul style="list-style-type: none"> An introduction which answers who, what, when where and why Time adverbials (first, next, then etc.) Use a range of punctuation where appropriate (.!?) Use coordinating and subordinating conjunctions (Y2) 	<ul style="list-style-type: none"> More complex adverbials of time e.g. much later, shortly after that, Written in past tense First person or third Describes clearly what has happened Chronological order Use of paragraphs or subheadings to organise writing Begin to use present perfect tense to place events in time e.g. this week we have visited the park Use of relative clauses to add further detail e.g. we went to the museum, where we saw many exhibits, before moving on to the art gallery End with a closing statement or paragraph to re orientate the reader 	<p>As for LKS2 plus:</p> <ul style="list-style-type: none"> Higher level adverbials of time Cause and effect connectives e.g. consequently, as a result Elaborate on events so the reader is able to visualise the experience. Include personal reflections on the event throughout. Indirect speech Be able to change 'writing voice' for different audiences
<p>Possible Planning and Preparation (all year groups)</p>	<p>Possible Text Structure:</p>	<p>Possible Text Structure:</p>	<p>Possible Text Structure:</p>
<ul style="list-style-type: none"> Plan how you will organise the way you retell the events. You could use a timeline to help you plan. Details are important to create a recount rather than a simple list of events in order. Try using: When? Where? Who? What? Why? questions to help you plan what to include. Decide how you will finish the recount. You'll need a definite ending, perhaps a summary or comment on what happened (I think our school trip to the Science Museum was the best we have ever had). Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.) 	<p><u>Introduction</u> An introductory paragraph which answers who, what, when, where and why. <u>Main body</u> Different sentences in time order. <u>Conclusion</u> What did you think about the event?</p>	<p><u>Introduction</u> An introductory paragraph which answers who, what, when, where and why. <u>Main Body</u> Different paragraphs in time order. Some elaboration <u>Conclusion</u> End with a closing statement or paragraph to re orientate the reader What did you think about the event? What was your favourite part? Would you like to go again? Why?</p>	<p><u>Introduction</u> Why are you writing? What are you going to tell them about? Thoughts and feelings <u>Main Body</u> Different paragraphs in time order which elaborate on events, so the reader is able to visualise the experience. An inclusion of personal reflections on the event throughout. <u>Conclusion</u> What did you think about the event? A closing line of why you have to stop writing. Perhaps relate event to past events that have been written about.</p>

Purpose: To provide an account of events. Recounts can be combined with other text types, for example, newspaper reports, often consist of a recount that includes elements of explanation.

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes:
EYFS	<ul style="list-style-type: none"> - Listen and discuss a wide range of non-fiction texts - Link to own experiences - Discuss word meanings - Discuss significance of title and events - Participate in discussions 	<ul style="list-style-type: none"> - Draw on background knowledge and vocabulary provided - Infer and predict on the basis of what is said and done and has been read so far - Explain understanding 	<ul style="list-style-type: none"> - Initial mark making <p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a simple sentence orally before writing it - sequencing sentences to form short descriptive pieces - re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> - Discuss what they have written with the teacher or other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> - Leaving spaces - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 	

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 1	<ul style="list-style-type: none"> - Listen and discuss a wide range of non-fiction texts - Link to own experiences - Discuss word meanings - Discuss significance of context - Participate in discussions 	<ul style="list-style-type: none"> - Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been read so far - Explain understanding 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense <ul style="list-style-type: none"> - Discuss what they have written with the teacher or other pupils. <ul style="list-style-type: none"> - Write sequences of accurate sentences to form a variety of descriptions based on real or fictional characters & settings. <ul style="list-style-type: none"> - Read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> - Leaving spaces - Joining words and clauses using 'and' - Capital letters for names of people, places, days of week and the I 	

From Year 2 onwards (once a child has passed the phonics screening), the Destination Reader scheme is to be followed for reading and the 2-week process is to be followed for writing. Possible links for DR lessons are highlighted in red.

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 2	<ul style="list-style-type: none"> - Listen to, discuss and express views about a wide range of non-fiction texts - Discuss and clarify the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Participate in discussion about non-fiction texts that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> - Draw on what they already know (making links) or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read and correct inaccurate reading. - Make inferences on the basis of what is being said and done. - Answer and ask questions - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. - Make predictions based on what they can infer, focussing on character, setting and mood. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing exciting and engaging character and non-fiction texts. <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - sharing/evaluating their writing with the teacher and other pupils - revising to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - editing to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - reading aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> - Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - Use the present and past tenses correctly and consistently including the progressive form - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 3/4	<ul style="list-style-type: none"> - Listen to and discuss a wide range of non-fiction texts - Read books that are structured in different ways and reading for a range of purposes with varying descriptive techniques for comparison - Identify themes and conventions in a wide range of books from our literary heritage, and books from other cultures and traditions - Discuss words and phrases that capture the reader's interest and imagination <ul style="list-style-type: none"> - Recognise some different forms of literary techniques (e.g. simile and metaphor) - Participate in discussion about non-fiction texts that are read to them and those they can read for themselves, taking turns and listening to what others say. building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> - Draw on what they already know (making links) or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them, discussing their understanding and clarifying the meaning of words in context. - Ask and answer questions to improve their understanding of a text. - Draw inferences and justify inferences with evidence. - Identify main ideas drawn from more than one paragraph (verse) and summarising these. - Evaluate how language, structure, and presentation contribute to meaning. - Make predictions based on what they can infer, focussing on character, setting and mood. 	<p>Plan writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs around a theme <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> - Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (unless it is repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs as a way to group related material - Expanded noun phrases 	-

	Reading		Writing		
	Listen, Discuss, Respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Year 5/6	<ul style="list-style-type: none"> - Continue to read and discuss an increasingly wide range of non-fiction texts. - Read books that are structured in different ways and for a range of purposes with varying descriptive techniques for comparison - Increase familiarity with a wide range of books, from our literary heritage, and books from other cultures and traditions - Recommend books that they have read to their peers, giving reasons for their choices - Identify and discuss themes and conventions in and across a wide range of non-fiction texts. - Make comparisons within and across books - Participate in discussions about a variety of descriptions within narratives that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> - Check that the book makes sense to them, discussing their understanding and clarifying the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify and evaluate how language, structure and presentation contribute to meaning - Make predictions based on what they can infer, focussing on character, setting and mood. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - Provide reasoned justifications for views. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely. - Use modal verbs or adverbs to indicate degrees of possibility. - Use accurate layout devices. <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses 	-