		Year 5			
	Spoken Word (To be taught throughout Y5)	Pupils should be taught to ask relevant questions to extend their understanding and knowledge. Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arguments and opinions. Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expree Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploin Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. Pupils should be taught to select and use appropriate registers for effective communication	and responding to comments.		
7	Text / Genre	Year 5 Objectives	Genre Progre	ssion	
Term 1	The Nowhere Emporium by	Writi 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		Sentence	I
	Ross Mackenzie Narrative (Mystery)	Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settification in what pupils have read, listened to or seen performed. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3) understanding how such choices change and enhance meaning. Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogus convex character and advance the action.(Y4) Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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.(Y3) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2) Word Word Word prefixes [for example, dis-, de-, mis-, over- and re- Relative clauses beginning with who, which, where, 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 strict maths teacher with ourly hair[Y3] Fronted a	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept into the woods.	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis. Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.	ı

Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect, e.g. flashback.	Sentence length varied, e.g. short/long.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning.
	Active and passive voice used		<u>Verbs</u>	Brackets
Opening and resolution	deliberately to heighten		Use modal verbs.	Dashes
shape the story.	engagement.		Prefixes for verbs; dis, de, mis, over, ise, ify.	Colons
	e.g. the ring was removed from		Convert adjectives into verbs using suffixes;	Semi-colons
Structural features of narrative are included,	the drawer.		ate, ise, ify.	
e.g. repetition for effect.	Wide range of subordinate		Adjectives	
	connectives,		Choose appropriate adjectives.	
Paragraphs varied in	e.g. whilst, until, despite.			
length and structure.			Connectives/conjunctions	
Pronouns used to hide	Embedded subordinate clauses		Use a wide range of connectives.	
the doer of the action,	are used for economy or		Tense	
e.g. it crept into the	emphasis.		Change tense according to features of the	
woods.	Figurative language used to build		genre.	
woods.	description (sometimes clichéd),		genre.	
	e.g. the crowd charged like bulls.		Adverbs	
	e.g. the state shall ged like build.		Know what an adverbial phrase is.	
	Repetition is used for effect, e.g.		Fronted adverbials.	
	the boys ran and ran until they		Comma after fronted adverbials.	
	could run no more.		Adverbials of time, place and number.	

Screen Use	Writi	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate					
	ng	form and using other similar writing as models for their own.	Text	Sentence	Useful Vocabulary	Word Classes	Punctuation
Non-Fiction	comp	Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	Structure				
(Balanced	ositio	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can	Developed	Sentence length varied, e.g.	It strikes me that	Noun	Consolidate all
`	n	change and enhance meaning.	introduction	short/long.		Locate and identify expanded noun phrases.	previous
Argument)		Pupils should be taught to draft and write by precising longer passages.	and conclusion using all the	Active and passive voice used	My intention is to	<u>Verbs</u>	learning.
		Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4)	argument or	deliberately to heighten		Use modal verbs.	Brackets
		Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.	leaflet layout	engagement.	To do this I will	Prefixes for verbs; dis, de, mis, over, ise, ify.	Dashes
		Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and	features.	e.g. the dogs were missing.	As I see it	Convert adjectives into verbs using suffixes; ate, ise, ify.	Colons Semi-colons
		clarify meaning.	Paragraphs	Wide range of subordinate	A3 1 366 1t	ate, ise, iiy.	Sellii-cololis
		Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2).	developed with	connectives,	It appears to me	<u>Adjectives</u>	
		Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural,	prioritised information.	e.g. whilst, until, despite.		Choose appropriate adjectives.	
		distinguishing between the language of speech and writing and choosing the appropriate register.	iniormation.	Complex sentences that use well	Naturally	Connectives/conjunctions	
		Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y3)	Both viewpoints	known economic expression.		Use a wide range of connectives.	
		Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and	are transparent	e.g. Because of their enormous	It is precisely because	T	
		movement so that meaning is clear(Y2)	for reader.	energy, the treehouse was built, which		Tense Change tense according to features of the	
		Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader	Emotive	was nothing short of a miracle.	Subsequently	genre.	
		(for example, headings, bullet points, underlining) (Y2-5)	language used		Davihtlass		
		How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3)	throughout to engage the	Persuasive statements are used to change the reader's opinion.	Doubtless	Adverbs Know what an adverbial phrase is.	
			reader.	E.g. you will never need to	Nevertheless	Fronted adverbials.	
	Word	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	1			Comma after fronted adverbials. Adverbials of	
	/	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	1		In stark contrast	time, place and number.	
	sente	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,	1				
	nce /	secondly] (Y4) or tense choices [for example, he had seen her before]	1		Contrary to this position		
	text		1				
	Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	1		It would seem logical		
	tuati	Commas to separate items in a list (Y2)	1				
	on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]	1		Let us consider the		
		Brackets, dashes or commas to indicate parenthesis	1		impact		
		Use of commas to clarify meaning or avoid ambiguity	1		In conclusion		
		,	1		iii conciusion		
			1		The evidence presented		
					leads me to conclude		
		Grammar Focus					
		Granina Focus					
		Different ways to construct sentences					
		I can use brackets, dashes or commas to indicate parenthesis.					
		I can use structures suitable for informal speech and formal speech and writing.					
		I can use multi-clause structures,					
		e.g. pattern of three.					
		Must haves					
		I carefully from a range of sentence structures,					

			Year 5					
	Text / Genre		Year 5 Objectives	Genre Progre	ssion			
Term 2	Cosmic by Frank Cottrell Boyce	Writi ng comp	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.	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	Narrative (Science Fiction)	word / sente nce / text Punc tuati on	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(Y3), 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.(Y4) Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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. (Y3) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors. (Y3) Pupils should be taught to evaluate and edit by erforming their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2) Noun phrases expanded by the addit	Sequence of plot may be disrupted for effect, e.g. flashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept into the woods.	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis. Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons
	Mars Transmission Non-Fiction (Journal)	Writi ng comp ositio n	Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis 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 draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning. Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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.(Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2) Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5)					

Word	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun			_		
/	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Text Structure	Sentence	Useful	Word Classes	Punctuation
sente	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,			Vocabulary		
nce /	secondly] (Y4) or tense choices [for example, he had seen her before]	Developed introduction	Sentence length	As it happened	Noun	Consolidate all previous
text	How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3)	and conclusion including	varied, e.g.		Locate and identify expanded noun	learning.
	now words are related by meaning as synonyms and antonyms from example, sig, large, indiej. (13)	elaborated personal response.	short/long.	As a result of	phrases.	Brackets
Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	response.	Active and passive	Consequently	<u>Verbs</u>	вгаскетѕ
tuati	Commas to separate items in a list (Y2)	Description of events are	voice used	,,	Use modal verbs.	Dashes
on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)	detailed and engaging.	deliberately to	Subsequently	Prefixes for verbs; dis, de, mis, over, ise,	
011		The information is	heighten engagement.	Unlike the rest of	Convert adjectives into verbs using	Colons
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	The information is organised chronologically	e.g. Giraffes left the	the group, I felt	suffixes; ate, ise, ify.	Semi-colons
	Brackets, dashes or commas to indicate parenthesis	with clear signals to the	enclosure.	In a flash		Semi-colons
		reader about time, place			Adjectives	
		and personal response.	Wide range of subordinate	Presently	Choose appropriate adjectives.	
		Purpose of the recount is	connectives,	Meanwhile	Connectives/conjunctions	
		an experience revealing	e.g. whilst, until,		Use a wide range of connectives.	
		the writer's perspective.	despite.	In conclusion	<u>Tense</u>	
				The experience	Change tense according to features of the	
				overall	genre.	
					Adverbs Know what an adverbial phrase is.	
					Fronted adverbials.	
					Comma after fronted adverbials.	
					Adverbials of time, place and number.	
	Grammar Focus					
	Nouns and noun phrases					
	• I can use relative clauses beginning with <i>who, which, where, when, whose, that.</i>					
	 I use a wide range of synonyms purposefully. I can create noun phrases using hyphens, 					
	e.g. man-eating-shark man eating shark					
	I use a range of determiners accurately.					
	Must haves					
	I use a wide range of synonyms purposefully.					
	I can use relative clauses beginning with who, which, where, when, whose, that.					
	Autumn Asses	sement Points				
	 Identifying the audience for and purpose of the writing, selecting the appropriate form and usi 	ing other similar writi	ng as models f	or their own		
	 Noting and developing initial ideas, drawing on reading and research where necessary 					
	 Selecting appropriate grammar and vocabulary, understanding how such choices can change 	e and enhance mean	ing			
			=			

			Year 5					
	Text / Genre		Year 5 Objectives	Genre Progre	ession			
Term 3	Gorilla by Anthony Browne	Writi ng comp	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.	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	Narrative (Story)	ositio n	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.	Sequence of plot may be disrupted for effect, e.g. flashback.	Sentence length varied, e.g. short/long.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning.
		Word /	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), 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.(Y4) Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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.(Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2) 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)(Y3)	e.g. nashback. Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept into the woods.	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis. Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Brackets Dashes Colons Semi-colons
		sente nce / text Punc tuati on	Fronted adverbials [for example, Later that day, I heard the bad news.](Y4) Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] 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] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly](Y4) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)					
	Anglo Saxon Battle Non-Fiction (Persuasive Speech)	Writi ng comp ositio n	Use of inverted commas(Y3) 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!"](Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Brackets, dashes or commas to indicate parenthesis 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 draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning. Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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.(Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2)					
			Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5)					

	Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example,					
	/	find out – discover; ask for – request; go in – enter]	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	sente	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus	Arguments are	Verb forms are controlled and	It appears that	Noun	Use a wide range
	nce /	The window in the greenhouse was broken (by me)].	well constructed that answer the	precise, e.g. It will be a global crisis if people	There can be no doubt	Expanded noun phrases to convey complicated information concisely.	of punctuation throughout the
	text	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example,	reader's questions.	do not take a stand against	that	<u>Verbs</u>	writing.
		the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some	The writer	Modifiers are used to intensify or qualify,	It is critical	Use modal verbs. Prefixes for verbs; dis, de, mis, over,	
		very formal writing and speech]	understands the	e.g. insignificant amount,	a EVILAGORANISM, in Accidental and Evilantic	ise, ify.	
 -	Punc	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	impact or the emotive language	exceptionally.	Fundamentally	Convert adjectives into verbs using suffixes; ate, ise, ify.	
	tuati	Commas to separate items in a list (Y2)	and thinks about the response.	Sentence length and type varied according to purpose.	How can anyone believe	Adjectives	
	on	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]	Information is	Fronted adverbials used to clarify	this to be true?	Choose appropriate adjectives.	
	•	Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4)	prioritised	writer's position,	Does anyone really	Connectives/conjunctions	
		Brackets, dashes or commas to indicate parenthesis	according to the writer's point of	e.g. As a consequence of your behaviour	believe that?	Use a wide range of connectives.	
		brackets, dashes or commas to indicate parentnesis	view.	Complex noun phrases used to add	As everyone knows	Tense Change tense according to features of	
				detail, e.g. the phenomenal impact		the genre.	
				of using showers instead of baths	I cite, for example	Adverbs	
				Prepositional phrases used cleverly. e.g. In the event of a blackout	I would draw your	Link ideas across a text using cohesive devices, such as adverbials.	
					attention to		
					I would refer to		
					On the basis of the		
					evidence presented		
					Phenomenal		
					IN DATE OF SECURIOR		
					Unique		
					Unmissable		
					You will be		
					"" " " " " " " " " " " " " " " " " " " "		
					Don't		
					Take a moment to		
					Isn't it time to?		
					Worried about		
		Grammar Focus					
		Adverbials Adverbials					
		I use adverbs to indicate degrees of possibility,					
		e.g. for example, perhaps, surely.					
		I use adverbs/adverbials to help my writing flow within paragraphs, The professional set this first.					
		e.g. then, after that, this, firstly.					
		• I use adverbs/adverbials to help my writing flow across paragraphs – including: time, place and number					
		Must haves					
		I use adverbs/adverbials to help my writing flow within paragraphs.					
		I use adverbs/adverbials to help my writing flow across paragraphs.					

			Year 5					
	Text / Genre		Year 5 Objectives	Genre Progr	ession			
Term 4	David	Writi ng	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.	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	Attenborough by Maria Isabel	comp ositio n	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 draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning.	Developed introduction and conclusion including	Sentence length varied, e.g. short/long.	In (insert year) at the age of he/she	Noun Locate and identify expanded noun phrases.	Use a wide range of punctuation throughout the
	Sanchez Vegara Non-Fiction		Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4)	elaborated personal response. Description of events	Active and passive voice used deliberately to heighten engagement. e.g. Monkeys left the tree.	The time came for In his/her later years	Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over,	writing.
	(Biography)		Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	are detailed and engaging.	Wide range of subordinate Connectives,	Once he/she had	ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify.	
			Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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.	The information is organised chronologically with clear signals to the	e.g. whilst, until, despite.	Nobody is sure why In spite of	Adjectives Choose appropriate adjectives.	
			Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and	reader about time, place and personal response.		His/Her lasting legacy is that	Connectives/conjunctions Use a wide range of connectives. Tense	
			movement so that meaning is clear(Y2) Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5)	Purpose of the recount is an experience revealing			Change tense according to features of the genre.	
		Word / sente	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4) Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example,	the writer's perspective.			Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials.	
		nce / text	secondly] (Y4) or tense choices [for example, he had seen her before]				Adverbials of time, place and number.	
		Punc tuati on	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)]					
			Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis					
	Emperor Penguins Non-Fiction (Non-	Writi ng comp	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.					
	chronological report)	ositio n	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning. Pupils should be taught to draft and write by precising longer passages.					
			Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and					
			clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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.(Y3)					
			Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2) Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader					
		Word	(for example, headings, bullet points, underlining) (Y2-5) Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun					
		/ sente	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4)					
		nce / text	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] (Y4) or tense choices [for example, he had seen her before]					
			How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3)					

	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
1	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2)] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis	Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalised sentences are used to categorise and sort information for the reader. Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the	Sentence Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. The eggs were removed from the beach. Wide range of subordinate connectives, e.g. whilst, until, despite.	The purpose of this report/article is to The information presented will Some experts believe This article is designed to Many specialists consider Firstly, I will It can be difficult will enable you to understand Unlike Despite Although Like many	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Use a wide range of punctuation throughout the writing.
	Grammar Focus					
	Verbs I identify and use modal verbs in my speech and writing, e.g. will, would, could, may, shall, should, must and ought. I change an active sentence to a passive sentence.					
,	 I can choose to use the passive for effect, e.g. I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive). I choose verbs which are suitably formal or informal. They suit the context of my wiring, e.g. find out – discover; ask for- I can use the subjunctive form, e.g. for speech writing – If I were to become head girl Must haves I identify and use modal verbs in my speech and writing. I change an active sentence to a passive sentence. 					
	Spring Assess	sment Poi	nts			
	 Original and structure Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing be Colons Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility 	etween the lar	guage of speech	and writing and choo	osing the appropriate register	

			Year 5					
	Text / Genre		Year 5 Objectives	Genre Progre	ession			
Term 5	Zoo by Anthony Browne	Writi ng comp	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.	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	Narrative (Fantasy)	ositio n	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.	Sequence of plot may be disrupted for effect, e.g. flashback.	Sentence length varied, e.g. short/long.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning.
		Word / sente nce /	Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), 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.(Y4) Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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.(Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2) 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)(Y3) Fronted adverbials [for example, Later that day, I heard the bad news.](Y4) Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept into the woods.	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis. Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls. Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Brackets Dashes Colons Semi-colons
		Punc tuati on	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] [Y4] or tense choices [for example, he had seen her before] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences [Y1] Commas to separate items in a list [Y2] Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name [Y2]] Use of inverted commas[Y3] 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!"][Y4] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] [Y4]					
	Scott of the Antarctic by E and J Dowdeswell and Angela Seddon	Writi ng comp ositio n	Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis 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 draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning.					
	Non-Fiction (Diary)		Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs. (Y4) Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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. (Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2). Pupils should be taught to draft and write by using organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) (Y2-5)					

Word / sente	Verb prefixes [for example, dis-, de-, mis-, over- and re-] Relative clauses beginning with who, which, where, when, whose, that, or an Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
nce / text Punc tuati on	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] (Y4) or tense choices [for example, he had seen her before] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. (Y3) Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2) Use of inverted commas(Y3) 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!"](Y4) Apostrophes to mark plural possession [for example, the girl's name, the girl's names] (Y4) Use of commas after fronted adverbials (Y4) Use of commas to clarify meaning or avoid ambiguity	Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount is an experience revealing the writer's perspective.	Sentence length varied, e.g. short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives, e.g. whilst, until, despite.	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt In a flash Presently Meanwhile In conclusion The experience overall	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi-colons
	Grammar Focus					
	 Cohesion I use a wide range of strategies to make my writing flow, e.g. adverbs, conjunctions, adverbials with different levels of forr I can use adverbials of time to link ideas across paragraphs, <u>Including:</u> place – nearby, number – secondly, tense choin Must haves I use a wide range of strategies to make my writing flow. 	mality, e.g. forma l ices – he had seen her b	I – on the other han pefore.	d, in contrast, as a d	consequence.	

			Year 5					
	Text / Genre		Year 5 Objectives	Genre Progre	ession			
Term 6	The Explorer by	Writi	Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate					
	Katherine Rundell Narrative	ng comp ositio	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	Text Structure	Sentence	Useful Vocabulary	Word Classes	Punctuation
	(Adventure)	n	in what pupils have read, listened to or seen performed. Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can	Sequence of plot may be disrupted for effect, e.g. flashback.	Sentence length varied, e.g. short/long.	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases.	Consolidate all previous learning.
			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. (Y4) Pupils should be taught to draft and write by precising longer passages. Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2). 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. (Y3) Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear (Y2)	Opening and resolution shape the story. Structural features of narrative are included, e.g. repetition for effect. Paragraphs varied in length and structure. Pronouns used to hide the doer of the action, e.g. it crept into the woods.	Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer. Wide range of subordinate connectives, e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis. Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.		Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives into verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives. Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is.	Brackets Dashes Colons Semi-colons
		Word / sente nce / text Punc tuati on	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) (Y3) Fronted adverbials [for example, Later that day, I heard the bad news.] (Y4) Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] 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] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4) Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly (Y4) or tense choices [for example, he had seen her before] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1) Commas to separate items in a list (Y2) Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name (Y2) Use of inverted commas(Y3) 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!"](Y4) Apostrophes to mark plural possession [for example, the girl's name, the girls' names] (Y4) Use of commas after fronted adverbials (Y4) Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity		Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.	
	The Malfeasance by Alan Bold Poetry	Writi ng comp ositio n Word / sente nce / text	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 draft and write by selecting appropriate grammar and vocabulary, (Y3) understanding how such choices can change and enhance meaning Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing. Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 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 (Y3). Pupils should be taught to evaluate and edit by perform their own compositions(Y2), using appropriate intonation, volume and movement so that meaning is clear. Verb prefixes [for example, dis-, de-, mis-, over- and re-]					

Punc tuati on	
Grammar Focus	
	Punctuation I can use dashes, brackets and commas to mark parenthesis. I can use commas to list adverbials and clauses, e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it. I punctuate speech correctly, including the layout of dialogue. I use colons to formally introduce a list, e.g. Rather than – I like: bananas, apples and pears. I like the following fruits: bananas, apples and pears. I can use semi-colons to divide items in a complex list, particularly if commas have already been used, e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives. Must haves I punctuate speech correctly, including the layout of dialogue. I use colons to formally introduce a list.
	Summer Assessment Points
	 Using the perfect form of verbs to mark relationships of time and cause Assessing the effectiveness of their own and others' writing Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using a colon to introduce a list Punctuating bullet points consistently write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.