



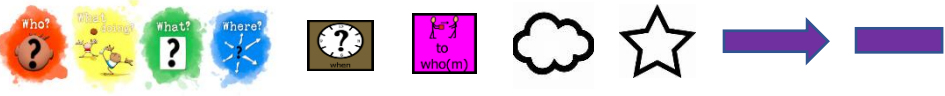
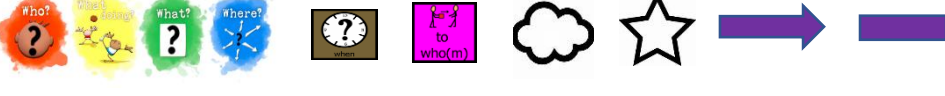
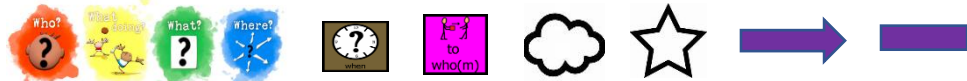


## Colourful Semantics Planning Support

ENGLISH (Writing/Writing Composition)		
	Objective	Supporting Colourful Semantics Coding
<b>EYFS (3 &amp; 4 year-olds)</b>	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	
<b>EYFS (Reception)</b>	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	
<b>Year 1</b>	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.	
<b>Year 2</b>	Consider what they are going to write before beginning by: ♣ 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.	
<b>Year 3</b>	<i>Draft and write by:</i> organising paragraphs around a theme. <i>Evaluate and edit by:</i> assessing the effectiveness of their own and others' writing and suggesting improvements.	
<b>Year 4</b>	<i>Draft and write by:</i> in narratives, creating settings, characters and plot. <i>Evaluate and edit by:</i> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	

<p><b>Year 5</b></p>	<p><i>Plan their writing by:</i> noting and developing initial ideas, drawing on reading and research where necessary.</p> <p><i>Draft and write by:</i> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p><i>Evaluate and edit by:</i> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	
<p><b>Year 6</b></p>	<p><i>Plan their writing by:</i> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><i>Draft and write by:</i> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p><i>Evaluate and edit by:</i> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	