

## WRITING

E3: Plan and Sequence Texts and <i>construct compound sentences</i>		Functional Skills-L1: Write a range of texts to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.	L2: Construct complex sentences and <i>plan and adapt texts</i>	
<b>A. Write to communicate information and opinions with some adaptation to the intended audience in documents such as forms, emails, notes, records, letters, narratives, simple instructions, short reports.</b> <b>(ALCC)</b>		1. Write a range of texts 1.1 Understand what texts or documents are 1.2 Understand the various purposes for documents or texts	<b>A Write to communicate information, ideas and opinions clearly and effectively, using length, format and style appropriate to purpose, content and audience in a wide range of documents.</b> <b>(ALCC)</b>	
<b>B. Plan, draft and write a continuous coherent text of at least half a page divided into short paragraphs.</b> <b>(ALCC)</b>		2. Write clearly and coherently including an appropriate level of detail. 2.1 Understand key terms, 'clearly', 'coherently' and 'appropriate level of detail' 2.2 Demonstrate an ability to judge how much to write and the level of detail to include	1. <i>Understand the detail required for different audiences and purposes</i> 1.1 <i>Identify: essential and non-essential information for a purpose</i> 1.2 <i>Identify supplementary: information, opinions, ideas, images to support texts targeted at specific audiences</i>	
Plan and sequence texts	1. Understand that there are different ways to plan a written text 1.1 Identify techniques for planning to write: Spidergrams, lists, notes, under headings 1.2 Identify from plans the relevant ideas for specified contexts 1.3 Identify the logical order to present main points for a specified purpose: Chronological, process, introduction, body, conclusion	3. Present information in a logical sequence. 3.1 Understand key term 'logical sequence' 3.2 Use paragraphs where appropriate 3.3 Plan and draft writing <b>A Plan draft writing</b> <b>a. understand that planning must take account of purpose, context and audience</b> <b>b. understand that planning needs to be sufficiently clear and organised to be used as the basis for drafting</b> <b>c. know different techniques for planning writing eg notes, lists, diagrams, flow charts</b> <b>d. know when planning and drafting are appropriate and when it is necessary to write something straight off.</b>	4. Be able to proof-read and revise writing for accuracy and meaning 4.1 Correct errors in spelling, punctuation and grammar in complex sentences 4.2 Correct errors in use of homophones 4.3 Revise texts to minimise unnecessary ambiguity and unnecessary repetition <b>B Plan and draft writing</b> <b>a. Understand that planning and drafting include sub-stages:</b> <ul style="list-style-type: none"><li>• <b>Organising information and thinking in note/diagram form</b></li><li>• <b>Distinguishing what must go in from what might go in, and deciding the optimum length for the task</b></li><li>• <b>Choosing the appropriate language and structure to get across their meaning</b></li></ul> <b>b. Understand that planning and drafting decisions relate to the subject matter</b> <b>(ALCC)</b>	
	2. Be able to group sentences together to form paragraphs 2.1 Identify a topic sentence for a paragraph 2.2 Identify sentences about the same topic 2.3 Use linking words-conjunctions and adverbials-that create coherence between sentences in paragraphs			
	3 Be able to link paragraphs into a logical sequence 3.1 Use linking words which create logical sequence between paragraphs eg first, then, later			
<b>C. Show understanding of the impact of audience and purpose on a text.</b> <b>a. Understand that the choice of how to organise writing depends on the context and audience.</b> <b>(ALCC)</b>		4. Use language, format and structure suitable for purpose and audience. 4.1 Understand key terms, 'language', 'structure', 'format' and 'audience' 4.2 Show understanding of the link between language, structure, format and audience 4.3 Be able to judge when to use informal or formal language 4.4 Use language suitable for purpose and audience 4.5 Use format and structure for different purposes 4.6 Demonstrate understanding of the above through a range of texts	2. <i>Understand how the purpose influences the sequences of information and ideas in persuasive texts</i> 2.1 <i>Identify sequence for information, ideas that supports the purpose of persuasive texts</i> 3. <i>Know that different styles of language are used for different purposes</i> 3.1 <i>Identify: vocabulary, sentence structures, textual organisation for a specific purpose</i>	
Construct compound sentences	1. <i>Be able to use grammar rules in complete sentences</i> 1.1 <i>Use subject-verb agreement in complete sentences</i> 1.2 <i>Use verb-tense agreement in complete sentences</i> 2. <i>Understand how to punctuate continuous text</i> 2.1 <i>Use capital letters, exclamation marks, question marks, full stops to show the meaning of continuous text</i> 3. <i>Know phoneme and grapheme patterns to help with spelling</i> 3.1 <i>Spell words with silent letters</i> 3.2 <i>Spell words where prefixes and suffixes have been added</i> 4 <i>Be able to identify errors in continuous texts</i> 4.1 <i>Identify grammatical errors</i> 4.2 <i>Identify punctuation errors</i> 4.3 <i>Identify spelling errors</i>	5 Use correct grammar including subject/verb agreement and correct and consistent use of tense. 5.1 Write in complete sentences 5.2 Understand key grammatical terms 'subject', 'verb', 'tense' 5.3 Understand what tenses are and why they are used 5.4 Use correct subject-verb agreement 5.5 Use correct tense	1. Be able to use grammatical devices correctly in complex sentences 1.1 Use subordinate clauses in complex sentences (including the passive) 1.2 Use correct subject-verb agreement in complex sentences 1.3 Use the correct verb-tense in complex sentences. 2. Be able to use pronouns so that meaning is clear 2.1 Use pronouns in place of nouns in sentences 2.2 Use the appropriate pronoun to convey 1 <sup>st</sup> , 2 <sup>nd</sup> or 3 <sup>rd</sup> person in sentences 2.3 Use the correct subject-verb agreement when using pronouns	
		6. Ensure written work includes accurate grammar, punctuation and spelling and that meaning is clear. 6.1 Understand the importance of grammar, spelling and punctuation 6.2 Punctuate sentences correctly including capital letters, full stops, question marks, commas and exclamation marks 6.3 Use punctuation to enhance the meaning of a text 6.4 Correctly spell words used most frequently in work, studies and daily life	3. Be able to punctuate so meaning is clear 3.1 Use commas, semi-colons in complex sentences 3.2 Use apostrophes correctly in contracted words 3.3 Use apostrophes correctly to show possession 3.4 Use inverted commas around direct speech and quotations 3.5 Use punctuation to separate a list of information	