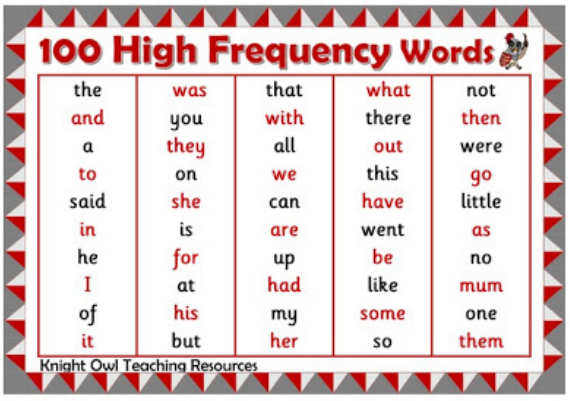
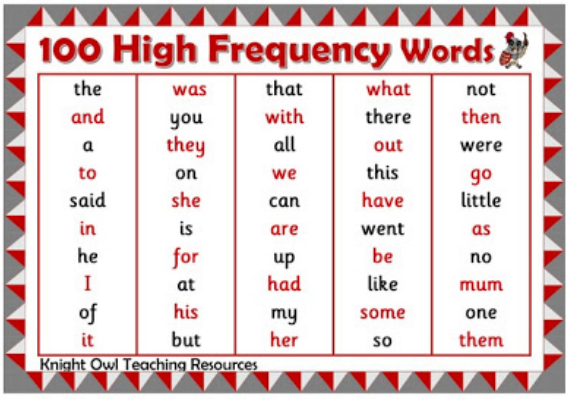
L1B	Year 1 Goals	Explanation
	Sentencing ● Use Simple Sentences - 12 words or less ● Use Very Short Sentence **Output** ● Write 30 words independently ● Write a 40 word piece with support	**Simple Sentence -** Begin with the subject of the sentence (e.g. he, she, they, I, someone's name or a place) and say something about that subject (an action) ● **I can climb up the big kauri tree at the park.** ● **Roald Dahl writes very interesting children's books.** **Very short -** Grabs peoples attention. The rule is five words or less ● **The jelly wobbled.** ● **Danger lurked in every corner.**
	Planning ● Draw a simple picture plan and write about it **Developing a Sentence** ● Say 2 ideas in a complete sentence ● Write the 2 sentences they have said ● Sequence thoughts - beginning, middle, end	**2 Ideas in a sentence - '** Who - Mrs Flowers Did what? - Mrs Flowers laughed. - Where? Mrs Flowers laughed outside on the playground. Why? Mrs Flowers laughed outside on the playground, because Mrs Brown fell in a mud puddle.
	Expansion and Precision ● Continue to develop the use of everyday nouns, verbs and adjectives in their oral language and writing. ● Use conjunctions in a sentence.	**Nouns - names and places (table, cat, tree, Bob, Kokopu)** **Verbs - actions (ran, jumped, floated, sailed, bombed)** **Adjectives - describing words (green, stiff, hard, sweet)** **Conjunctions - joining words (and, because, however, but)**
	Punctuation ● Attempt to use a capital letter at the start and a full stop at the end of writing **Handwriting** ● Leave spaces between words ● Form all lower and upper case letters correctly **Spelling** ● Colour wheel words ● Recognise beginning and end sounds ● Identify a range of high frequency words	
	Crafting ● Re-read what they have written, as they write to maintain meaning. ● Use an alphabet/blend card to support writing. ● Write to purpose ● Use some words to add detail e.g. adjectives	**Purpose -** **Expressive - Make connections or expe=ress ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)**

L1	Year 2 Goals	Explanation
	Sentencing • Consolidation of 4 sentence styles taught so far. • No sentence longer than 12 words **Output** • Build capacity for writing 40 words in 10 minute • Write a 60 word piece over a longer time frame	**Simple Sentence -** Begin with the subject of the sentence (e.g. he, she, they, I, someone's name or a place) and say something about that subject (an action) • **Roald Dahl writes very interesting children's books.** **Very short -** Grabs peoples attention. The rule is five words or less • **Danger lurked in every corner.** **Adverb Start -** Start with an adverb and immediately follow with a comma then a subject • **Happily, I skipped down the road to school.** **Preposition Start -** To show position and time • **Under his bed, Billy found fis long lost sandwich.**
	Planning • Draw a simple picture plan showing a sequence of events • Use plan to support writing **Groups of sentences** • Say and write their ideas in complete sentences • Expand one idea over 2 sentences	**Expanding ideas -** Stay focused on one idea over two sentences. Plant the seed, grow the idea, make it bloom! 1 idea over 2 sentences - temperature Like all stars, the sun is made of a great burning ball of hot gases.The temperature rises from the surface of the Sun inwards towards the very hot centre. 1 idea over 2 sentences - distance While the sun is our nearest star, it is a very long way from Earth. If you were travelling on a jumbo jet, it would take you 19 years to reach it.
	Expansion and Precision • Use everyday nouns, verbs, adjectives and adverbs with precision	**Nouns - names and places (table, cat, tree, Bob, Kokopu)** **Verbs - actions (ran, jumped, floated, sailed, bombed)** **Adjectives - describing words (green, stiff, hard, sweet)** **Conjunctions - joining words (and, because, however, but)** **Adverbs - modified verb/adjective (gently, oddly, softly)** **Precision - specific numbers, dates, times, places, people to add detail to the information.**
	Punctuation • Use a capital letter at the start and a full stop at the end of writing 50% of the time. • Use a comma after an adverb and preposition starts 25% of the time **Handwriting** • Leave spaces between words • Form all lower and upper case letters correctly **Spelling** • Colour wheel words • Recognise beginning and end sounds • Identify a range of high frequency words	
	Crafting • Re-read own work and indicate by underlining them • Write to a purpose • Use some words to add detail e.g. prepositions	**Purpose -** **Expressive - Make connections or expe=ress ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)**

L2 B	Year 3 Goals	Explanation
	Sentencing • W Start • Ed Start • Adverb Start • No sentence longer than 12 words **Output** • Build capacity for writing 50 words in 10 minutes • Write a 80 word piece over a longer time frame	**Adverb Start -** Start with an adverb and immediately follow with a comma then a subject • **Happily, I skipped down the road to school.** **Preposition Start -** To show position and time • **Under his bed, Billy found fis long lost sandwich.** **W Start -** A thoughtful sentence starting with a **W word phrase** with the comma before the subject. • **When we added vinegar, the baking soda exploded.** • **While the sun was setting, the girls fell fast asleep.** **Ed Start -** A punchy sentence starting with an **Ed word phrase** with the comma before the subject • **Tired after a hard days work, the Seven Dwarves trudged home to a hot dinner**
	Planning • Brainstorm ideas independently • Generate 3 ideas with teacher support	Topic - The Sun Idea one - Temperature Idea two - Distance Idea three - Size
	Expansion and Precision • Deliberately use topic-specific • Attempt a 1 sentence introduction. • Expand on an idea with 3 supporting sentences	**Precision - specific numbers, dates, times, places, people to add detail to the information.** **Expanding ideas -** Stay focused on one idea over two sentences. Plant the seed, grow the idea, make it bloom! 1 idea over 3 sentences - **temperature** Like all stars, the **Sun** is made of a great burning ball of hot gases.The temperature rises from the surface of the **Sun** inwards towards the very hot centre. Interestingly, the temperature of the surface is around **5,600** degrees celsius. 1 idea over 3 sentences - **distance** While the **Sun** is our nearest star, it is a very long way from Earth. If you were travelling on a jumbo jet, it would take you **19 years** to reach it. The **Sun** is so far away, that light from the sun takes around **eight minutes** to reach **Earth.**
	Punctuation • Correctly use basic punctuation 75% of the time • Use a comma after an Adverb, Preposition, W and Ed start 50% of the time **Spelling** • Has a visual memory of 80% of the words in NZCER Essential lists 1-4	**Punctuation** • - capitals, full stops, question marks, exclamation marks **Handwriting** • Leave spaces between words • Form all lower and upper case letters correctly
	Crafting • Re-read and edit • Engage an intended audience while writing to a specific purpose using a variety of language features - alliteration, onomatopoeia, simile	**Purpose -** **Expressive - Make connections or express ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)** **Language features -** **Alliteration -** Same letter sounds e.g. Amazing Alice, burning ball) **Onomatopoeia** - Words as they sound e.g. boom, bang, woosh **Simile** - Comparisons using as or like e.g Run like the wind.

L2	Year 4 Goals	Explanation
	Sentencing • Red White and Blue • Ing Start • W start • Ed start • Make deliberate sentence choices • No sentence longer than 15 words **Output** • Build capacity for writing 60 words in 10 minutes • Write a 100 word piece over a longer time frame	**Red, White, and Blue -** three or more ideas about the subject using commas correctly • **Heat, Light, and air** all helped the beans to grow. • The naughty puppy ate **my shoes, my sausages, and my homework.** **Ing Start -** A verb ending in **ing word phrase** with the comma before the subject • Smiling to himself, Joe added worms to Zoe's spaghetti bowl. **W Start -** A thoughtful sentence starting with a **W word phrase** with the comma before the subject. • **When we added vinegar, the baking soda exploded.** • **While the sun was setting, the girls fell fast asleep.** **Ed Start -** A punchy sentence starting with an **Ed word phrase** with the comma before the subject • **Tired after a hard days work, the Seven Dwarves trudged home to a hot dinner**
	Planning • Sequence ideas independently and use in writing • Generate 3 ideas	Topic - The Sun Idea one - Temperature Idea two - Distance Idea three - Size
	Expansion • Co construct 3 supporting ideas using relevant information • Develop use of a clear ending **Precision** • Use topic-specific vocab with precision **Paragraphs** • Use a Multipurpose Introduction paragraph • Exposure to the Lawyer Paragraph	**Expanding ideas -** Stay focused on one idea over two sentences. Plant the seed, grow the idea, make it bloom! 1 idea over 3 sentences - **temperature** Like all stars, the **Sun** is made of a great burning ball of hot gases.The temperature rises from the surface of the **Sun** inwards towards the very hot centre. Interestingly, the temperature of the surface is around **5,600** degrees celsius. 1 idea over 3 sentences - **distance** While the **Sun** is our nearest star, it is a very long way from Earth. If you were travelling on a jumbo jet, it would take you **19 years** to reach it. The **Sun** is so far away, that light from the sun takes around **eight minutes** to reach **Earth.** **Precision - specific numbers, dates, times, places, people to add detail to the information.** **A clear ending -** Just sum up. Round off your writing with a single sentence. You can end with a strong statement. It doesn't need to be a long sentence. **Multipurpose Introduction** **Neutral Sentence** (make a general statement about the topic) **Everyone has their own individual style of handwriting.** **Context Sentence** (Write sentences offering 2 facts about the topic) **In the early years at school, students learn the correct formation of letter shapes, how to space words apart, and how tall letters should be. Each year, children become neater and faster with handwriting.** **Argument** ("This essay/speech will argue that… or I think that…") **I think that in year 5 students should be able to use pen for writing in their school books.** **Sum up** (End with a Power Sentence. Drive your point home) **Year 5 students have the necessary skills to advance from pencil to pen.**

		Lawyer Paragraph **State Your Point** (Say what you are trying to convince us of) **Balloons are killing our ocean animals at an alarming rate.** **Why it matters** (Tell us why your point matters so much, 1 to 2 sentences) **With rising balloon pollution, many species including sea turtles are now endangered and are at risk of becoming extinct.** **Evidence**(Deliver your evidence to prove it, 3 to 4 sentences) **When balloons are released, they explode in a distinctive jellyfish shape at around 30,000 feet before landing in our oceans. Tragically, most ocean animals mistake these burst balloons as food, causing a blockage in the intestines and death. The Entanglement Network estimates that over 100,000 ocean animals die each year alone from swallowing balloons** **Sum Up** (Drive your idea home, 1 sentence) **Stop the use of balloons today, or watch our majestic sea life struggle tomorrow.**
	Punctuation ● Correctly use basic punctuation - 90% of the time ● Correctly use a comma in all learned sentence styles **Spelling** ● Has a visual memory of 80% of words in NZCER Essential lists 1-6	**Punctuation** ● capitals, full stops, question marks, exclamation mark and speech marks **Handwriting** ● Leave spaces between words ● Form all lower and upper case letters correctly See attached Spelling lists
	Crafting ● Edit writing independently ● an write to a purpose making their position clear ● Use language features - alliteration, onomatopoeia, simile, metaphor	**Purpose -** **Expressive - Make connections or express ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)** **Language features -** **Alliteration -** Same letter sounds e.g. Amazing Alice, burning ball) **Onomatopoeia** - Words as they sound e.g. boom, bang, woosh **Simile** - Comparisons using as or like e.g Run like the wind.

L3B	Year 5 Goals	Explanation
	Sentencing ● RWB ● Ing Start ● Explore the Subject ● Power Sentence ● Making deliberate/purposeful choices ● No sentence longer than 15 words **Output** ● Build capacity for writing 60 words in 10 minutes ● Write a 150 word piece over a longer time frame	**Red, White, and Blue -** three or more ideas about the subject using commas correctly ● **Heat, Light, and air** all helped the beans to grow. ● The naughty puppy ate **my shoes, my sausages, and my homework.** **Ing Start -** A verb ending in **ing word phrase** with the comma before the subject ● Smiling to himself, Joe added worms to Zoe's spaghetti bowl. **Explore the subject** - Subject, then a comma, followed by an interesting comment and another comma, then finish your sentence. ● The soldiers, **who had come under intense fire from enemy machine guns**, finally made it back to camp. **Power Sentence** - Get straight to the point in 12 words or less.. ● Summer holidays are the greatest time of year.
	Planning ● Generate 4 ideas ● Sequence ideas independently and use in writing **Paragraphs** ● The Lawyer ● Multipurpose Introduction ● The Scientist ● Use a clear ending ● Routinely use 3 sentences per paragraph	**Lawyer Paragraph** **State Your Point** (Say what you are trying to convince us of) **Balloons are killing our ocean animals at an alarming rate.** **Why it matters** (Tell us why your point matters so much, 1 to 2 sentences) **With rising balloon pollution, many species including sea turtles are now endangered and are at risk of becoming extinct.** **Evidence**(Deliver your evidence to prove it, 3 to 4 sentences) **When balloons are released, they explode in a distinctive jellyfish shape at around 30,000 feet before landing in our oceans. Tragically, most ocean animals mistake these burst balloons as food, causing a blockage in the intestines and death. The Entanglement Network estimates that over 100,000 ocean animals die each year alone from swallowing balloons**. **Sum Up** (Drive your idea home, 1 sentence) **Stop the use of balloons today, or watch our majestic sea life struggle tomorrow.** **Multipurpose Introduction** **Neutral Sentence** (make a general statement about the topic) **Everyone has their own individual style of handwriting.** **Context Sentence** (Write sentences offering 2 facts about the topic) **In the early years at school, students learn the correct formation of letter shapes, how to space words apart, and how tall letters should be. Each year, children become neater and faster with handwriting.** **Argument** ("This essay/speech will argue that… or I think that…") **I think that in year 5 students should be able to use pen for writing in their school books.** **Sum up** (End with a Power Sentence. Drive your point home) **Year 5 students have the necessary skills to advance from pencil to pen.Question:**

		The Scientist - Why do tree leaves change colour in autumn? **Give the answer** (Just say it) **Trees change colour in autumn because the green pigment chlorophyll disappears from the leaves.** **Give the science** (Explain the science behind your answer using scientific terms, 1 to 2 sentences). **Trees use photosynthesis to make food and energy, which is helped by chlorophyll. During autumn, there isn't sufficient light or water for photosynthesis to occur effectively, so the green pigment chlorophyll disappears allowing other colours to emerge.** **Give an example** (End with an example 1 to 2 sentences). You can even start with: "For example…" **For example, in maple trees the red-coloured leaves are the result of the absence of chlorophyll and glucose trapped in the leaves. The glucose reacts with sunlight, turning the leaves a red colour.**
	Precision ● Use topic-specific vocab with precision ● Use visual language with precision e.g. diagrams, graphs, photos	**Precision - specific numbers, dates, times, places, people to add detail to the information.** **When balloons are released, they explode in a distinctive jellyfish shape at around 30,000 feet before landing in our oceans. Tragically, most ocean animals mistake these burst balloons as food, causing a blockage in the intestines and death. The Entanglement Network estimates that over 100,000 ocean animals die each year alone from swallowing balloons**.
	Punctuation ● Use basic punctuation 90% of the time ● Correctly use a comma in all learned sentence styles ● Writes direct speech for one person? **Spelling** ● Has a visual memory of 80% of the words in NZCER Essential lists 1-7 **Handwriting** ● Writes legibly ● Increase speed of handwritten/typed **Presentation** ● Use google docs to share/peer/teacher write ● Use charts, Google Slides, presentations, storyboards. ● Uses The Online Write that Essay Toolbox	**Punctuation** ● capitals, full stops, question marks, exclamation mark and speech marks See attached Spelling lists
	Crafting ● Use the skill of sentence, sequence, and technical improvements after conferencing with the teacher/peer ● Use a variety of language features ● Use personification ● Write to a purpose	**Purpose -** **Expressive - Make connections or express ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)** **Language features -** **Alliteration -** Same letter sounds e.g. Amazing Alice, burning ball) **Onomatopoeia** - Words as they sound e.g. boom, bang, woosh **Simile** - Comparisons using as or like e.g Run like the wind.

		Personification - Making an object appear to have human features e.g. The **belly** of the ocean.

L3	Year 6 Goals	Explanation
	Sentencing • Use a variety of known sentence styles • Em-Dash • Making deliberate/purposeful choices • Average 15 words per sentence - Do the Maths editing **Output** • Build capacity for writing 70 words in 10 minutes • Write a 200 word piece over a longer time frame	**Explore the subject** - Subject, then a comma, followed by an interesting comment and another comma, then finish your sentence. • The soldiers, **who had come under intense fire from enemy machine guns**, finally made it back to camp. **Power Sentence** - Get straight to the point in 12 words or less.. • Summer holidays are the greatest time of year. **Em-Dash Sentence** - Drop in some details -say something really cool like this - and give your sentence colour. • The marathon runner **- fit, tall, lanky -** tripped over his own shoelace.
	Planning Review: • Use brainstorm, box plan and mind map to generate at least 4 ideas on a topic • Use details reflecting a logical sequence **Paragraphs** • Consistently use 3 different sentence styles per paragraph • Write a clear concluding statement 1-2 sentence Review: • Multipurpose Introduction/The Scientist/The Lawyer • Compare/Contrast • Routinely use 3-4 different sentence styles per paragraph	**The Scientist -** Why do tree leaves change colour in autumn? **Give the answer** (Just say it) **Trees change colour in autumn because the green pigment chlorophyll disappears from the leaves.** **Give the science** (Explain the science behind your answer using scientific terms, 1 to 2 sentences). **Trees use photosynthesis to make food and energy, which is helped by chlorophyll. During autumn, there isn't sufficient light or water for photosynthesis to occur effectively, so the green pigment chlorophyll disappears allowing other colours to emerge.** **Give an example** (End with an example 1 to 2 sentences). You can even start with: "For example…" **For example, in maple trees the red-coloured leaves are the result of the absence of chlorophyll and glucose trapped in the leaves. The glucose reacts with sunlight, turning the leaves a red colour.** **Compare and Contrast** **Key Idea** (For your first sentence, introduce your topic. If you are stuck, just write the obvious. Say you wanted to compare how a symbol is used in a book. For your first sentence, just say so: **The use of the dove as a symbol is not the same throughout the book.** **Example 1** (Then, give your first example. You can start it with 'For example.' That is fine. Say your example in the first sentence, and unpack it a bit in the sentence that follows.) **For example, in the opening chapter the dove is used to symbolise peace. As the dove hovers over the house, we have this deep sense that all is okay, and as we learn more about the characters, we discover this is so.** **Example 2** (Now you do your contrast bit. Leap straight into it. Again, start with the phrase 'In contrast.') **In contrast, in chapter seven the dove powerfully symbolises freedom. When Billy is captured by the Germans, he sees the dove through the wire and senses that following this bird will lead him to freedom.** **Why Difference Matters** (Lastly, write one or two sentences saying why the difference between those two examples is important. What can we learn from them, or understand from the difference. What is really useful to know from this. This is really your opportunity to say something insightful about these two similar, but different things) **Though the dove stands for different things at these moments, there is an important underlying message. When the dove is present, good things happen. And like**

		the characters, we have this sense that looking up, looking beyond—can hold the key to a better life for us also.
	Precision ● Use topic-specific vocab with precision ● Correct use of visual language with precision e.g. diagramas, graphs, photos	**Precision - specific numbers, dates, times, places, people to add detail to the information.** **When balloons are released, they explode in a distinctive jellyfish shape at around 30,000 feet before landing in our oceans. Tragically, most ocean animals mistake these burst balloons as food, causing a blockage in the intestines and death. The Entanglement Network estimates that over 100,000 ocean animals die each year alone from swallowing balloons**.
	Crafting ● Use the skill of sentence, sequence, and technical improvements after conferencing with the teacher/peer ● Deliberately and purposefully use a variety of language features	**Purpose -** **Expressive - Make connections or express ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)** **Language features -** **Alliteration -** Same letter sounds e.g. Amazing Alice, burning ball) **Onomatopoeia** - Words as they sound e.g. boom, bang, woosh **Simile** - Comparisons using as or like e.g Run like the wind. **Personification** - Making an object appear to have human features e.g. The **belly** of the ocean.
	Punctuation Revise: ● Use basic punctuation 90% of the time ● Correctly use a comma in all learned sentence styles ● Write direct speech between two people **Spelling** ● Has a visual memory of the words in NZCER Essential lists 1-8 **Presentation** ● Use google docs to share/peer/teacher write ● Use charts, Google Slides, presentations, storyboards. ● Use Write that Essay online tool	**Punctuation** ● capitals, full stops, question marks, exclamation mark and speech marks, em-dashes **Handwriting** ● Writes legibly ● Increase speed of handwritten/typed See attached Spelling lists

L4B	Year 7 Goals	Explanation
	Sentencing • Revise all sentence styles learned • Semicolon • Making deliberate/purposeful choices • Average 20 words per sentence - Do the Maths editing **Output** • Build capacity for writing through 10 minute Daily Writes 80 words • Write a 300 word piece over a longer time frame	**Em-Dash Sentence** - Drop in some details -say something really cool like this - and give your sentence colour. • The marathon runner **- fit, tall, lanky -** tripped over his own shoelace. **Semicolon Sentence** - When you have two ideas (mini sentences) joined by a conjunction (e.g. adn, but), you can take out the conjunction and use a semicolon instead. • He was brilliant rugby **player; the** team was nothing without him • Rain clouds drifted **in; the** campers scrambled to their tents.
	Planning Revise: • Brainstorm, box plan and mind map to generate at least 4 ideas on a topic • Use a clear ending over 2-4 sentences. • Consistently using 3 different sentence styles per paragraph **Paragraphs** • Make deliberate paragraph choices The lawyer/Multipurpose introduction/The Lawyer/The scientist/Compare and Contrast • The Hammer • Write a clear ending over 2-4 sentences.	**Compare and Contrast** **Key Idea (**For your first sentence, introduce your topic. If you are stuck, just write the obvious. Say you wanted to compare how a symbol is used in a book. For your first sentence, just say so: **The use of the dove as a symbol is not the same throughout the book.** **Example 1 (**Then, give your first example. You can start it with 'For example.' That is fine. Say your example in the first sentence, and unpack it a bit in the sentence that follows.) **For example, in the opening chapter the dove is used to symbolise peace. As the dove hovers over the house, we have this deep sense that all is okay, and as we learn more about the characters, we discover this is so.** **Example 2 (**Now you do your contrast bit. Leap straight into it. Again, start with the phrase 'In contrast.') **In contrast, in chapter seven the dove powerfully symbolises freedom. When Billy is captured by the Germans, he sees the dove through the wire and senses that following this bird will lead him to freedom.** **Why Difference Matters (**Lastly, write one or two sentences saying why the difference between those two examples is important. What can we learn from them, or understand from the difference. What is really useful to know from this. This is really your opportunity to say something insightful about these two similar, but different things) **Though the dove stands for different things at these moments, there is an important underlying message. When the dove is present, good things happen. And like the characters, we have this sense that looking up, looking beyond—can hold the key to a better life for us also.** **The Hammer** **Hammer Home the Facts** (Hit the reader with 3 sentences of facts about your topic. Drive them home one after the other. Hammer them! **Between 1910 and 1914, while Britain increased its military spending by 13 per cent Germany increased its military spend 73 per cent. In the 12 months before war broke out, the Kaiser increased German ground troops by a colossal 170,000 men. On the water, Germany's 1900 Naval Law saw a doubling in size of the German battle fleet, including nine Dreadnought class battleships in the two years between 1909 and 1911**

		alone. **Impact** (Write 3 to 4 sentences exploring the impact of this situation. **This was no nation gunning for peace; this was a country readying itself for battle. Though an assassination of Franz Ferdinand at Sarajevo may have been a spark, Germany had already put on the gloves for war. A bloody European conflict was coming, regardless.** **Writing Hint: The Hammer paragraph works really well from paragraph three onwards in a longer piece of writing. Don't make it your first paragraph in a piece. You need to set the context first.** **Conclusion** **Sentence 1: Say your view** **First: write a sentence saying the view that you took in your essay. Hint: look at what you said in sentence three in your introduction.** **Sentence 2: Write a Mini Summary** **Write a sentence that states in an interesting way, some of the information you discussed in your essay so far. Like a mini-summary of your key points.** **Sentence 3: Say ONE THING that interested you the most.** **Write a sentence stating one thing that you found really interesting from your whole essay. It might be something that you thought was your most important point. Or, some clever thought you had as you wrote.** **Sentence 4: Sum Up** **Finally, just sum up. Round off your essay with a single sentence.** **You can end with a strong statement. It doesn't need to be a long sentence. With all the things that you have said in your essay so far, you have earned the right to do this.**
	Precision • Use topic-specific vocab with precision • Correct use of visual language with precision e.g. diagramas, graphs, photos • Use relevant subject information	**Precision - specific numbers, dates, times, places, people to add detail to the information.** **Between 1910 and 1914, while Britain increased its military spending by 13 per cent Germany increased its military spend 73 per cent. In the 12 months before war broke out, the Kaiser increased German ground troops by a colossal 170,000 men. On the water, Germany's 1900 Naval Law saw a doubling in size of the German battle fleet, including nine Dreadnought class battleships in the two years between 1909 and 1911 alone.**

	Punctuation ● Use basic punctuation 90% of the time ● Correctly use a comma in all learned sentence styles ● Write direct speech between two people **Spelling** ● Has a visual memory of the words in Essential lists 1-8 **Handwriting** ● Writes legibly ● Increase speed of handwritten/typed **Presentation** ● Use google docs to share/peer/teacher write ● Use charts, Google Slides, presentations, storyboards. ● Use the Write that Essay online tool	**Punctuation** ● capitals, full stops, question marks, exclamation mark and speech marks, em-dashes, semicolon **Handwriting** ● Writes legibly ● Increase speed of handwritten/typed See attached Spelling lists
	Crafting ● Use the skill of sentence, sequence, and technical improvements after conferencing with the teacher/peer ● Deliberately and purposefully use a variety of language features	**Purpose -** **Expressive - Make connections or express ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)** **Language features -** **Alliteration -** Same letter sounds e.g. Amazing Alice, burning ball) **Onomatopoeia** - Words as they sound e.g. boom, bang, woosh **Simile** - Comparisons using as or like e.g Run like the wind. **Personification** - Making an object appear to have human features e.g. The **belly** of the ocean.

L4	Year 8 Goals	Explanation
	Sentencing ● Master 6 sentence styles ● Making deliberate/purposeful choices ● Average 20 words per sentence - Do the Maths editing **Output** ● Build capacity for writing through 10 minute Daily Writes 80 words ● Write a 400 word piece over a longer time frame	**Em-Dash Sentence** - Drop in some details -say something really cool like this - and give your sentence colour. ● The marathon runner **- fit, tall, lanky -** tripped over his own shoelace. **Semicolon Sentence** - When you have two ideas (mini sentences) joined by a conjunction (e.g. adn, but), you can take out the conjunction and use a semicolon instead. ● He was brilliant rugby **player; the** team was nothing without him ● Rain clouds drifted **in; the** campers scrambled to their tents.
	Planning Revise: ● Brainstorm, box plan and mind map to generate at least 4 ideas on a topic and rank ● Using a clear ending over 2-4 sentences. ● Consistently using 3 different sentence styles per paragraph **Paragraphs** Revise ● Multipurpose Introduction ● The Lawyer ● Compare/Contrast ● Scientist ● The Hammer ● Make deliberate paragraph choices ● Use a robust ending of 4 sentences long	**The Hammer** **Hammer Home the Facts** (Hit the reader with 3 sentences of facts about your topic. Drive them home one after the other. Hammer them! **Between 1910 and 1914, while Britain increased its military spending by 13 per cent Germany increased its military spend 73 per cent. In the 12 months before war broke out, the Kaiser increased German ground troops by a colossal 170,000 men. On the water, Germany's 1900 Naval Law saw a doubling in size of the German battle fleet, including nine Dreadnought class battleships in the two years between 1909 and 1911 alone.** **Impact** (Write 3 to 4 sentences exploring the impact of this situation. **This was no nation gunning for peace; this was a country readying itself for battle. Though an assassination of Franz Ferdinand at Sarajevo may have been a spark, Germany had already put on the gloves for war. A bloody European conflict was coming, regardless.** **Writing Hint: The Hammer paragraph works really well from paragraph three onwards in a longer piece of writing. Don't make it your first paragraph in a piece. You need to set the context first.** **Robust Ending -** **Restate Argument -**This essay has demonstrated that (This report has shown…) **How you showed it** - Over 1-2 sentences highlight key evidence you used to prove your argument. **Thoughtful insight** - You pick, but over 3 to 4 sentences, discuss either: a) your most significant point b) a new insight c) personal reflection d) 2 things learned from this e) 2 things to bear in mind for the future. **Power End -** End with a Power Sentence

	Precision Revise • Simile, metaphor, personification, alliteration, onomatopoeia • Choose and use intentionally • Precise vocabulary • Topic specific vocabulary	**Precision - specific numbers, dates, times, places, people to add detail to the information.** **Between 1910 and 1914, while Britain increased its military spending by 13 per cent Germany increased its military spend 73 per cent. In the 12 months before war broke out, the Kaiser increased German ground troops by a colossal 170,000 men. On the water, Germany's 1900 Naval Law saw a doubling in size of the German battle fleet, including nine Dreadnought class battleships in the two years between 1909 and 1911 alone.** **Language features -** **Alliteration -** Same letter sounds e.g. Amazing Alice, burning ball) **Onomatopoeia** - Words as they sound e.g. boom, bang, woosh **Simile** - Comparisons using as or like e.g Run like the wind. **Personification** - Making an object appear to have human features e.g. The **belly** of the ocean.
	Spelling • Revise Essential list 1-8 **Handwriting** • Correct letter formation • Linking and speed	**Punctuation** • capitals, full stops, question marks, exclamation mark and speech marks, em-dashes, semicolon See attached Spelling lists
	Crafting • Edit writing independently - including use of electronic checkers • Reflect on writing using success criteria and make some improvements • Give purposeful feedback to peers • Seek and act on feedback of teacher / buddy • Engage audience by purposefully selecting writing styles	**Purpose -** **Expressive - Make connections or express ourselves (letters, emails, facebook)** **Informative - Educate or explain (essay, presentations research papers)** **Persuasive - Debatable topic to challenge positions or persuade (essay, presentations research papers)** **Literary - Creative writing both fiction and nonfiction; to entertain (novels, plays, poems)**