We are getting better at:

**Skill 4S**

**Composition**

Reads aloud own writing to a group, or whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear

Assess the effectiveness of their own and others’ writing and suggests improvements

Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Composes and rehearses sentences orally, progressively building up a varied and rich vocabulary and an increasing range of sentence structures e.g.

* Short sentences for impact
* Rhetorical questions / addressing the reader directly
* Using ‘ed’ openers – correctly punctuated with a comma
* Using ‘ing’ openers – correctly punctuated with a comma

\* Links established between paragraphs

\* Closings refer back to openings in non-fiction

Examples:

* Bang!
* How would you feel?
* Exhausted, the children climbed the

stairs to bed.

* Shouting loudly, the children were able

to make themselves heard.