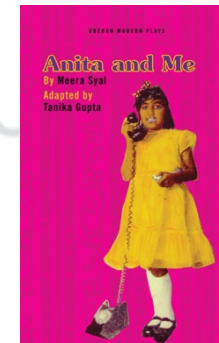
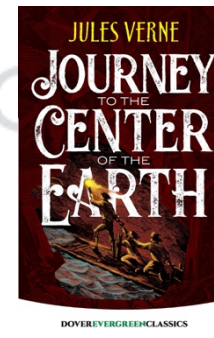
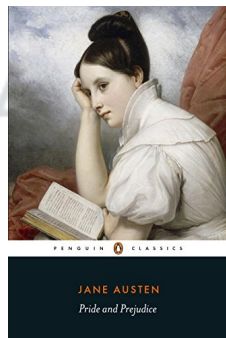
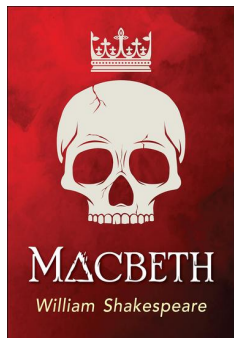


		Cycle 1 (2018-2019)	Cycle 2 (2019-2020)	Cycle 3 (2020 – 2021)
Autumn	1	ANIMALS	SEMINAL WORLD LITERATURE	CRIME & MYSTERY
	2			
Spring	1	WITCHES & WIZARDS	LOVE & ROMANCE	SPORT
	2			
Summer	1	ADVENTURE	SCIENCE FICTION	HOLIDAY
	2			



## KS3 ENGLISH MEDIUM-TERM PLANNING

**Aspiration for Life**

Differentiated, aspirational targets dependent on pupil needs.

**Language for Life**

Explicit teaching/ exposure to new and know vocabulary.

**Learning for Life**

Opportunities to develop cross curricular skills e.g. drama

**CYCLE 1**

To continuously build on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listening.

Author | novelist | journalist | blogger | marketing & advertising | playwright | teacher | coach | reporter | customer services | broadcaster

### ANIMALS

### WITCHES & WIZARDS

### ADVENTURE

**Autumn 1**  
7 weeks

**Autumn 2**  
7 weeks

**Spring 1**  
6 weeks

**Spring 2**  
6 weeks

**Summer 1**  
5 weeks

**Summer 2**  
7 weeks

**Fiction**

**Non - Fiction**

**Shakespeare**

**Non-Fiction/Fiction**

**Fiction**

**Non-Fiction**

**Anthropomorphic characterisation**

**Persuasive Writing**  
(4 weeks)

**Instructional Writing**

**Newspaper Reports**  
(4 weeks)

**Creative Writing**  
Sensory imagery: Characters

**Diary Writing** (4 weeks)

**Rhetoric**

**Poetry**

**Sequencing**

**Poetry**

(5 weeks)

**Pirate poetry/Sea Shanty**  
(3 weeks)

**Rhyme** (3 weeks)

**Simile & Metaphor**  
(2 weeks)

### SUGGESTED TEXTS

**Animal Farm**  
(George Orwell)

**The Tyger**  
(William Blake)

**Pendle Witch Trials**

**Watership Down**  
(Richard Adams)

**The Eagle**  
(A Tennyson)

**Harry Potter**  
(J.K Rowling)

**Treasure Island**  
(Robert Louis Stevenson)

**Pirate Wind**  
(Mary J. Carr)

**The Wind in the Willows**  
(Kenneth Grahame)

**Yeti**  
(Michael Morpurgo)

**Macbeth**  
(William Shakespeare)

**Witches Stew**  
(Gareth Lancaster)

**Around the World in 80 Days**  
(Jules Verne)

**War Horse**  
(Michael Morpurgo)

**The Spider and Fly**  
(Mary Howitt)

**The Witch**  
(Mary E. Coleridge)

### VOCABULARY | SPaG

**Nouns (WS)**

**Conjunctions (SS)**

**Verbs (WS)**

**headline title**

**Adjectives (WS)  
proper nouns (WS)**

**Dear diary,  
Verb agreement (TS)**

**dictator**  
**revolution**  
treachery  
laborious  
vivacious  
eminent

**and**  
**but**  
**because**  
although  
however  
In addition,

**witches**  
**cauldron**  
imperative verbs (SS)  
ambition  
treason  
cunning

**Past tense (TS)**  
subheading  
caption  
Image  
Metaphor  
**Simile (TS)**

**pirate**  
**treasure**  
embedded clauses (SS)  
prepositions (SS)  
tyrannize  
feeble  
detestable  
frenzy

**1<sup>st</sup> person (SS)**  
**Adjective (WS)**

Relative clauses (SS)  
Informal language (WS)  
Narrative (TS)

Modal verbs will/should (SS)  
Semantic cohesion – repetition (TS)

+ *vocabulary that arises from poetry covered*

+ *vocabulary that arises from Macbeth*

+ *vocabulary that arises from poetry covered*

+ *vocabulary that arises from poetry covered*

### SUGGESTED IMPLEMENTATION

**Week 1:** Book cover analysis (R)  
**Week 2:** Predictions (R)  
**Week 3 - 4:** Character profile  
**Week 5:** Group discussion (SL)  
**Week 6:** Key events analysis  
**Week 7:** Theme activity.  
**Week 8:** Assessment

**Week 1:** Intro & discussion (SL)  
**Week 2 -3:** Persuasive letter (writing)  
**Week 4:** Non-Chronological report (Animal Cruelty)  
**Week 5:** Rhyming poetry (R)  
**Week 6:** Rhyming poetry (W)  
**Week 7:** Assessment

**Week 1:** Book cover analysis  
**Week 2:** Predictions  
**Week 3:** Character profile (witches)  
**Week 4:** Instruction text (Features)  
**Week 5:** Write an instruction text (witches' potion)  
**Week 7:** Assessment

**Week 1 -2:** Intro to & features of Newspapers (SL)  
**Week 3:** Examples of witches/wizards within literature (R) & drama (SL)  
**Week 4:** Create newspaper story (W)  
**Week 5:** Simile & Metaphor  
**Week 6:** Simile & Metaphor

**Week 1:** Book cover analysis & prediction (R).  
**Week 2:** Create own map.  
**Week 3:** Character description. (Shared W)  
**Week 4:** Character description. (Ind)  
**Week 5:** Short narrative  
**Week 6:** Assessment

**Week 1:** Intro to diaries.  
**Week 2:** Features of a diary (R)  
**Week 3:** Examples of diaries within literature & plan (W)  
**Week 4:** Write a diary (W)  
**Week 5 – 6:** Sea shanty/songs (SL)  
**Week 7:** Write a sea shanty

## KS3 ENGLISH MEDIUM-TERM PLANNING

**Aspiration for Life** Differentiated, aspirational targets dependent on pupil needs. **Language for Life** Explicit teaching/ exposure to new and know vocabulary. **Learning for Life** Opportunities to develop cross curricular skills e.g. drama

CYCLE 2	To continuously build on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listening.	Author   novelist   journalist   blogger   marketing & advertising   playwright   teacher   coach   reporter   customer services   broadcaster	SEMINAL WORLD LITERATURE		LOVE & ROMANCE		SCIENCE FICTION	
			<b>Autumn 1</b> 7 weeks	<b>Autumn 2</b> 7 weeks	<b>Spring 1</b> 6 weeks	<b>Spring 2</b> 6 weeks	<b>Summer 1</b> 5 weeks	<b>Summer 2</b> 7 weeks
			<b>Fiction</b>	<b>Non - Fiction</b>	<b>Fiction</b>	<b>Non-Fiction/Fiction</b>	<b>Fiction</b>	<b>Non-Fiction</b>
			<b>Cultural Appreciation</b>	<b>Non-Fiction Writing:</b> letters and postcards (4 weeks)	<b>Creative Writing</b> Sensory imagery: Characters & Plot	<b>Persuasive Writing – brochures &amp; leaflets</b> (3 weeks)	<b>Creative Writing</b> Sensory imagery: Setting (5 weeks)	<b>Comics</b> (4 weeks)
				<b>Poetry</b>		<b>Wordsworth</b>		<b>Poetry</b>
				<b>Imagery</b> (3 weeks)		<b>Symbolism</b> (3 weeks)		<b>Rhyme &amp; Alliteration</b> (3 weeks)
			SUGGESTED TEXTS					
			<b>Anita &amp; Me</b> (Meera Syal)	<b>I am an African</b> (Puno Selesho)	<b>Pride &amp; Prejudice</b> (Jane Austen)	<b>Daffodils</b>	<b>A Journey to the Centre of the Earth</b> (Jules Verne)	<b>Captain America</b> <b>Incredible Hulk</b> <b>Amazing Spider-Man</b> <b>Iron Man</b> (Marvel Comics)
			<b>The Brocaded Slipper</b> (Lynette Dyer Vuong)	<b>Haiku</b> (Matsuo Basho)	<b>The Notebook</b> (Nicholas Sparks)	<b>Upon Westminster Bridge</b>	<b>The War of the Worlds</b> <b>The Time Machine</b> (H.G. Wells)	<b>Batman</b> <b>Wonder Woman</b> (DC Comics)
			<b>Give Me My Yam</b> (Jan Blake)	<b>Two Worlds</b> (Sonnet Mondal)	<b>Midsummer Night’s Dream</b> (William Shakespeare)	<b>Lucy Grey</b>  (William Wordsworth)		
<b>Mufaro’s Beautiful Daughters</b> (John Steptoe)								
VOCABULARY   SPaG								
<b>Culture</b>	<b>Adjectives (WS)</b>	<b>Adjectives (WS)</b>	<b>Opinion</b>	<b>Adjectives (WS)</b>	<b>Speech bubble (TS)</b>			
<b>Tradition/ traditional</b>	<b>Haiku</b>	<b>Prefix/suffix (WS)</b>	<b>Pronouns (SS)</b>	<b>Conjunctions (SS)</b>	<b>Sound Effect (WS)</b>			
<b>Simple, compound sentences (SS)</b>	<b>rhyme</b>	<b>love</b>	<b>Question (SS)</b>	<b>sci-fi</b>	<b>Cartoon</b>			
<b>Complex sentences (SS)</b>	<b>Heading &amp; Subheading (TS)</b>	<b>marry</b>	<b>Command (SS)</b>	<b>alien</b>	<b>Comic strip</b>			
<i>belief</i>	<i>syllable</i>	<b>Comparative/ superlative (WS)</b>	<b>statistic</b>	<b>technology</b>	<b>action</b>			
<i>values</i>	<i>imagery</i>	<b>Paragraphs/Chapters (TS)</b>	<b>rhetorical question (SS)</b>	<b>Cohesion of paragraphs (TS)</b>	<b>Onomatopoeia (TS)</b>			
<i>stereotypes</i>	<i>+ vocabulary that arises from poetry covered</i>	<b>ascertain</b>	<b>imperative verbs (SS)</b>	<b>encounter</b>	<b>Adverb (WS)</b>			
<i>ethics</i>		<b>ductile</b>	<i>+ vocabulary that arises from poetry covered</i>	<b>dystopia</b>	<b>Fronted Adverbials (SS)</b>			
		<b>complacency</b>		<b>hostile</b>	<i>+ vocabulary that arises from poetry covered</i>			
				<b>extra-terrestrial</b>				
SUGGESTED IMPLEMENTATION								
<b>INTENT</b>	<b>CAREERS</b>	<b>Week 1:</b> Blurb Predictions/ Events Comprehension (R) <b>Week 2:</b> Sequence/ description of events/ideas. (R) <b>Week 3-4:</b> Character Profile/ descriptions (W) <b>Week 5:</b> Cultural comparison <b>Week 6 - 7:</b> Text Rewrite: Events (W)	<b>Week 1:</b> Features of letters (R) <b>Week 2:</b> Structure of letters (R) <b>Week 3:</b> Formal and Informal (slang) language. (R & W) <b>Week 4:</b> Letter writing (W) <b>Week 5:</b> Postcards <b>Week 6:</b> Senses (R) <b>Week 7:</b> Imagery <b>Week 8:</b> Poetry writing (W)	<b>Week 1:</b> Character Intro (R) <b>Week 2:</b> Main Events (R) <b>Week 3:</b> Character Profile/ descriptions (W) <b>Week 4:</b> Features of Romance Texts. (R) <b>Week 5:</b> Romance Writing (R) <b>Week 6:</b> Edit and Write.	<b>Week 1:</b> Brochure features & structure (R) <b>Week 2:</b> Persuasive writing <b>Week 3:</b> Brochure writing (R) <b>Week 4:</b> Wordsworth Factsheet (R + W) <b>Week 5:</b> Symbolism & Wordsworth poetry. (R) <b>Week 6:</b> Poetry Writing (W)	<b>Week 1:</b> Book cover analysis (R) <b>Week 2:</b> Predictions (R) & sensory description (W) <b>Week 3:</b> Setting analysis & alternative worlds (R + W) <b>Week 4:</b> Main events <b>Week 5:</b> Recount with alternative worlds. (W)	<b>Week 1:</b> Comics (R) <b>Week 2:</b> Superheroes (R + W) <b>Week 3:</b> Comic features + structure (R) <b>Week 4:</b> Comic writing (W) <b>Week 5:</b> Rhyme: end, internal or slant (R) <b>Week 6:</b> Alliteration (R) <b>Week 7:</b> Superhero poetry (W)	



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Opportunities to develop cross curricular skills e.g. drama

**CYCLE 3**

To continuously build on skills and knowledge by providing, through a thematic approach, opportunities for reading, writing, speaking and listening.

Author | novelist | journalist | blogger | marketing & advertising | playwright | teacher | coach | reporter | customer services | broadcaster

### CRIME & MYSTERY

**Autumn 1**  
7 weeks

**Fiction**

**Crime Writing Genre:**

**Autumn 2**  
7 weeks

**Non - Fiction**

**Interviews (4 weeks)**

**Poetry**

**Rhyming couplets, simile & metaphor (3 weeks)**

### SPORT

**Spring 1**  
6 weeks

**Fiction/ Non-Fiction**

**Creative Writing: Success & Failure. Writing to build tension and/or excitement.**

**Report: Commentary Skills (3 weeks)**

**Spring 2**  
6 weeks

**Non-Fiction**

**Biography writing (4 weeks)**

**Poetry**

**Shape poems (2 weeks)**

### HOLIDAY

**Summer 1**  
5 weeks

**Willy Russell**

**Creative Writing: Contrasting Characters and/or sequencing of events.**

(5 weeks)

**Summer 2**  
7 weeks

**Non-Fiction**

**Recipe & instructions (5 weeks)**

**Poetry**

**Rhythm & Repetition (2 weeks)**

### SUGGESTED TEXTS

**A Series of Unfortunate Events**

(Lemony Snickett)

**Gangsta Granny**

(David Walliams)

**A Murder Most Unladylike**

(Robin Stevens)

**A Case of Murder**

(Vernon Scannell)

**The Perfect Crime**

(Lang Leav)

**Macavity**

(T.S Elliot)

**Bend it Like Beckham**

(Narinder Dhami)

**Frankie's Magic Football**

(Frank Lampard)

**Alan Turing: The Enigma**

(Andrew Hodges)

**Odd Boy Out: Young Albert Einstein**

(Don Brown)

**Who was Rosa Parks?**

(Yona Zeldis McDonough)

**Our Day Out**

(Willy Russel)

**Blood Brothers**

(Willy Russel)

**Educating Rita**

(Willy Russel)

**Shirley Valentine**

(Willy Russel)

**\*Any recipe book which celebrates different cuisines from around the world.**

### VOCABULARY | SPaG

**crime**  
**stealing**  
**shoplifting**

**suffixes -er/-est to compare adjectives (Ws)**

*burglary*  
*moral*

**Verb prefixes dis-/de-/mis- etc + vocabulary that arises from the chosen text**

**interview**  
**questions**  
**answer**

**Sentence Forms: Q? (SS)**  
**Consistent use of present tense (TS)**

*simile*  
*metaphor*

**Verb inflections (Standard English) was & were (WS)**

**Word Families (WS)**

**excitement**  
**commentary**  
**expression**

*Cohesion devices within a paragraph (TS)*  
*Adverbs (WS)*

*intonation*

**+ sporting vocabulary that arises from the chosen text**

**biography**  
**autobiography**  
**life story**

**Consistent use of past tense (TS)**

*memoir*  
*legacy*

**Expressing time using: Conjunctions, Adverbs & Prepositions (SS)**

**Plural -s (WS)**  
**Sequencing (TS)**

**Liverpool**  
**unemployed**  
**education**

*Possessive -s (WS)*

*Inequality*  
*bias*

**+ vocabulary that arises from the chosen text**

*Any vocabulary that arises from the chosen text specific to food & equipment.*

**Imperative verbs (SS)**  
**Heading & Subheading (TS)**

*Modal Verbs (SS)*  
*Bullet Points (TS)*

### SUGGESTED IMPLEMENTATION

**Week 1:** Introduction to chosen text (R)

**Week 2:** Sequence/ description of events/ideas, specific to crime. (R)

**Week 3:** Character descriptions (W)

**Week 4:** Key event recount

**Week 5 - 7:** Create a heist/burglary. Plan & draft. (W)

**Week 1:** Features of an interview (R)

**Week 2:** Structure of an interview (R)

**Week 3:** Language (R & W)

**Week 4:** Interview a hero (W)

**Week 5:** Rhyme (R & W)

**Week 6:** Rhyming Schemes (R)

**Week 7:** Simile &/or metaphor

**Week 8:** Poetry writing (W)

**Week 1:** Introduction to chosen text. (R)

**Week 2:** Main Events, how are they exciting/features (R)

**Week 3:** Recount events (W)

**Week 4:** Features of Commentary – link to text. (R)

**Week 5:** Watch sporting events and plan commentary.

**Week 6:** Record commentary.

**Week 1:** Biography features & structure of a biography (R)

**Week 2:** Text Examples (R)

**Week 3:** Research famous person.

**Week 4:** Plan, edit write biography extract.

**Week 5:** Shape poetry – key features.

**Week 6:** Poetry Writing (W)

**Week 1:** Introduction to author Willy Russel (R)

**Week 2:** Examples of texts (R).

**Week 3:** Identify character & key features (R)

**Week 4:** Compare & contrast Characters.

**Week 5:** Character description & key events.

**Week 1:** Introduction to recipes (R)

**Week 2:** Features (R + W)

**Week 3:** Structure (R +W)

**Week 4:** Research & Plan recipe (W)

**Week 5:** Write instructional text using key features. (W)

**Week 6:** Rhythm in poetry (R)

**Week 7:** Poetry Writing (W)

**INTENT**

**CAREERS**

**KS3 ENGLISH MEDIUM-TERM PLANNING**

		<b>Word Structure (WS)</b>	<b>Sentence Structure (SS)</b>	<b>Text Structure (TS)</b>	<b>Punctuation (P)</b>	<b>Terminology (T)</b>	
<b>GRAMMAR &amp; PUNCTUATION (PROGRESSION)</b>	<b>Grammar &amp; Punctuation:</b> The purpose of this supplement is to support the understanding of concepts and skills and the progression of this throughout the National Curriculum (2014).	<b>STEP 12 – 14 (Y1)</b>					
		<ul style="list-style-type: none"> <li>Regular <b>plural noun suffixes</b>: -s   -es</li> <li><b>Suffixes</b> added to <b>verb</b>: -ing   -ed   -er</li> <li><b>Prefix un-</b>: added to verb &amp; adjective. unkind   undoing</li> </ul>	<ul style="list-style-type: none"> <li><b>Words</b> combine to make <b>sentences</b></li> <li>How <b>and</b> can join <b>words</b> and join <b>sentences</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Sequencing</b> sentences to form short <b>narratives</b></li> </ul>	<ul style="list-style-type: none"> <li>Separation of <b>words</b> with space.</li> <li>Introduction of <b>capital letters</b>   <b>full stops</b>   <b>question mark</b>   <b>exclamation mark</b> to demarcate <b>sentences</b>.</li> <li><b>Capital letters</b> for personal <b>pronouns</b></li> </ul>	word   sentence   letter   capital   letter   full stop   punctuation   singular   plural   question mark   exclamation	
		<b>STEP 15 – 17 (Y2)</b>					
		<ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using <b>suffixes</b> -ness   -er.</li> <li>Formation of <b>adjectives</b> using <b>suffixes</b> -ful   -less</li> <li>Use of <b>suffixes</b> -er   -est to form comparisons of <b>adjectives &amp; adverbs</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Subordination</b>: when   if   that   because.</li> <li><b>Co-ordination</b>: or   and   but</li> <li><b>Expanded noun phrase</b> for description: blue butterfly   plain flour.</li> <li><b>Sentence forms</b>: statement, question, exclamation &amp; command.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of <b>present tense</b>.</li> <li><b>Continuous</b> form of <b>verbs</b> in the <b>present &amp; past tense</b> to mark actions: <i>She is drumming</i>   <i>he was shouting</i>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Capital letters</b>   <b>full stops</b>   <b>question mark</b>   <b>exclamation mark</b> to demarcate <b>sentences</b>.</li> <li><b>Commas</b> to separate a list.</li> <li><b>Apostrophe</b> to mark contracted forms of spelling.</li> </ul>	verb   tense   past   present   adjective   noun   suffix   apostrophe   comma	
		<b>STEP 18 – 20 (Y3)</b>					
		<ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using a range of <b>prefixes</b>: super-   anti-   auto-</li> <li><b>Determiners a or an</b> according to whether next word in vowel or consonant.</li> <li><b>Word Families</b></li> </ul>	<ul style="list-style-type: none"> <li>Expressing time using: <b>Conjunctions</b>: when   before   after   while   because.</li> <li><b>Adverbs</b>: then   next   soon   so</li> <li><b>Prepositions</b>: before   after   during   in   because of.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to <b>paragraphs</b> as a way to group relative material.</li> <li><b>Headings &amp; subheadings</b> to aid presentation.</li> <li><b>Perfect</b> form of <b>verbs</b> to mark time and cause: <i>I have written it down so we can check what he said</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of <b>inverted commas</b> (speech marks) to punctuate direct speech.</li> </ul>	word family   conjunction   adverb   preposition   direct speech   inverted commas   prefix   consonant   vowel   clause   subordinate clause	
		<b>STEP 21 – 23 (Y4)</b>					
		<ul style="list-style-type: none"> <li>Difference between <b>plural &amp; possessive -s</b>.</li> <li>Use of Standard English for <b>verb inflections</b> was   were</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within sentences to avoid repetition.</li> <li>Fronted <b>adverbials</b></li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>paragraphs</b> to organise ideas around a theme.</li> <li>Appropriate choice of <b>pronouns</b> or <b>nouns</b> across <b>sentences</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>inverted commas</b> (speech marks) to punctuate direct speech.</li> <li><b>Apostrophe</b> to mark <b>singular</b> and <b>plural possession</b>.</li> <li>Use of commas after fronted adverbials: <i>Later that day, I heard bad news</i>.</li> </ul>	pronoun   possessive pronoun   adverbial	
		<b>Year 5 (KLIP)</b>					
		<ul style="list-style-type: none"> <li>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using suffixes.</li> <li><b>Verb prefixes</b>: dis-   de-   mis-   over-   re-</li> </ul>	<ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning who   which   where   whose</li> <li>Indicating possibility using: <b>Modal verbs</b> might   should   will   must</li> <li><b>Adverbs</b> perhaps   surely</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build <b>cohesion</b> within a paragraph: then   after that   this   firstly.</li> <li>Linking ideas across paragraphs using <b>adverbials</b> of time (later)   place (nearby)   number (secondly)</li> </ul>	<ul style="list-style-type: none"> <li><b>Brackets</b>   <b>dashes</b>   <b>commas</b> to indicate <b>parenthesis</b>.</li> <li>Use of <b>commas</b> to clarify meaning or avoid ambiguity.</li> </ul>	relative clause   modal verb   relative pronoun   parenthesis   bracket   dash   determiner   cohesion   ambiguity	
<b>Year 6 (KLIP)</b>							
<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech: reported   alleged   claimed <b>versus</b> said.</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>passive voice</b> to affect the presentation of information in a sentence. 'I broke the window' versus 'The window was broken'</li> <li><b>Expanded noun phrases</b> to convey complicated information.</li> <li><b>Formal &amp; informal speech</b> structures.</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: <b>Semantic cohesion</b>: repetition of a word or phrase. <b>Grammatical connections</b>: use of <b>adverbials</b> (on the other hand   in contrast   as a consequence) <b>Elision</b></li> <li>Layout devices: heading, sub-heading, columns, bullets, tables.</li> </ul>	<ul style="list-style-type: none"> <li>Use of <b>semi-colon</b>   <b>colon</b>   <b>dash</b> to indicate stronger subdivision of <b>sentences</b> than a comma.</li> <li><b>Punctuation</b> of <b>bullet points</b> to list information.</li> <li>How <b>hyphens</b> can avoid ambiguity: <i>man-eating shark</i>   <i>re-cover</i>.</li> </ul>	active voice   possessive voice   subject & object of a sentence   hyphen   synonym   colon   semi colon   bullet points			
<b>INTENT</b>							