

## Curriculum Coverage- Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	From Manor House to Manus	Ancient Civilizations	Blitzkrieg	Trading Places	Traction Cities	Life in all its Fullness
Whole Class reading texts	Explorers by Catherine Rundell	The Garbage King by Elizabeth Laird	Once by Morris Gleitzman	The Murderer's Ape by Jacob Wegelius	Night Flights by Philip Reeve	Wonder by R.J Palacio
Key Grammar and Punctuation focus	<ul style="list-style-type: none"> <li>•Word Classes</li> <li>•Make regular plurals by adding suffixes e.g. –s or –es dogs, wishes</li> <li>•Make nouns by adding suffixes e.g. –ness, –er</li> <li>•Form adjectives by adding and using suffixes e.g. –ful, –less, –er, –est</li> <li>•Turn adjectives into adverbs by using –ly.</li> <li>•Form nouns using a range of prefixes e.g. super-, anti-, auto-</li> <li>•Correctly choose between the determiners ‘a’ or ‘an’ e.g. a rock, an open box</li> <li>•Identify word families based on common words e.g. solve, solver, solution</li> <li>•Show the difference between plural dogs &amp; possessive dog’s by using an apostrophe.</li> <li>•Use Standard English for verbs e.g. I did (not I done) We were (not we was)</li> <li>•Convert nouns or adjectives into verbs using suffixes e.g. –ate, –ise, –ify and prefixes e.g. dis-, de-, mis-, over-, and re-</li> <li>•Clearly show the difference between informal and formal speech e.g. find out</li> </ul>	<ul style="list-style-type: none"> <li>• Put words together so that they make a clause / sentence</li> <li>• Use co-ordinating conjunctions to combine clauses i.e. and, but, so, or</li> <li>• Use subordinating conjunctions to combine clauses i.e. when, if, that, because</li> <li>• Expand single nouns into multi-word noun phrases to enhance descriptions and be even more specific e.g. the blue butterfly; plain flour</li> <li>• Use correct grammar to write statements, questions, exclamations and commands.</li> <li>• Express time, place and cause (when, where and how) using:</li> <li>• Conjunctions e.g. when, before, after, while, so, because</li> <li>• Adverbs e.g. then, next, soon, too, therefore</li> <li>• Prepositions e.g. before, after, during, in, because of</li> <li>• Indicate possibilities by using adverbs e.g. perhaps, surely, likely</li> <li>• Indicate possibilities by using modal verbs e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriately, consistently choose between present and past tense.</li> <li>• Use the progressive form of verbs in the present and past tense e.g. she is drumming; he was shouting</li> <li>• Group related sentences and organise ideas in themed paragraphs.</li> <li>• Use headings and subheadings to help make presentation clear.</li> <li>• Use the present perfect form of verbs e.g. He has gone out; She has been outside; They have played already; They have looked inside</li> <li>• Place pronouns or synonyms within and across sentences to avoid repetition and aid cohesion.</li> <li>• Paragraphs are cohesive e.g. sentences sometimes link with time conjunctions, then, after, that, this, firstly</li> <li>• Paragraphs are linked e.g. adverbials link related ideas through place: later, nearby, or time: secondly,</li> </ul>	<ul style="list-style-type: none"> <li>• All sentences are accurately punctuated with capital letters to start and full stops, question marks or exclamation marks to finish.</li> <li>• Capital letters are used for proper names, places and for the personal pronoun i.e. ‘I’</li> <li>• Commas are used to separate items in a list including adjective lists.</li> <li>• Apostrophes are used to mark missing letters in contracted words.</li> <li>• Apostrophes are used to mark singular possession in nouns e.g. the girl’s name</li> <li>• Speech marks / inverted commas are used to show direct speech.</li> <li>• Other appropriate punctuation along with speech marks / inverted commas are used to show direct speech e.g. commas after reported clauses, and within the speech marks i.e. He shouted, “Sit down!”</li> <li>• Apostrophes are used to mark plural possession in nouns e.g. the girls’ names</li> </ul>	<p>Mixed Focus on key GPS targets that children are finding challenging in their writing and in isolated GPS sessions and assessments.</p> <p>GRAMMAR for KS2. TERMINOLOGY: All these ideas are familiar, used &amp; understood:</p> <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, adjective, adverb, verb, modal verb, adverbial, statement, question, exclamation, command</p> <p>compound, word family, prefix, suffix, apostrophe, comma, tense (past, present, present perfect) preposition, conjunction, clause, subordinate clause, relative clause, direct speech, inverted commas (or ‘speech marks’)</p> <p>consonant, consonant letter vowel, vowel letter, determiner, pronoun,</p>	<p>Mixed Focus on key GPS targets that children are finding challenging in their writing and in isolated GPS sessions and assessments.</p> <p>GRAMMAR for KS2. TERMINOLOGY: All these ideas are familiar, used &amp; understood:</p> <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p>noun, noun phrase, adjective, adverb, verb, modal verb, adverbial, statement, question, exclamation, command</p> <p>compound, word family, prefix, suffix, apostrophe, comma, tense (past, present, present perfect) preposition, conjunction, clause, subordinate clause, relative clause, direct speech, inverted commas (or ‘speech marks’)</p> <p>consonant, consonant letter vowel, vowel letter, determiner, pronoun,</p>

	<p>= discover, ask for = request, go in = enter</p> <ul style="list-style-type: none"> <li>Use appropriate synonyms and antonyms while keeping meaning consistent.</li> </ul>	<p>might, should, ought, must, will</p> <ul style="list-style-type: none"> <li>Use verbs passively, i.e. passive 'voice' is used to focus on the person or object that experiences an action, making that the subject (rather than the person or object that performs the action)</li> <li>Make clear the different language features of speech and writing. For example, in speech: words may be more often contracted; it may be more or less formal depending upon the purpose; some grammar differences; speech may also include colloquial expressions that are less likely in writing</li> <li>Use the subjunctive form in formal writing e.g. If I were, or, Were they to arrive</li> </ul>	<p>finally or by tense choice: he had seen her before</p> <ul style="list-style-type: none"> <li>Paragraphs are linked using a wider range of devices e.g. repetition of phrases, grammatical connections, adverbials e.g. on the other hand, in contrast, as a consequence and ellipses</li> <li>Structure text appropriately for the purpose e.g. with headings, subheadings, columns, bullets or tables</li> </ul>	<ul style="list-style-type: none"> <li>There's a comma after an adverbial at the start of a sentence.</li> <li>Parentheses are made clear by using brackets, commas or dashes.</li> <li>Commas are correctly used to give sentences clear meanings.</li> <li>Semi-colons, colons and dashes are used to show the place where two independent but related clauses meet e.g. It's raining; it's dark</li> <li>Colons are used to introduce a list.</li> <li>Semi-colons are used between list items.</li> <li>Text is structured appropriately depending upon the purpose e.g. headings; subheadings; captions; bullet points; tables; lists</li> <li>Hyphens are used to avoid confusion e.g. mean-eating shark, re-cover.</li> </ul>	<p>possessive pronoun, relative pronoun</p> <p>parenthesis, brackets, dash, hyphen, cohesion, ambiguity, subject, object, active, passive, synonym, antonym</p> <p>ellipsis, colon, semi-colon, bullet points</p>	<p>possessive pronoun, relative pronoun</p> <p>parenthesis, brackets, dash, hyphen, cohesion, ambiguity, subject, object, active, passive, synonym, antonym</p> <p>ellipsis, colon, semi-colon, bullet points</p>
Maths Coverage	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition, Subtraction, Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Position and Direction</li> </ul>	<ul style="list-style-type: none"> <li>Decimals</li> <li>Percentages</li> <li>Algebra</li> </ul>	<ul style="list-style-type: none"> <li>Converting Units</li> <li>Perimeter, Area and Volume</li> <li>Ratio</li> </ul>	<ul style="list-style-type: none"> <li>Properties of Shape</li> <li>Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Investigations</li> </ul>
Science Topic	Evolution and Inheritance	Light	Living Things	Electricity		Animals including Humans
Wider Curriculum Driver	Geography	History	History	Geography	Design Technology	Transition
Key Concept	Fieldwork: 4 and 6 figure grid references	Interpretation Continuity and change	Cause and consequence	Fieldwork: Digital mapping	Computing to programme, monitor and control products.	

RE Question	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	How significant is it that Mary was Jesus' mother?	What is the best way for a practicing muslim to show their commitment to god?	Is anything ever eternal?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Philosophy for Children
Art Theme	Colour	Drawing	Whole School Exhibition	3D Form	Texture	Printing
Computing focus	Coding 6.1	Quzzing 6.7	Online Safety 6.2	Blogging 6.4	Networking 6.6	Text Adventures 6.5
Spanish- Language Nut Unit	<ul style="list-style-type: none"> <li>Asking questions 13.1</li> <li>Articles (a, an, some) &amp; (the: el,la,los,las) in grammar and verbs/grammar/articles &amp; gender</li> </ul>	<ul style="list-style-type: none"> <li>In the classroom 7.5</li> <li>Cognates</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 21-30 8.5</li> <li>Negatives: grammar and verbs/grammar/articles &amp; gender</li> </ul>	<ul style="list-style-type: none"> <li>Seasons and weather1 18.1</li> <li>Dictionary work</li> </ul>	<ul style="list-style-type: none"> <li>Seasons and weather2 18.2</li> <li>Spanish phonics: spelling your name</li> </ul>	<ul style="list-style-type: none"> <li>Different people 21.1</li> <li>Creation of mini presentations &amp; learning focused on classroom instructions/queries created with KS3 TS language specialists</li> </ul>
Music focus	Ukulele	Ukulele	Ukulele	Steel Pans	Steel Pans	Steel Pans
Charter Experience	<ul style="list-style-type: none"> <li>Take part in a photography project</li> <li>Learn to kayak</li> </ul>	<ul style="list-style-type: none"> <li>Run an enterprise project to raise money for the school</li> </ul>	<ul style="list-style-type: none"> <li>Make a meal using only rations from World War II</li> <li>Give a presentation about a significant local figure.</li> </ul>	<ul style="list-style-type: none"> <li>Give a presentation about a significant local figure</li> <li>Meet a real life scientist</li> </ul>	<ul style="list-style-type: none"> <li>Camp under the stars</li> <li>Run a marathon in a year</li> </ul>	<ul style="list-style-type: none"> <li>Take part in a Musical Production</li> <li>Visit a West End theatre.</li> </ul>



## Year 6 Spelling Overview

### Autumn 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words from statutory word list	Revise words ending in 'able' and 'ible' and 'ably' and 'ibly'	'able' and 'ible' words & adding suffixes beginning with vowels to words ending in 'fer'	adding suffixes beginning with vowels to words ending in 'fer'	SATS practice	Proofreading in smaller chunks

### Autumn 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words from statutory word list	Homophones ('ce/se')	Homophones and words from personal word lists	Words that end in 'cious' and 'tious'	Words that end in 'cious' and 'tious' & Words from statutory word list	Words from statutory lists and spellings from this term.

### Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise words with 'ough' letter string	Statutory and personal spelling lists	Statutory words and words ending in 'cial' and 'tial'	Statutory words and words ending in 'cial' and 'tial' and proofreading someone else's writing	Personal spelling list words and generating words from prefixes	Learning words from statutory and personal spelling lists

### Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spellings from previous word lists and words from personal and statutory lists	Words from personal and statutory lists and homophones	Homophones covered in KS2 and proofreading	Words from statutory and personal lists	Generating words from prefixes and root words	Words from statutory spelling lists

### Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Rare GPCs from statutory word lists	Strategies at the point of writing- have a go	Words from statutory word list	Words ending in 'ant', 'ance', and 'ancy'	Words ending in 'ant', 'ance', and 'ancy' and proofreading writing independently	Root words and meanings

### Summer 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spellings taught from last half term	Words from statutory word list and personal lists	Words ending in 'ent', 'ence', and 'ency'	Words ending in 'ent', 'ence', and 'ency' and words from statutory and personal lists	Words from statutory and personal lists and homophones	Homophones/commonly misspelt homophones



## Key Assessment Objectives Year Six- Mathematics

Year 6 Number				
	6.1	6.2	6.3	6.4 + application
Counting	I can count backwards through zero to include negative numbers in 1s, 2s and 10s down to -100 mentally	I can count backwards through zero to include negative numbers in 1s, 2s, 5s and 10s down to -100 mentally	I can find the difference between negative and positive integers e.g. What is the difference between -50 and 15	I can find the difference between negative and positive integers and calculate sums which go through 0 e.g. $25 - 32 = -7$ and $-7 + 25 = 18$
Place Value	I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000  I can round decimals with two decimal places to the nearest whole number	I can round decimals with two decimal places to one decimal place	I can round any whole number to a required degree of accuracy  I can round decimals with three decimal places to one or two decimal places	I can round decimals to any number of decimal places
Problems +/-	I can solve multi-step problems in contexts, deciding which operations and methods to use			
Mental (x/÷)	I am scoring 30+ <b>Platinum</b> level times tables	I am scoring 40+ <b>Platinum</b> level times tables	I am scoring 50+ <b>Platinum</b> level times tables	I am completing <b>Countdown Maths</b> with increasing speed and accuracy
Written (x/÷)	I can use formal written multiplication for TU x TU and HTU x U  I can use bus shelter division for THTU ÷ U with remainders	I can use formal written multiplication for HTU x TU  I can use long division for HTU ÷ TU without remainders	I can use formal written multiplication for HTU x HTU  I can use long division for HTU ÷ TU with remainders	I can use formal written multiplication for THTU x THTU  I can use bus shelter and long division for division representing remainders as decimals or fractions
Problems (x/÷)	I can solve problems involving knowledge of factors and multiples i.e. Which numbers are factors of both 12 and 9?/Which numbers are multiples of both 25 and 2?  I can solve multi-step problems involving all operations (x÷+-)	I can solve problems involving knowledge of square and cube numbers i.e. What is the largest square/cube number no bigger than fifty?	I can use BIDMAS when solving calculations involving the four operations	I can use BIDMAS when solving calculations including indices e.g. $3 + (4^2 \div 4)$

	6.1	6.2	6.3	6.4 + application
Comparing Fractions	<p>I can compare and order fractions whose denominators are all multiples of the same number between 1 and 6 times tables (1/3, 6/9)</p> <p>I can recognise and show families of all equivalent fractions by multiplying denominators and numerators by the same number</p>	<p>I can compare and order fractions whose denominators are all multiples of the same number for all times tables (3/7, 6/21)</p>	<p>I can compare and order fractions using common multiples e.g. 2/5 and 4/6</p> <p>I can use common factors to simplify fractions e.g. <math>20/60 = 2/6 = 1/3</math></p>	<p>I can use common factors (including 7s, 8s and 9s) to simplify fractions</p>
Fraction Calculations	<p>I can add and subtract fractions whose denominators are multiples of the same number e.g. <math>2/3 + 4/9 = 6/9 + 4/9 = 10/9</math></p> <p>I can multiply proper fractions by whole numbers e.g. <math>2/3 \times 3 = 2/3 \times 3/1 = 6/3</math></p>	<p>I can add and subtract fractions whose denominators are multiples of the same number and simplify answers e.g. <math>2/3 + 4/9 = 6/9 + 4/9 = 10/9 = 1 \frac{1}{9}</math></p> <p>I can multiply proper and improper fractions by whole numbers e.g. <math>4/3 \times 3 = 4/3 \times 3/1 = 12/3</math></p>	<p>I can add and subtract mixed numbers where the denominators are the same e.g. <math>1 \frac{3}{5} + 2/5</math></p> <p>I can multiply simple pairs of proper fractions, writing the answer in its simplest form</p>	<p>I can add and subtract mixed numbers where one denominator is a multiple of the other e.g. <math>1 \frac{3}{5} + 6/10</math></p>
Decimals as Fractions	<p>I can convert between unit fractions and decimals e.g. 1/4s, 1/2s, 1/3s 1/5s, 1/20s and 1/25s</p>	<p>I can convert between fractions and decimals whose denominators are factors of 100 e.g. <math>12/25 = 48/100 = 0.48</math></p>	<p>I can convert between fractions and decimals where simplifying is required first e.g. <math>12/16 = 3/4 = 0.75</math></p>	<p>I can use a calculator to convert between any fractions and decimals</p>
Percentages	<p>I can recognise the per cent symbol (%) and know that it can be written as a fraction of 100 e.g. <math>22\% = 22/100</math></p> <p>I can convert between fractions, decimals and percentages equivalent to <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{3}{4}</math>, <math>1/3</math>, <math>2/3</math></p>	<p>I can convert between fractions, decimals and percentages whose denominators are factors of 100 e.g. <math>4/25 = 16/100 = 16\% = 0.16</math></p>	<p>I can find 25%, 50%, 75% and multiples of 10% of quantities</p> <p>I can convert between fractions, decimals and percentages whose denominators are factors of 100 with increasing speed e.g. <math>4/25 = 16/100 = 16\% = 0.16</math></p>	<p>I can find any percent of a quantity by dividing by 100 first</p> <p>I can convert between fractions, decimals and percentages using a calculator</p>
Algebra			<p>I can describe linear number sequences involving all operations</p>	<p>I can write an expression to describe the nth term of an arithmetic sequence</p>

			I can extend a number sequence when given the rule	I can substitute into simple formulae to generate a number sequence
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Year 6 Geometry, Measuring and Statistics				
	6.1	6.2	6.3	6.4 + application
Measures	I can convert between different units of metric measure	I can solve problems which involve simple conversion e.g. Ralph has eaten 128g of sweets, Darren has eaten 1.2kg of sweets. Who has eaten the most?	I can solve problems which involve conversions up to two decimal places	I can solve problems which involve conversions up to three decimal places
Perimeter & Area	I can find the perimeter and area of composite rectilinear shapes (cm/m/cm <sup>2</sup> /m <sup>2</sup> ) when the length of all sides are given	I can find the perimeter and area of composite rectilinear shapes with missing sides	I can calculate the area of parallelograms and triangles	
Angles	I know angles on a straight line add up to 180°	I can find missing angles on a straight line	I can find missing angles when two or more angles are missing e.g. triangle on a straight line  I know angles in quadrilateral add up to 360°  I can find missing angles in a quadrilaterals	I use angle rules to find missing angles in different shapes and composite shapes  I can find missing angles in a regular polygon
Interpreting Data			I can interpret pie charts when the fraction or percentage of a slice is given e.g. the pie chart represents 240 people, the red section is 1/5, how many people does this represent?  I can find the mean of a set of data	I can interpret pie charts when the fraction or percentage of a slice is not given e.g. the pie chart represents 240 people, look at the red section, estimate the fraction, how many people does this represent?  I can create my own pie chart from a set of data  I can find the mean of a set of data when presented in a line graph



Writing Progression Model Trinity Primary Phase

R	1	2	3	4	5	6	6 GDS
	<b>All of R objectives and:</b>	<b>All of R -1 objectives and:</b>	<b>All of R – 3 objectives and:</b>	<b>All of R – 4 objectives and:</b>	<b>All of R – 5 objectives and:</b>	<b>All of R – 6 objectives and:</b>	<b>All of 6 objectives and:</b>
<p>1. Writes three simple sentences which make sense and may have a capital letter or full stop</p> <p>2. Most letters correctly formed with some the wrong way round or off the line</p> <p>3. Key high frequency words spelt correctly</p>	<p>1. Five sentences which have a capital letter and full stop, forming one short paragraph.</p> <p>2. Letters correctly formed</p> <p>3. Common exception words from Y1 list spelt correctly</p> <p>4. ed and ing suffixes correctly spelt</p> <p>5. At least one adjective</p> <p>6. Two or more conjunctions (and, but, so, because)</p>	<p>1. At least two paragraphs in length with capital letters and full stops</p> <p>2. Question marks and exclamation marks</p> <p>3. Two or more adjectives</p> <p>4. Extend a simple sentence using these conjunctions: or,</p> <p>5. and, but, when, if, that, because</p> <p>6. Commas for a list or to separate adjectives</p> <p>7. Time adverbials or varied sentence openers</p> <p>8. Common exception words from Y1 and 2 list spelt correctly.</p> <p>9. Spell longer words with suffixes: –ment, –ness, –ful, –less, –ly</p> <p>10. Handwriting beginning to join.</p> <p>11. Apostrophes for contractions and exclamation marks.</p> <p>12. Segment spoken words into sound and represent these with accurate spelling patterns.</p>	<p>1. Nearly a full page of A4</p> <p>2. More apt / sophisticated choice of adjectives / verbs / nouns</p> <p>3. Clear Introduction</p> <p>4. Varied sentence openers</p> <p>5. Prepositional adverbials used as sentence openers</p> <p>6. Paragraphs and or subheadings with theme maintained</p> <p>7. Spelling is correct and in line with the vocabulary/sentence structure used.</p> <p>8. Most joins correctly formed in handwriting</p> <p>9. Capital letters for proper nouns</p> <p>10. Correct tense and person is maintained for all simple sentences</p> <p>11. Apostrophe used for contraction and possession.</p>	<p>1. At least a full page of A4</p> <p>2. Settings or introductions or character descriptions or round off (conclusions) are clear.</p> <p>3. Fronted adverbials (including a comma) for time, manner and place.</p> <p>4. Inverted commas for speech with punctuation inside inverted commas.</p> <p>5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since.</p> <p>6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list).</p> <p>7. Fully joined handwriting</p> <p>8. Nouns/pronouns not repeated unless for effect</p> <p>9. Formal and informal language is mostly used appropriately</p>	<p>1. A full page of A4 or maintaining same level of control throughout.</p> <p>2. Tone of writing is consistently appropriate to the task/purpose</p> <p>3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis.</p> <p>4. Subordinate clauses correctly marked with a comma</p> <p>5. Uses a range of conjunctions for cohesion within a paragraph.</p> <p>6. Varied sentence lengths for effect (ie. not all fronted adverbials); starting to open with subordinate clauses)</p> <p>7. New line new speaker for dialogue</p> <p>8. Spelling is generally accurate and with words from 5 and 6 word list.</p> <p>9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports</p> <p>10. Fully joined handwriting even when writing at speed</p>	<p>1. A full page of A4 or more with the whole piece maintaining same level of control.</p> <p>2. Formal/informal tone/language used correctly for different purposes or effects.</p> <p>3. Dialogue conveys character and advances action (not a page of well punctuated waffle)</p> <p>4. Semi colon used to link two independent clauses that relate to each other and expanded lists</p> <p>5. Colon used to introduce lists.</p> <p>6. Vary sentence structure switching main clause and subordinate clause position using commas when appropriate.</p> <p>7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list)</p> <p>8. Can build cohesion within and across paragraphs using adverbials of time, place</p> <p>9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes</p>	<p>1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure.</p> <p>2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing</p> <p>3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices</p> <p>4. Passive voice used appropriately.</p> <p>5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.</p>