

TEACHER NOTES

KEY STAGE 2



Toothpaste is best
My teeth
A day in the life of a toothbrush
Sugar survey
Plan healthy meals for a day
Dental appeal



The Oral Health Foundation and Mars Wrigley are partners working to help reduce the high levels of dental decay amongst primary-aged pupils with a major primary schools initiative to help support teaching about healthy teeth.

Oral health is an important topic for 8 - 11 year olds. Messages about nutrition, along with more complex science, are part of Key Stage Two teaching for pupils.

Specific to oral health, pupils should learn:

- About the functions and care of teeth
- About the need for food for activity and growth, and about the importance of an adequate and varied diet for health
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices

Three in every ten children starting school in the UK have tooth decay. *Brush up on Smiles* is a teaching resource that supports oral health learning objectives. Between us, we can assist in the reduction of the high levels of tooth decay amongst young children through knowledge, awareness and actions.

The resource has a poster for display in classrooms, reception areas or your library. Use the poster to support teaching of the six Key Stage 2 lesson plans. There are PowerPoints to use in some lessons.



The six lesson photocopiable activities are:

- Activity 1: Feeling healthy: Toothpaste is best
- Activity 2: Why we have teeth: My teeth
- Activity 3: Brushing teeth: A day in the life of a toothbrush
- Activity 4: Sugar damages teeth: Sugar survey
- Activity 5: Choose wisely: Plan healthy meals for a day
- Activity 6: About the dentist: Dental appeal



TWO MINUTE CHALLENGES

Every lesson has a two minute challenge, designed to be a fun, engaging way, for pupils to reinforce how long two minutes really is. Children can become distracted easily and it is difficult to judge two minutes without a timer, so this challenge is designed to reinforce the two minute brushing objective.

The challenges are highlighted in the teacher's notes accompanying each lesson activity and appear on each lesson plan.

Pupils can be encouraged to take home the two minute challenges to share with parents, carers, siblings, friends and neighbours.

Let the two minute challenge bring about healthier teeth.



PROJECT FORMAT

Each activity opens with Teacher Notes with a two minute challenge, followed by the photocopiable activity sheet. Curriculum references are on the last page.

FEELING HEALTHY



* LEARNING OBJECTIVES

- The importance of an adequate and varied diet for health
- What makes a healthy lifestyle
- That a healthy mouth and teeth are important parts of a healthy body
- Brushing with fluoride toothpaste twice each day is important

* RESOURCES

For this lesson look to use the PowerPoint *Let's Think About Teeth*.

Photocopy the lesson plan for each pupil.

* LESSON

Introduce the activity by talking about personal appearance. Ask pupils to make a list of things that help a person be more attractive. Explain that it is not being pretty, good looking or popular; we're looking for ideas about what makes people of any age attractive eg personality attributes like friendliness, intelligence, confidence; physical attributes like their smile, cleanliness, being physically fit, having good health.

Next, ask pupils to think specifically about feeling healthy. How do they feel when they are healthy? (They feel strong, have lots of energy, feel happy, etc) Next ask if someone really be healthy if their mouth and teeth are not healthy and why. Discuss the response from the class.

Emphasise that healthy teeth and mouth are part of a healthy body.

Encourage pupils to talk about keeping teeth healthy and what can be done to help keep their teeth healthy. (To include brushing with a fluoride toothpaste, visiting the dentist, good food and drink choices, chewing sugar free gum and keeping snacking between meals to a minimum. You can find more detail on the accompanying information sheets.)

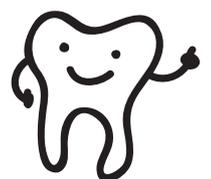
Discuss tooth brushing with the class.

Ask how many of them brush their teeth and how often do they think they should brush their teeth. You should brush at night and at least one other time during the day. Ask pupils why they believe that you need to use toothpaste when you brush your teeth. Explain that there is, also, something very important in most toothpaste that helps strengthen your teeth. See if any of the class know what it is. Explain that Fluoride prevents cavities by strengthening and protecting the teeth from acid. Further detail on the benefits of fluoride toothpaste and the most effective time to brush your teeth is available in the accompanying information sheet.

Ask pupils to invent their own toothpaste brand thinking about what they want the toothpaste to do and what its important attributes would be and create a marketing poster/magazine advert for it. If you have time they could also work in groups to create their own TV or radio advert for their toothpaste.

* TWO MINUTE CHALLENGE

Ask pupils to get out their colouring pencils and hand out plain sheets of paper. Challenge the class to draw all the things they think they need for keeping their teeth healthy in two minutes. They can colour them in if they think they will have time.

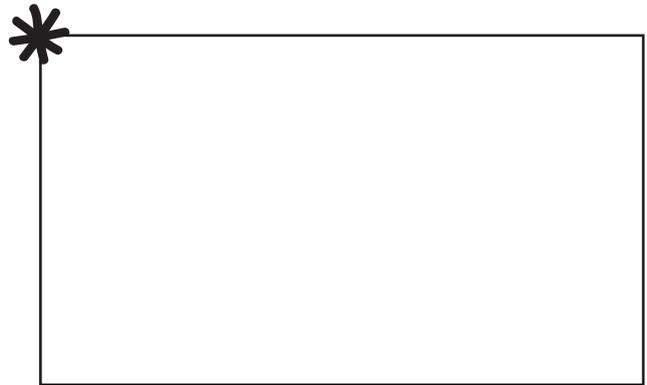
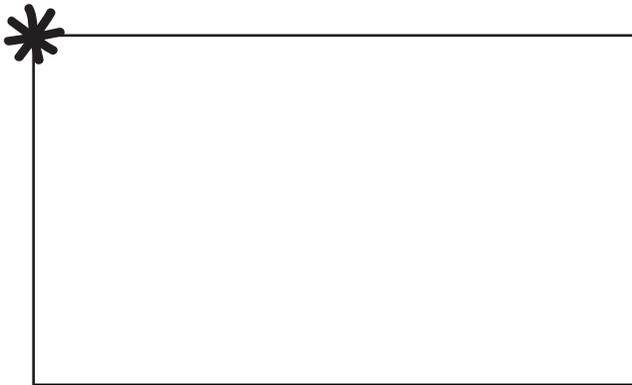
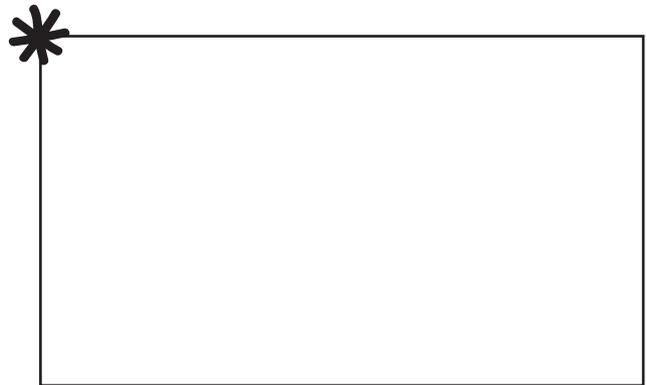


FEELING HEALTHY



Name _____

Toothpaste is best



* TWO MINUTE CHALLENGE

Draw all the things you need for healthy teeth in two minutes. Colour them in if you have time.

WHY WE HAVE TEETH



* LEARNING OBJECTIVES

- About the functions of teeth
- The different types of teeth and their functions
- That healthy teeth and mouth are important parts of a healthy body

Photocopy the lesson plan for each pupil.

* RESOURCES

PowerPoint showing pictures of the mouth and the different types of teeth
Photocopy the lesson plan for each pupil
Mirrors
Timer or timing device

* LESSON

Ask pupils to discuss what makes something valuable. For example, it can't be replaced, good quality, lasts a long time, looks nice etc. Ask them the things that they think are valuable. Ask the class if they think their teeth are valuable and why. Listen and collect the variety of answers.

Ask the class how many sets of teeth they think we get in a lifetime. Explain that we have two sets. What do they think the first set of teeth are called? Remind pupils that when they were five years old, they would have had 20 baby teeth. Ask for hands up of pupils that still have their baby teeth and then ask for hands up for anyone that has had any baby teeth fall out.

Explain that as they get older, they need bigger, stronger teeth. By the time they are 18 they will have all 28 adult, or permanent teeth. After 18 some people will have a further four teeth coming through, these are called wisdom teeth, but not everyone gets them. Find out if they know how long permanent teeth last. If a grown-up loses a permanent tooth, ask if they think one grows in its place. Explain that we only get two sets of teeth in our lifetime. As an adult if we lose a tooth it does not grow back.

Launch the PowerPoint to show the difference between baby and permanent teeth.

Ask how many teeth pupils have now, they can count them in a mirror. Discuss if anyone has lost a baby tooth and the permanent tooth is now growing. You can use the mouth maps on the PowerPoint to see the difference between baby and permanent teeth. Keep this slide up to help during this activity.

Pupils should look in the mirror again, ask them to look carefully at their teeth to see if they are all the same. What can they see that is different about the teeth in their mouth. Look at the different shapes of the teeth in different parts of the mouth.

Using the PowerPoint, explain that there are different types of teeth each of which has a different job to do. Look at each type of tooth.
Incisors - help you bite off and chew pieces of food, known as the cutting teeth
Canines - used for helping the incisors to cut food
Molars - help you crush and grind food, known as the crushing teeth

With this information, think about what sorts of foods each tooth might be useful for eating. For example, canines might help when biting into meat, incisors might help with something large like a piece of toast or a sandwich to help bite pieces small enough to fit into your mouth then you can use your molars to grind it into small pieces to swallow.

* TWO MINUTE CHALLENGE

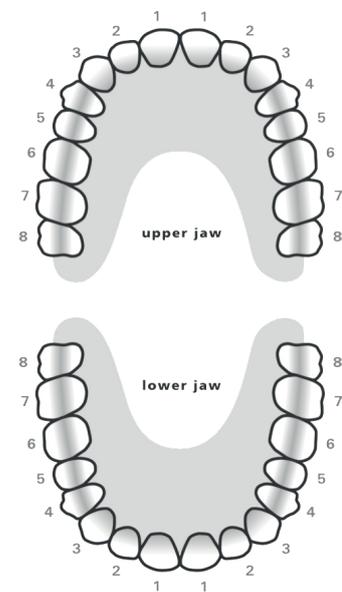
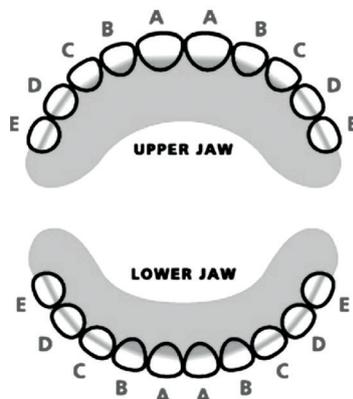
Look at the pictures of different tooth types. How many teeth can you draw in two minutes – no cheating they must be correctly drawn and in the right place! You can use the template mouth provided for the challenge.

WHY WE HAVE TEETH

Name _____

My teeth

You have to see which teeth you have. Some may be baby teeth, Some may be adult teeth. Some may be wobbly. Some may be missing where they have fallen out.



Different teeth types

Molar



Canine



Incisor



* TWO MINUTE CHALLENGE

Look at the pictures of different tooth types. How many teeth can you draw in two minutes – no cheating they must be drawn correctly and in the right place! Your teacher will give you a mouth template to use.



BRUSHING TEETH

* LEARNING OBJECTIVES

- Taking proper care of teeth now helps them last a lifetime
- That a healthy mouth and teeth are important parts of a healthy body
- Brushing with fluoride toothpaste twice each day is important
- Toothbrushes don't last forever

* RESOURCES

Photocopy the lesson plan for each pupil.
PowerPoint showing different toothbrushes.

* LESSON

Tooth brushing has been mentioned in a previous lesson, explain that you are going to look at this in more detail during this lesson.

Explain the best practice points for brushing teeth:

- Brush at night and at least one other time during the day with a fluoride toothpaste for two minutes.
- Brush in small circular motion
- Remember to brush the front, back, biting surface and behind the back teeth
- You should spit and not rinse your mouth to allow the fluoride to keep working in your mouth after you have stopped brushing

Emphasise that toothbrushes don't last forever. Show pupils an old toothbrush and explain that if their toothbrush looks like this, with bent or broken bristles, it is time to throw it away and get a new one! There is a PowerPoint slide to help support this discussion. Everyone should have their own toothbrush to use everyday and you shouldn't share a toothbrush.

Explain that they should use a toothbrush that is the correct size (A child's toothbrush has a smaller head than an adults and usually softer bristles), is comfortable to hold and easily reaches all tooth surfaces. The full surface of a tooth needs to be brushed, inside, outside,

the biting surface and behind the back teeth. There is more information available on the supporting sheets.

Talk about how to brush their teeth correctly. They should move the brush in small circular movements. They can also gently brush their tongue. Their tongue has lots of germs on it that can cause your breath to smell bad.

Explain that toothbrushes are hardworking heroes in our lives and to help us remember how to brush correctly we are going to create a toothbrush character and write about a day in their life. What it has to do, what it does between cleaning teeth sessions and, maybe, even what happens to the character as it gets older and loses some of its superpowers.

This is a fun and creative activity to help pupils recall the key points so remember to recap which key points you will be looking for in their story:

- The different types of teeth
- Brush in a circular motion
- To brush all sides of the teeth, not forgetting the tops and behind the back teeth
- Brush your teeth last thing at night and at least one other time during the day
- Toothbrushes do not last forever
- Brush for two minutes

* TWO MINUTE CHALLENGE

How long is two minutes? We've already tried a few challenges. This one should be easy! I want you to estimate how long two minutes is. You will close your eyes. I am going to start the timer so no cheating! When you think you two minutes are up open your eyes and write down the time you can see on the timer.

How close did you get to two minutes? Two minutes is not a long time and brushing is a very important part of having a healthy smile.

BRUSHING TEETH



Name _____

A day in the life of a toothbrush

Morning

Noon

Evening

* TWO MINUTE CHALLENGE

Close your eyes when the timer starts. When you think two minutes are up, open your eyes and write down the time you can see on the timer.



SUGAR DAMAGES TEETH

* LEARNING OBJECTIVES

- To understand what plaque is.
- To understand how plaque can harm teeth.
- To understand what a cavity is.
- To understand that different foods have different amounts of sugar and that some of this sugar may be 'hidden'

* RESOURCES

Useful websites for information:
www.nhs.uk/change4life have a sugar smart app
www.bhf.org.uk/sugar-in-food
www.sugarstacks.com

Photocopy the lesson plan for each pupil.

* LESSON

Explain that plaque forms in your mouth constantly. Plaque is a sticky, clear film that is forming on your teeth all the time. Tell pupils that plaque is bad for your teeth because it contains bacteria. Dental decay is caused by sugar in our food that create plaque acids that gradually dissolve away the enamel and dentine of the tooth. Decay damages your teeth and may lead to the tooth needing to be filled or even taken out.

Ask pupils if everyone's teeth always stay strong and healthy. Discuss what can happen to teeth that keeps them from staying healthy. Look at the accompanying teacher information sheet and discuss with the class what a cavity is. Ask pupils what they think might cause cavities in their teeth.

Ask if anyone has heard of plaque before. Then move on to what happens if they do not brush their teeth with a fluoride toothpaste before going to bed at night, and how their mouth feels when they wake up in the morning. Explain that during the night their mouth does not create as much saliva and this means that the fluoride in the toothpaste they use continues to work on the teeth while they sleep as long as they did not rinse their mouth after brushing.

When a person eats or drinks sugary foods and drinks, the bacteria in plaque turn the sugars into acid.

Ask if anyone knows what plaque acid does?

Explain that repeated acid attacks can lead to a hole or cavity forming in the tooth. Every time a person eats or drinks something containing sugar, plaque and sugar mix together to make acid. Each acid attack can last 40 minutes.

If you have time, you can also demonstrate this simply by leaving an egg in a container of vinegar for a few days. The vinegar is an acid and the egg shell is a weaker, softer version of tooth enamel so it's eroded by the acid. Make sure you tell pupils this is a speeded up demonstration and that tooth decay happens over a longer time scale to avoid panic. Explain they will get the same results if they do the same experiments with fizzy drinks.

Ask pupils which foods and drinks they think contains sugar. Do they know how to find out if a food contains sugar? Explain that not all foods that contain sugar taste sweet, these are called hidden sugars. Demonstrate how to find out the information about how much sugar foods contain using your chosen website or app and ask pupils to complete their activity sheet.

* PLENARY

Encourage pupils to talk about what they found surprising when they researched sugar content of foods and drinks. Ask if they will they be making any changes as a result of this activity.

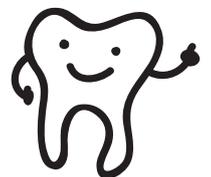
The activity can be extended so pupils choose their top ten favourite foods and drinks and find out how much sugar is in those and find out how much sugar they should have. This can work well as a homework activity.

* TWO MINUTE CHALLENGE

Split the class into teams and give them a large tub of sugar (or borrow some sand from the Early Years department and just pretend). Give each team a spoon and an empty container. How much 'sugar' can they transfer into the empty container in two minutes?

You can make the task as easy or as difficult as you wish as the challenges are just about reinforcing the idea that two minutes is actually quite a long time and they can probably do more than they think they can in the time.

Alternatively, you could set it up with pictures of different foods and ask them to put the correct number of spoonfuls of sugar in the container for each food to reinforce the idea that some foods have more sugar than they thought.



SUGAR DAMAGES TEETH



Name _____

Sugar survey

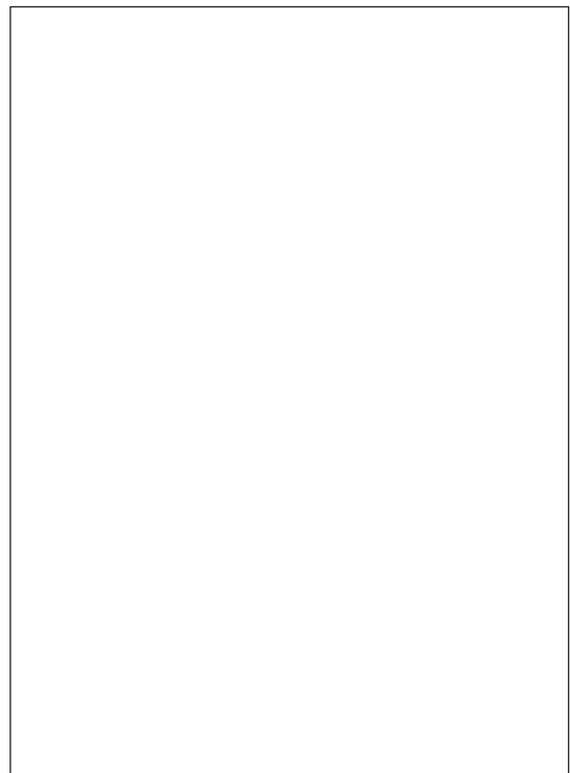
Find out how much sugar is in each item. Make a note so you can present your findings in the table and a bar chart.

Item

Sugar content

Bar chart

Cake	
Eggs	
Fizzy drinks	
Nuts	
Banana	
Apple	
Carrot	
Bread	
Water	
Chips	
Cup of tea	
Sweets	
Cereal	
Milk	
Sausages	



* TWO MINUTE CHALLENGE

In teams, see how much sugar (sand!) you can transfer into the empty container in two minutes. You must take it in turn.



CHOOSE WISELY

* LEARNING OBJECTIVES

- About the need for food for activity and growth, and about the importance of an adequate and varied diet for health
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, and how to make informed choices
- We should eat nutritious foods and limit snacks

* RESOURCES

The food powerpoint showing different types of food for comparison. Eatwell guide at www.gov.uk/government/publications/the-eatwell-guide
Photocopy the lesson plan for each pupil.

* LESSON

Explain that we're going to be talking about good nutrition. Ask if the class can remember how what we eat and drink affects our teeth. Remind them that what we eat and drink, and how often, affects how much acid is made by the plaque in our mouths.

So we know about sugar being in our food, does anyone know what food groups are? Can anyone name any of the food groups? The Eatwell guide can be used as a guide and to demonstrate to right balance of food in our diet.

Explain that eating a mix of foods from these groups for breakfast, lunch and dinner is the best way to keep your teeth and whole body in good shape. Emphasise that eating a balanced mix of foods also helps you stay at your proper weight, helps keep your skin clear and makes your hair shiny! Remind the class that their teeth are affected by what they put in their mouths.

It is important to emphasise that making healthy choices doesn't have to mean you can never eat certain foods you just have to eat some things in moderation or less frequently. Sugary treats are better as part of a meal when the mouth is producing more saliva to help neutralise the acid

and snacking should be limited to once a day to avoid the negative impact on oral health.

Tell pupils that chewing sugarfree gum for about 20 minutes immediately after a meal or snack can help neutralise the acid too, as it makes your mouth produce more saliva that can help counteract the acid on your teeth. Remind them that when they are finished chewing, they should dispose of it in a bin.

Having talked about nutrition and food groups, look at the powerpoint slides and discuss which choices could be made for different meals and why.

Discuss the need to balance things out throughout the day. Ask pupils to plan their own day's menu using the activity sheet provided thinking about the healthy choices for their teeth and body. As well as looking at healthy meals they need to think about when they eat, so if they have a sugary treat such as a fizzy drink with lunch, then they don't really need a treat at a different time of the day. Explain that it is best to eat a treat with a meal rather than on its own. Further detail on this can be found in the supporting information sheet.

* TWO MINUTE CHALLENGE

Sugary drinks, treats and other snacks often create a huge problem with litter! Pupils put gloves to see how much litter they can find around school in two minutes?

Do we need to address the problem of litter around school? Ask pupils what we can do.

A free resource can be found at www.binitbeats.co.uk/primary/ to help with the anti-littering message.



CHOOSE WISELY

Name _____

Plan healthy meals for a day

Choose from these foods and drinks to plan a healthy menu for breakfast, lunch and dinner. Don't forget to include drinks and one snack in your menu.

- Cake Eggs Fizzy drinks Nuts Banana Apple Carrot Bread
- Water Chips Cup of tea Sweets Cereal Milk Sausages

Breakfast

Lunch

Dinner

* TWO MINUTE CHALLENGE

Sugary drinks, treats and other snacks often create a huge problem with litter! Gloves on, how much litter can you find around school in two minutes?



ABOUT THE DENTIST

* LEARNING OBJECTIVES

- Taking proper care of teeth helps them last a lifetime.
- That healthy teeth and mouth are important parts of a healthy body.
- That we should visit our dentist regularly as often as they recommend

* RESOURCES

PowerPoint of the dentist at work.
Lots of items for dental role play as listed below.
Photocopy the lesson plan for each pupil.

* LESSON

Remind pupils of everything that you've talked about so far about caring for their teeth. However there is one more very important thing we should all do to keep our teeth and gums healthy.

Can they tell you what it is?

Explain that visiting a dentist regularly is very important. Talk about the role of the dentist, using the PowerPoint as necessary. Ask what a dentist does. Discuss what else might happen when you go to the dentist, you sit in a chair, the dentist counts your teeth, they check for cavities and so on. Does anyone know how often you should visit your dentist?

Despite dental visits being important there are still many adults and pupils who have not seen a dentist for a long time. Ask pupils why they think this might be. Create a list of reasons on the board of why you should go to the dentist and then create a list of reasons why people might not go. This can include having no time, forgetting, not having any problems with their teeth. Discuss the problems that not going to a dentist regularly might cause.

Show pupils the activity sheet and explain that they are going to write a letter persuading people about all the good things that come from visiting a dentist regularly.

Ask them to imagine they are the dentist and write a letter to their patients encouraging and persuading them to book an appointment for a check-up. They should provide lots of information about why looking after your teeth is important and all the great reasons to have a healthy smile. You can recap previous lessons to remind pupils of the key points.

Handout the lesson plan to all pupils.

Remind them that dentists are helpful and friendly and this should be reflected in the way they set out their letter and their choice of vocabulary

* TWO MINUTE CHALLENGE

Ask pupils to think about everything they've learned during this oral health mini- topic. See how many key points they can write down in two minutes.

ABOUT THE DENTIST

Name _____

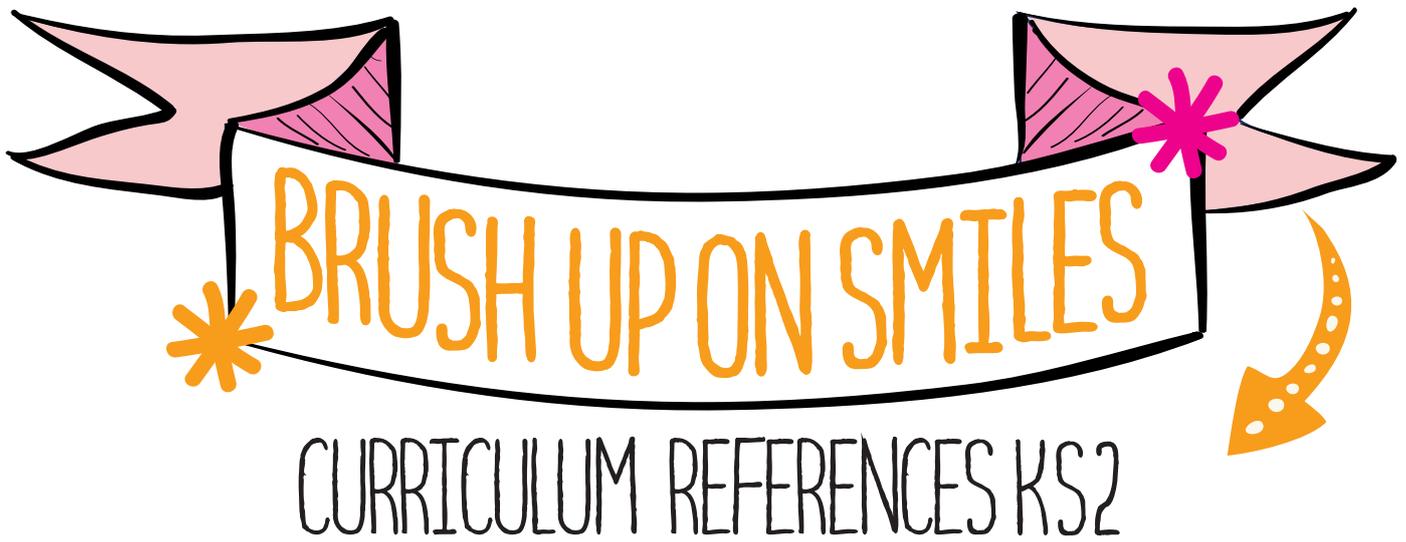
Dental appeal

I really should go and see my dentist. I can't remember when I last saw my dentist. I'm sure I should make a dentist appointment soon, I'm just so busy.

Write a letter to this person to persuade them to book an appointment and visit the dentist.

* TWO MINUTE CHALLENGE

Write key points about healthy teeth in two minutes.



BRUSH UP ON SMILES

CURRICULUM REFERENCES KS2

The curriculum references for *Brush up on Smiles* Key Stage 2 are from the curriculum for England. There are six activities, all of which all involve class discussions with reference to the Spoken Language Programme of Study, in English, for Years 1-6.

The six lesson activities are:

Activity 1: Feeling healthy:	Toothpaste is best
Activity 2: Why we have teeth:	My teeth
Activity 3: Brushing teeth:	A day in the life of a toothbrush
Activity 4: Sugar damages teeth:	Sugar survey
Activity 5: Choose wisely:	Plan healthy meals for a day
Activity 6: About the dentist:	Dental appeal

Spoken Language Years 1-6: Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Activity 1: Feeling healthy: Toothpaste is best

English: Spoken language

Science: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Art & Design: Develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Activity 2: Why we have teeth: My teeth

English: Spoken language

Science Animals including humans:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Mathematics: Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Activity 3: Brushing teeth: A day in the life of a toothbrush

English: Spoken language

Yrs 3-4 Composition: plan their writing by discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

evaluate and edit by:

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Yrs 5 & 6 Composition: plan their writing by

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings and characters and atmosphere and integrating dialogue to convey character and advance the action
- using further organisational and presentational devices to structure texts and guide the reader

evaluate and edit by:

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Yrs 5 & 6 Handwriting and presentation: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task.

Activity 4: Sugar damages teeth: Sugar survey

English: Spoken language

Mathematics

Yrs 3 & 4 statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Yrs 5 & 6 statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Science Yrs 3 & 4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Activity 5: Choose wisely: Plan healthy meals for a day

English: Spoken language

Yrs 3-4 Composition: plan their writing by discussing and recording ideas

Yrs 5 & 6 Handwriting and presentation: write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, choosing the writing implement that is best suited for a task

Science Animals including humans:

Yrs 3 & 4 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Yr 6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Activity 6: About the dentist: Dental appeal

English: Spoken language

Yrs 3-4 Composition: plan their writing by discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

evaluate and edit by:

- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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- in narratives, describing settings and characters and atmosphere and integrating dialogue to convey character and advance the action
- using further organisational and presentational devices to structure texts and guide the reader

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