



# English Objective Coverage.



The purpose of this document is to map out the key objectives to be explicitly taught during each unit based on the written outcomes. This should be used in conjunction with the grammar progression document and Power of Reading by key Stage document. Refer to National Curriculum document for on-going objectives for the year group e.g. handwriting and composition. For examples please refer to Non-fiction and Narrative progression.

## Cycle A

YEAR 1		
<p>In all units children should:</p> <ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li><li>• Begin to form lower case letters in the correct direction, starting and finishing at the right place.</li><li>• Form capital letters.</li><li>• Form digits 0-9</li><li>• Understand which letters belong to which handwriting families (letters that are formed in similar ways) and practise these.</li></ul> <p>Be encouraged to write sentences by:</p> <ul style="list-style-type: none"><li>• Saying aloud what they are going to write about.</li><li>• Composing sentences orally before writing it.</li><li>• Re-reading what they have written to check that it makes sense.</li><li>• Discussing what they have written with the teacher or other pupils.</li></ul>		
Text	Writing Outcome	Objectives to be covered/ Expectations for Year Group
Robot and the Bluebird	Narrative in 2 parts	<ul style="list-style-type: none"><li>• Write simple narratives with a beginning, middle and end.</li><li>• Sequence sentences to form short narratives.</li><li>• Use words to sequence events e.g. first, next, then</li><li>• Begin to write simple sentences.</li><li>• Be introduced to compound sentences using 'and'.</li><li>• Separate words with spaces.</li><li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li><li>• Introduce past tense - 'ed' endings.</li><li>• Introduce verbs ending in 'ing'</li></ul>

		<ul style="list-style-type: none"> <li>• Introduce regular plurals using prefix 's' 'es'</li> <li>• Introduce words with the prefix 'un'</li> </ul>
	Non- Chronological reports (Bluebirds)	<ul style="list-style-type: none"> <li>• Ideas organised around given headings. Children should be introduced to the idea of grouping information but at beginning of year 1 should only be expected to write one sentence per heading.</li> <li>• Write simple sentences - emphasise that these are demarcated with a capital letter and full stop.</li> <li>• Combine two adjectives using 'and'.</li> </ul>
	Instructions - How to Make Bird Cakes.	<ul style="list-style-type: none"> <li>• List of ingredients - single nouns.</li> <li>• Use of imperative tense for verbs.</li> <li>• Write simple sentences independently.</li> <li>• Join two words with 'and'</li> <li>• Sequence steps in order.</li> <li>• Organise ideas using a given framework.</li> <li>• Begin to use simple adverbs to start each instruction e.g. First, Finally</li> </ul>
The Dark	Persuasive Letters	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout (template provided)</li> <li>• Use greetings and sign off (as modelled)</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Express own ideas and give reasons.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul>
	Narrative	<p><b>Building on previous unit;</b></p> <ul style="list-style-type: none"> <li>• Continue to develop simple narratives with a beginning, middle and end.</li> <li>• Sequence ideas logically.</li> <li>• Use words to sequence events e.g. first, next, then</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul>

		<ul style="list-style-type: none"> <li>Continue to use past tense verbs – 'ed' endings.</li> <li>Continue to use verbs ending in 'ing'</li> <li>Continue to use regular plurals using prefix 's' 'es'</li> <li>Continue to use words with the prefix 'un'</li> </ul>
	Non- Chronological reports (Nocturnal animals)	<p><a href="#">Building on previous unit;</a></p> <ul style="list-style-type: none"> <li>Ideas organised around given headings.</li> <li>Write simple sentences – emphasise that these are demarcated with a capital letter and full stop.</li> <li>Be introduced to writing compound sentences using 'and'</li> <li>Combine two adjectives using 'and'.</li> </ul>
Claude in the City	Persuasive Letters	<ul style="list-style-type: none"> <li>Use appropriate vocabulary for the subject.</li> <li>Use appropriate layout (template provided)</li> <li>Use greetings and sign off (as modelled)</li> <li>Express own ideas and give reasons.</li> <li>Independently compose, say and write simple sentences.</li> <li>Use compound sentences using 'and'.</li> <li>Separate words with spaces.</li> <li>Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul>
	Narrative	<p><a href="#">Building on previous unit;</a></p> <ul style="list-style-type: none"> <li>Continue to develop simple narratives with a beginning, middle and end.</li> <li>Sequence ideas logically.</li> <li>Use words to sequence events e.g. first, next, then</li> <li>Independently compose, say and write simple sentences.</li> <li>Use compound sentences using 'and'.</li> <li>Separate words with spaces.</li> <li>Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> <li>Independently spell past tense verbs – 'ed' endings.</li> <li>Independently spell verbs ending in 'ing'</li> <li>Independently spell regular plurals using prefix 's' 'es'</li> <li>Independently spell words with the prefix 'un'</li> </ul>

	Non- Chronological reports (Nocturnal animals)	<p><a href="#">Building on previous unit;</a></p> <ul style="list-style-type: none"> <li>• Ideas organised around given headings.</li> <li>• Independently write simple sentences correctly demarcated with a capital letter and full stop.</li> <li>• Write compound sentences using 'and'</li> <li>• Independently combine two adjectives using 'and'.</li> <li>• Use a capital letter at the beginning of a sentence.</li> <li>• Independently spell past tense verbs - 'ed' endings.</li> <li>• Independently spell verbs ending in 'ing'</li> <li>• Independently spell regular plurals using prefix 's' 'es'</li> <li>• Independently spell words with the prefix 'un'</li> </ul>
One Day on our Blue Planet - on the Savannah	Non- Chronological reports (African animal)	<p><a href="#">Building on previous unit;</a></p> <ul style="list-style-type: none"> <li>• Independently organise information under given headings.</li> <li>• Independently write simple sentences correctly demarcated with a capital letter and full stop.</li> <li>• Independently write compound sentences using 'and'</li> <li>• Independently combine two adjectives using 'and'.</li> </ul>
	Narrative (based on The Ugly 5)	<p><a href="#">Building on previous unit;</a></p> <ul style="list-style-type: none"> <li>• Continue to develop simple narratives with a beginning, middle and end.</li> <li>• Sequence ideas logically.</li> <li>• Use words to sequence events e.g. first, next, then</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> <li>• Independently spell past tense verbs - 'ed' endings.</li> <li>• Independently spell verbs ending in 'ing'</li> <li>• Independently spell regular plurals using prefix 's' 'es'</li> <li>• Independently spell words with the prefix 'un'</li> </ul>
Rapunzel	Re- telling of the narrative.	<p><a href="#">Building on previous unit;</a></p> <ul style="list-style-type: none"> <li>• Continue to develop simple narratives with a beginning, middle and end.</li> <li>• Sequence ideas logically.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use words to sequence events e.g. first, next, then</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> <li>• Independently spell past tense verbs - 'ed' endings.</li> <li>• Independently spell verbs ending in 'ing'</li> <li>• Independently spell regular plurals using prefix 's' 'es'</li> <li>• Independently spell words with the prefix 'un'</li> </ul>
	Alternative Red Riding hood or 3 pigs	<p><a href="#">Building on previous unit;</a></p> <ul style="list-style-type: none"> <li>• Use appropriate story vocabulary.</li> <li>• Continue to develop simple narratives with a beginning, middle and end.</li> <li>• Sequence ideas logically.</li> <li>• Use words to sequence events e.g. first, next, then</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> <li>• Independently spell past tense verbs - 'ed' endings.</li> <li>• Independently spell verbs ending in 'ing'</li> <li>• Independently spell regular plurals using prefix 's' 'es'</li> <li>• Independently spell words with the prefix 'un'</li> </ul>
	Text: How to defeat witches.  Explanation texts.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Use appropriate layout features (can be provided by the teacher).</li> <li>• Title in the form of a question.</li> <li>• Demarcate sentences using capital letters and question marks.</li> <li>• Present tense</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> <li>• Independently spell regular plurals using prefix 's' 'es'</li> <li>• Independently spell words with the prefix 'un'</li> </ul>
The Storm Whale	Powerful setting.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> <li>• Independently spell past tense verbs - 'ed' endings.</li> <li>• Independently spell verbs ending in 'ing'</li> <li>• Independently spell regular plurals using prefix 's' 'es'</li> <li>• Independently spell words with the prefix 'un'</li> </ul>
	Letter for/against keeping whale offering advice	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout (template provided)</li> <li>• Use greetings and sign off (as modelled)</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul>
	Persuasive letter about plastic in the oceans.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout (template provided)</li> <li>• Use greetings and sign off (as modelled)</li> <li>• Independently compose, say and write simple sentences.</li> <li>• Use compound sentences using 'and'.</li> <li>• Separate words with spaces.</li> <li>• Use a capital letter at the beginning of a sentence, for proper nouns and I.</li> </ul>

## YEAR 2

In all units children should be taught to;

- Form lower case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words which reflects the size of letters.

Plan what they are going to write by:

- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or vocabulary, including new vocabulary.

Make simple additions, revisions and corrections to their writing by;

- Evaluating their writing with the teacher and other pupils
- Re-reading their writing to make sure it makes sense and that verbs indicating time are used correctly and consistently.
- Proof reading to check for errors in spelling, grammar and punctuation e.g. sentences punctuated correctly (resources can be used)

Robot and the Bluebird	Narrative in 2 parts	<ul style="list-style-type: none"> <li>• Correct &amp; consistent use of past or present tense.</li> <li>• Begin to write complete stories with a sustained, logical sequence of events using some language drawn from stories.</li> <li>• Be introduced to 'and', 'but', 'or', 'so' for compound sentences.</li> <li>• Begin to use complex sentences using when, if, because</li> <li>• Begin to expand noun phrases for description and specification</li> <li>• Begin to use comparative and superlative adjectives - suffixes -er, -est</li> <li>• Use adverbs for time</li> <li>• Introduce suffix -er - ful, -ness</li> </ul>
	Non- Chronological reports (Bluebirds)	<ul style="list-style-type: none"> <li>• Organise ideas independently. (Headings may still be given)</li> <li>• Write several sentences about each idea.</li> <li>• Reports should begin with a one sentence introduction to the topic.</li> <li>• Reports should end with a one sentence conclusion.</li> <li>• Continue to write correctly punctuated simple sentences.</li> <li>• Introduce compound sentences using and, but, or, so</li> <li>• Introduce complex sentences for subordination - using when, if, because.</li> <li>• Introduce that as a relative clause. (Children do not need to know the term relative clause)</li> </ul>

	Instructions - How to Make Bird Cakes.	<ul style="list-style-type: none"> <li>• Use headings and subheadings (can be given by the teacher)</li> <li>• List of ingredients- noun phrases expanded with adjectives</li> <li>• Use of imperative verbs</li> <li>• Sequence steps in order.</li> <li>• Question at the start to engage the reader.</li> <li>• One sentence conclusion</li> <li>• Independent use of adverbs of manner.</li> <li>• Introduce adverbial phrases at beginning of instructions e.g. after that</li> <li>• Independently write simple sentence</li> <li>• Use and, but, or, so in compound sentences.</li> <li>• Complex sentences for cause/reason using 'because'</li> <li>• Use commas in a list.</li> </ul>
The Dark	Persuasive Letters	<ul style="list-style-type: none"> <li>• Use layout features of a letter (with template provided)</li> <li>• Use suitable greeting and closing.</li> <li>• Express ideas and reasons. Independently write simple sentence</li> <li>• Use and, but, or, so in compound sentences.</li> <li>• Complex sentences for cause/reason using 'because'</li> </ul>
	Narrative	<p><b>Building on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Correct &amp; consistent use of past or present tense.</li> <li>• Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification</li> <li>• Continue to use comparative and superlative adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Use comparative and superlative adjectives - suffixes -er, -est</li> <li>• Use adverbs for time</li> <li>• Correctly apply suffix -er - ful, -ness</li> </ul>
	Non- Chronological reports (Nocturnal animals)	<p><b>Building on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary.</li> <li>• Organise ideas independently.</li> </ul>



		<ul style="list-style-type: none"> <li>• Write several sentences about each idea.</li> <li>• Reports should begin with a one sentence introduction to the topic.</li> <li>• Reports should end with a one sentence conclusion.</li> <li>• Continue to write correctly punctuated simple sentences.</li> <li>• Develop use of compound sentences using and, but, or, so</li> <li>• Develop use of complex sentences for subordination - using when, if, because.</li> <li>• Independently use 'that' as a relative clause.</li> </ul>
Claude in the City	Narrative - new adventure	<p><b>Building on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Independently use correct &amp; consistent past or present tense.</li> <li>• Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories.</li> <li>• Include familiar phrases from stories to add interest - she couldn't believe her eyes.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>
	Newspaper Report	<ul style="list-style-type: none"> <li>• Use appropriate nouns for people, animals, objects.</li> <li>• Begin to use appropriate pronouns.</li> <li>• Consistent use of past tense for verbs - using ed endings.</li> <li>• Simple sentences demarcated with full stops and capital letters.</li> <li>• Two words joined with 'and' e.g. I went on the swings <b>and</b> the roundabout.</li> <li>• Use of 'and' to write a compound sentence e.g. The lion yawned <b>and</b> it showed its teeth.</li> </ul>
One Day on our Blue Planet - on the Savannah	Non- Chronological reports (African animal)	<p><b>Building on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary.</li> <li>• Organise ideas independently.</li> </ul>

		<ul style="list-style-type: none"> <li>• Write several sentences about each idea.</li> <li>• Reports should begin with a one sentence introduction to the topic.</li> <li>• Reports should end with a one sentence conclusion.</li> <li>• Continue to write correctly punctuated simple sentences.</li> <li>• Develop use of compound sentences using and, but, or, so</li> <li>• Develop use of complex sentences for subordination - using when, if, because.</li> <li>• Independently use 'that' as a relative clause.</li> </ul>
	Narrative (based on The Ugly 5)	<ul style="list-style-type: none"> <li>• Independently use correct &amp; consistent past or present tense.</li> <li>• Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories.</li> <li>• Include familiar phrases from stories to add interest - she couldn't believe her eyes.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>
Rapunzel	Re- telling of the narrative.	<ul style="list-style-type: none"> <li>• Independently use correct &amp; consistent past or present tense.</li> <li>• Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories.</li> <li>• Include familiar phrases from stories to add interest - she couldn't believe her eyes.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>
	Alternative Red Riding hood or 3 pigs.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary including correctly spelt common exception words.</li> <li>• Independently use correct &amp; consistent past or present tense.</li> <li>• Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories.</li> <li>• Include familiar phrases from stories to add interest - she couldn't believe her eyes.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>
	Text: How to defeat witches.  Explanation texts.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the text.</li> <li>• Use appropriate layout features (can be provided by the teacher).</li> <li>• Title in the form of a question.</li> <li>• Demarcate sentences using capital letters and question marks.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>

The Storm Whale	Powerful setting.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary including words and phrases taken from stories.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>
	Letter for/against keeping whale offering advice	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout features of a letter.</li> <li>• Use appropriate greeting and sign off.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>
	Persuasive letter about plastic in the oceans.	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary for the subject.</li> <li>• Use appropriate layout features of a letter.</li> <li>• Use appropriate greeting and sign off.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>

## YEAR 3 & 4

In all units Children should be taught to:

- Use the diagonal and horizontal strokes that are that are needed to join letters and to understand, which letters when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, by ensuring all down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Plan their writing by:

- Discussing writing similar to that which they are planning to write - WAGOLLS, Text Interrogation etc.
- Discussing and recording ideas.

Draft and write by:

- Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- Creating characters, settings and plot in narratives.
- Using simple organisational devices in non- narrative writing.

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.
- Proof read for errors in punctuation and spelling (can involve the use of resources)

Firebird	Letter	<ul style="list-style-type: none"> <li>• Revise layout features, apply these independently to writing.</li> <li>• Use appropriate greeting and sign off for the formality of the letter.</li> <li>• Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)</li> <li>• Organise writing into paragraphs.</li> <li>• Use a variety of devices to link paragraphs (Y4).</li> <li>• Correctly use determiners a and an.</li> <li>• Develop expanded noun phrases for specification and description. (Y4 add prepositional phrases or modify the adjective)</li> <li>• Use fronted adverbials for time, place, condition and manner (Y4 punctuate with a comma)</li> <li>• Write complex sentences with support</li> <li>• Begin to use apostrophes for omission and possession</li> </ul>
	Recount	<ul style="list-style-type: none"> <li>• Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)</li> <li>• Organise events into paragraphs independently</li> <li>• Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> </ul>

		<ul style="list-style-type: none"> <li>• Consistent application of past tense.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Closing paragraph giving overall comment about the events.</li> <li>• Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>• Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>• With support write complex sentences for time, cause and reason.</li> <li>• Use who and that as relative pronoun.</li> <li>• Noun phrases expanded for description using with phrases.</li> <li>• Noun phrases expanded for specification using in or on phrases.</li> <li>• Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition.</li> <li>• Correctly use the determiners a and an.</li> </ul>
	Balanced Argument	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary including persuasive language.</li> <li>• An introduction outlining what the text will be about.</li> <li>• Arguments for and against with supporting evidence.</li> <li>• Organise writing into paragraphs.</li> <li>• Use a variety of devices to introduce or connect paragraphs.</li> <li>• Concluding statement which summarises arguments.</li> <li>• Sustain use of the third person throughout.</li> <li>• Impersonal voice sustained - own opinions not given.</li> <li>• Use a range of logical conjunctions e.g. therefore, however.</li> </ul>
The Tin Forest	Diary	<ul style="list-style-type: none"> <li>• Choose appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>• Organise events into paragraphs independently</li> <li>• Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> <li>• Consistent application of past tense.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Closing paragraph giving overall comment about the events.</li> <li>• Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>• Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>• With support write complex sentences for time, cause and reason.</li> <li>• Use who and that as relative pronoun.</li> <li>• Noun phrases expanded for description using with phrases.</li> <li>• Noun phrases expanded for specification using in or on phrases.</li> </ul>

		<ul style="list-style-type: none"> <li>• Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition.</li> <li>• Correctly use the determiners a and an.</li> </ul>
	Narrative - what happens next.	<ul style="list-style-type: none"> <li>• Plan and write complete stories by identifying stages in the telling: introduction - build-up - climax or conflict - resolution;</li> <li>• Use paragraphs to organise and sequence the narrative.</li> <li>• Use different ways to introduce or connect paragraphs e.g. <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>;</li> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Begin to write complex sentence for time, manner and condition.</li> <li>• Begin to use relative clauses using that, who and which.</li> <li>• Use inverted commas for speech.</li> <li>• Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner &amp; mark these with a comma).</li> <li>• Expand noun phrases for specification and degree.</li> <li>• Modify adjectives.</li> <li>• Correctly use a range of pronouns.</li> </ul>
	Letter	<p><b>Build on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate layout features.</li> <li>• Use appropriate greeting and sign off for the formality of the letter.</li> <li>• Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)</li> <li>• Organise writing into paragraphs.</li> <li>• Use a variety of devices to link paragraphs (Y4).</li> <li>• Correctly use determiners a and an.</li> <li>• Develop expanded noun phrases for specification and description. (Y4 add prepositional phrases or modify the adjective)</li> <li>• Use fronted adverbials for time, place, condition and manner (Y4 punctuate with a comma)</li> <li>• Write complex sentences with support</li> <li>• Use apostrophes for omission and possession</li> </ul>
Arthur and the Golden Rope	Writing in Role	<ul style="list-style-type: none"> <li>• Use appropriate vocabulary including correctly spelt common exception words.</li> <li>• Independently use correct &amp; consistent past or present tense.</li> <li>• Offer opinions and explain reasons.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a range of descriptive devices including simile and metaphor.</li> <li>• Use a greater variety of compound sentences using and, but, or, so.</li> <li>• Independently use complex sentences using when, if, because</li> <li>• Expand noun phrases for description and specification using a greater range of adjectives</li> <li>• Continue to expand range of adverbs for time.</li> <li>• Independently add suffix -er or -est to create comparative and superlative adjectives.</li> <li>• Use a greater range of adverbs for time including adverbial phrases - after that, later on etc.</li> <li>• Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.</li> </ul>
	Balanced Argument	<p><b>Building on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate vocabulary including persuasive language.</li> <li>• An introduction outlining what the text will be about.</li> <li>• Organise writing into paragraphs.</li> <li>• Use a variety of devices to introduce or connect paragraphs.</li> <li>• Arguments for and against with supporting evidence.</li> <li>• Concluding statement which summarises arguments.</li> <li>• Sustain use of the third person throughout.</li> <li>• Impersonal voice sustained - own opinions not given.</li> <li>• Use a range of logical conjunctions e.g. therefore, however.</li> </ul>
	Letter (in role)	<p><b>Building on previous unit</b></p> <ul style="list-style-type: none"> <li>• Independently organise writing.</li> <li>• Use appropriate greeting and sign off for the formality of the letter.</li> <li>• Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)</li> <li>• Organise writing into paragraphs.</li> <li>• Use a variety of devices to link paragraphs (Y4).</li> <li>• Correctly use determiners a and an.</li> <li>• Develop expanded noun phrases for specification and description. (Y4 add prepositional phrases or modify the adjective)</li> <li>• Use fronted adverbials for time, place, condition and manner (Y4 punctuate with a comma)</li> <li>• Write a range of complex sentences.</li> <li>• Use apostrophes for omission and possession.</li> </ul>



Fox	Diary (In Role)	<p><b>Building on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)</li> <li>• Organise events into paragraphs independently</li> <li>• Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> <li>• Consistent application of past tense.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Closing paragraph giving overall comment about the events.</li> <li>• Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>• Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>• Write complex sentences for time, cause and reason.</li> <li>• Use who and that as relative pronoun.</li> <li>• Noun phrases expanded for description using with phrases.</li> <li>• Noun phrases expanded for specification using in or on phrases.</li> <li>• Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition.</li> <li>• Use prefixes -super, -auto &amp; -anti.</li> </ul>
	Narrative (story told from and alternative character's perspective)	<p><b>Building on previous unit:</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate language, some taken from reading.</li> <li>• Use vocabulary from Y3/4 statutory word list.</li> <li>• Plan and write complete stories by identifying stages in the telling: introduction - build-up - climax or conflict - resolution;</li> <li>• Use paragraphs to organise and sequence the narrative.</li> <li>• Use different ways to introduce or connect paragraphs e.g. <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>;</li> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Write complex sentence for time, manner and condition.</li> <li>• Use relative clauses using that, who and which.</li> <li>• Use inverted commas for speech.</li> <li>• Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner &amp; mark these with a comma).</li> <li>• Expand noun phrases for specification and degree.</li> <li>• Modify adjectives.</li> </ul>

		<ul style="list-style-type: none"> <li>• Correctly use a range of pronouns.</li> </ul>
The Promise	Diary entry.	<p>Building on previous unit:</p> <ul style="list-style-type: none"> <li>• Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)</li> <li>• Organise events into paragraphs independently</li> <li>• Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> <li>• Consistent application of past tense.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Closing paragraph giving overall comment about the events.</li> <li>• Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>• Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>• Write complex sentences for time, cause and reason.</li> <li>• Use who and that as relative pronoun.</li> <li>• Noun phrases expanded for description using with phrases.</li> <li>• Noun phrases expanded for specification using in or on phrases.</li> <li>• Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition.</li> <li>• Use prefixes -super, -auto &amp; -anti.</li> </ul>
	News Report	<ul style="list-style-type: none"> <li>• Choose appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>• Write an effective headline</li> <li>• Organise events into paragraphs independently</li> <li>• Consistent, accurate use of Standard English verb inflections not local spoken forms.</li> <li>• Consistent application of past tense.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch</li> <li>• Use a range of sentence types (statements &amp; questions) and punctuate correctly.</li> <li>• Write complex sentences for time, cause and reason.</li> <li>• Use who and that as relative pronoun.</li> <li>• Noun phrases expanded for description using with phrases.</li> <li>• Noun phrases expanded for specification using in or on phrases.</li> <li>• Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition.</li> <li>• Correctly use the determiners a and an.</li> <li>• Use speech marks to show quotes.</li> </ul>

	Non-Chronological report.	<ul style="list-style-type: none"> <li>• Choose subject appropriate vocabulary (use words from Y3/4 statutory word list)</li> <li>• Include appropriate technical vocabulary.</li> <li>• Use appropriate layout features including headings and sub-headings.</li> <li>• Written in present tense (Unless historical content)</li> <li>• Independently group information into appropriate paragraphs.</li> <li>• Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>• Use of complex sentences.</li> <li>• Range of conjunctions and connectives.</li> <li>• Use of connecting adverbs e.g. however, therefore</li> <li>• Use of relative pronouns that and which.</li> <li>• Adjectives modified by degree.</li> <li>• Noun phrases expanded for description.</li> <li>• Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under.</li> <li>• Use of superlative and comparative adjectives.</li> <li>• Use quantifying determiners: most, all, usually, some</li> </ul>
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## YEAR 5 & 6

In each unit children should be taught to:

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choosing the writing implement that is best suited to the task.
- Children should be clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or final handwritten version.
- To use an unjoined style e.g. filling in forms, labelling a diagram, writing an email address
- To use capital letters where appropriate e.g. filling in a form.

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (WAGOLLS, text interrogation etc.)
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and enhance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the 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.
- Proofreading for spelling and punctuation errors.

Year 6 specific objectives below are in blue.

The Lost Happy Endings	Descriptive & figurative writing	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Use language structures taken from stories.</li> <li>• Create similes and metaphors to enhance description.</li> <li>• Use personification effectively.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>• Modify adverbs by degree.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use synonyms and antonyms</li> <li>• Use a wider range of cohesive devices to link paragraphs.</li> </ul>
	Characterisation	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> </ul>

		<ul style="list-style-type: none"> <li>• Plan and write complete stories.</li> <li>• Use different ways to open a story.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>• Modify adverbs by degree.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use synonyms and antonyms</li> <li>• Use a wider range of cohesive devices to link paragraphs</li> </ul>
	Narrative	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Plan and write complete stories.</li> <li>• Use different ways to open a story.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>• Modify adverbs by degree.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use synonyms and antonyms</li> <li>• Use passive voice</li> <li>• Use a wider range of cohesive devices to link paragraphs.</li> </ul>
Stormbreaker	Persuasive writing	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently organise information into paragraphs.</li> <li>• Opening paragraph to set out the reason for text.</li> <li>• Use appropriate layout features.</li> <li>• Concluding statement directed at the reader.</li> <li>• Use a range of connecting adverbs/adverbial phrases for addition and emphasis</li> </ul>

		<ul style="list-style-type: none"> <li>• Variety of sentence structures in opening and closing paragraphs including statements, questions and exclamations.</li> <li>• Write complex sentences with a range of conjunctions.</li> <li>• Write complex sentences with the subordinating clause in different positions within the sentence including at the beginning.</li> <li>• Use verb prefixes: dis-, de-, mis-, over-, and re-.</li> <li>• Use modal verbs appropriately.</li> <li>• Use hyphens to avoid ambiguity</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use subjunctive form.</li> <li>• Quantifying determiners.</li> </ul>
	Reports	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently group information appropriately in paragraphs.</li> <li>• Use appropriate layout features e.g. headings and sub headings.</li> <li>• Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>• Use full range of sentence structures including complex sentences.</li> <li>• Use relative pronouns</li> <li>• Greater range of verbs using prefixes dis- de- mis- over- and re-</li> <li>• Use of modal verbs to show advice or recommendation</li> <li>• Modify adverbs by degree</li> <li>• Passive voice to affect the presentation of information in a sentence.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> </ul>
	Explanation	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Use technical vocabulary.</li> <li>• Title in the form of a question</li> <li>• Cause and effect connectives.</li> </ul>

		<ul style="list-style-type: none"> <li>• Formal language and tone sustained throughout the text.</li> <li>• Written in third person.</li> <li>• Past tense sustained throughout.</li> <li>• Organise paragraphs around a theme.</li> <li>• Use appropriate layout features e.g. headings, sub-headings.</li> <li>• Use commas to clarify meaning and avoid ambiguity.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs</li> <li>• Use a range of sentence structures.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> </ul>
Stay Where You Are And Leave.	Recounts - various character's point of view.	<p>Building on previous unit</p> <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Organise paragraphs around a theme.</li> <li>• Use appropriate layout features e.g. headings, sub-headings.</li> <li>• Opening paragraph including who, what, when, where information.</li> <li>• Use a range of past tense forms. (irregular past simple; past progressive; past perfect)</li> <li>• Concluding paragraph linking back to the opening paragraph - usually gives overall comment about the event.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Write a range of sentences including complex sentences for time, cause and condition.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use commas to clarify meaning and avoid ambiguity.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs</li> <li>• Use Modal verbs</li> <li>• Use verb prefixes dis-, de-, mis-, over- and re-.</li> <li>• Use of the subjunctive form</li> <li>• Passive voice to affect the presentation of information in a sentence.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> </ul>
	Report	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently group information appropriately in paragraphs.</li> <li>• Use appropriate layout features e.g. headings and sub headings.</li> <li>• Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>• Use full range of sentence structures including complex sentences.</li> <li>• Use relative pronouns</li> <li>• Greater range of verbs using prefixes dis- de- mis- over- and re-</li> <li>• Use of modal verbs to show advice or recommendation</li> <li>• Modify adverbs by degree</li> </ul>
The Last Wild	Persuasive writing	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently organise information into paragraphs.</li> <li>• Opening paragraph to set out the reason for text.</li> <li>• Use appropriate layout features.</li> <li>• Concluding statement directed at the reader.</li> <li>• Use a range of connecting adverbs/adverbial phrases for addition and emphasis</li> <li>• Variety of sentence structures in opening and closing paragraphs including statements, questions and exclamations.</li> <li>• Write complex sentences with a range of conjunctions.</li> <li>• Write complex sentences with the subordinating clause in different positions within the sentence including at the beginning.</li> <li>• Use verb prefixes: dis-, de-, mis-, over-, and re-.</li> <li>• Use modal verbs appropriately.</li> <li>• Use hyphens to avoid ambiguity</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use subjunctive form.</li> </ul>
	Non- chronological report	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> </ul>



		<ul style="list-style-type: none"> <li>Independently group information appropriately in paragraphs.</li> <li>Use appropriate layout features e.g. headings and sub headings.</li> <li>Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>Use full range of sentence structures including complex sentences.</li> <li>Use relative pronouns</li> <li>Greater range of verbs using prefixes dis- de- mis- over- and re-</li> <li>Use of modal verbs to show advice or recommendation</li> <li>Modify adverbs by degree</li> </ul>
	Diary entries	<ul style="list-style-type: none"> <li>Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>Organise paragraphs around a theme.</li> <li>Use appropriate layout features e.g. headings, sub-headings.</li> <li>Opening paragraph including who, what, when, where information.</li> <li>Use a range of past tense forms. (irregular past simple; past progressive; past perfect)</li> <li>Use devices to build cohesion within a paragraph.</li> <li>Write a range of sentences including complex sentences for time, cause and condition.</li> <li>Link paragraphs using adverbials.</li> <li>Use commas to clarify meaning and avoid ambiguity.</li> <li>Use brackets, commas or dashes to indicate parenthesis.</li> <li>Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs</li> <li>Use Modal verbs</li> <li>Use verb prefixes dis-, de-, mis-, over- and re-.</li> <li>Use of the subjunctive form</li> <li>Passive voice to affect the presentation of information in a sentence.</li> <li>Use expanded noun phrases to convey complicated information concisely.</li> <li>Use hyphens to avoid ambiguity.</li> <li>Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> </ul>

Rooftoppers	Formal/ Informal letters	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Organise paragraphs around a theme.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Write a range of sentences including complex sentences for time, cause and condition.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use commas to clarify meaning and avoid ambiguity.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs</li> <li>• Use Modal verbs</li> <li>• Use verb prefixes dis-, de-, mis-, over- and re-.</li> <li>• Use of the subjunctive form</li> <li>• Passive voice to affect the presentation of information in a sentence.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use colon, semi-colon and dash to mark the boundaries between independent clauses.</li> </ul>
	Newspaper reports	<p>Building on previous unit:</p> <ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Independently group information appropriately in paragraphs.</li> <li>• Use appropriate layout features e.g. headings and sub headings.</li> <li>• Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.</li> <li>• Use full range of sentence structures including complex sentences.</li> <li>• Use relative pronouns</li> <li>• Greater range of verbs using prefixes dis- de- mis- over- and re-</li> <li>• Use of modal verbs to show advice or recommendation</li> <li>• Modify adverbs by degree</li> </ul>
Skelig	Information text - owls	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> </ul>

		<ul style="list-style-type: none"> <li>• Independently group information appropriately in paragraphs.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Use appropriate layout features e.g. headings and sub headings.</li> <li>• Use full range of sentence structures including complex sentences.</li> <li>• Use relative clauses beginning with that, who, which, when or whose.</li> <li>• Use relative pronouns</li> <li>• Greater range of verbs using prefixes dis- de- mis- over- and re-</li> <li>• Use of modal verbs.</li> <li>• Modify adverbs by degree</li> <li>• <a href="#">Passive voice to affect the presentation of information in a sentence.</a></li> <li>• <a href="#">Use expanded noun phrases to convey complicated information concisely.</a></li> <li>• <a href="#">Use hyphens to avoid ambiguity.</a></li> <li>• <a href="#">Use colon, semi-colon and dash to mark the boundaries between independent clauses.</a></li> <li>• <a href="#">Link ideas across paragraphs using a range of cohesive devices e.g. repetition of a word or phrase, use of adverbials.</a></li> </ul>
	Story retold from another character's perspective.	<ul style="list-style-type: none"> <li>• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)</li> <li>• Plan and write complete stories.</li> <li>• Use different ways to open a story.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Link paragraphs using adverbials.</li> <li>• Use a variety of sentence structures including complex sentences (see narrative progression for examples)</li> <li>• Use modal verbs appropriately</li> <li>• Modify adverbs by degree.</li> <li>• Use brackets, commas or dashes to indicate parenthesis.</li> <li>• <a href="#">Use synonyms and antonyms</a></li> <li>• <a href="#">Use passive voice</a></li> <li>• <a href="#">Use a wider range of cohesive devices to link paragraphs.</a></li> <li>• <a href="#">Manage shifts in formality.</a></li> <li>• <a href="#">Use subjunctive form</a></li> </ul>

		<ul style="list-style-type: none"><li>• Use a colon, semi- colon or dash to mark the boundaries between independent clauses.</li></ul>
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