|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Concept** |  | The man who walked between towers | Robot girl | The tempest | Hidden figures | The lost thing | Freedom bird | The lost happy endings | Beowulf | Otto | Anne Frank | Firebird | Curiosity |
| **To write for a purpose** | To write purposefully |  | x |  |  | x | x | X |  |  |  |  |  |
| To note, develop and research ideas | X |  |  |  |  |  |  |  |  |  |  |  |
| To plan, draft, write, edit and improve | x | x | x | x | x | x | x | x | x | x | x | x |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **To organise my writing** | To choose the correct structure and features for my purpose and text type | x |  |  |  |  |  |  |  |  |  |  | X |
| To guide the reader using a range of organisational devices I have learnt |  |  |  | X |  |  |  |  |  |  |  |  |
| To write cohesively at length linking my paragraphs using adverbs and adverbial phrases |  |  |  | x |  | x |  |  |  |  | x | X |
| To be consistent with tense, using regular and irregular verb forms |  |  | x |  |  |  | x |  |  |  | X |  |
| To use the appropriate perspective |  |  |  | x | x |  |  |  |  | X |  |  |
| **To vary sentence structure** | To vary the way sentences begin (DADWAVERS) |  |  |  |  | X | x |  |  |  |  |  |  |
| To use relative clauses and a range of relative pronouns |  |  | x |  | x |  |  |  |  |  |  | X |
| To use parenthesis |  |  | X |  |  |  |  |  | x |  |  |  |
| To use the passive voice |  |  |  |  |  |  |  |  |  |  |  | X |
| **To write for effect** | To use a range of sentence forms |  |  | x | x | x |  |  |  |  |  |  |  |
| To describe characters, settings and plots in a variety of ways inspired by my reading to create atmosphere |  |  |  |  |  |  |  | x | X |  |  |  |
| To use figurative language to build descriptions |  |  |  |  |  | x |  | X |  |  |  |  |
| To use emotive language |  |  |  |  |  |  |  | x |  | X |  |  |
| To use expanded noun phrases |  |  | x | x | x |  |  |  |  | x | X |  |
| To use adverbs and adverbial phrases |  |  |  |  |  |  |  | x | x |  |  | X |
| To interweave description and dialogue |  |  |  |  |  | x |  | X |  |  |  |  |
| To select and use sophisticated conjunctions for the right purpose | X |  |  |  |  |  |  |  |  |  |  |  |
| To use quotations and reported speech | x | X |  |  |  |  |  |  |  |  |  |  |
| To make sophisticated word choices |  | x |  |  |  |  |  |  |  |  |  | x |
| To use a wide range of appropriate synonyms and antonyms |  | x |  |  | x |  |  |  | x |  | X |  |
| To use ‘show not tell’ |  |  |  |  |  |  |  |  |  | X |  |  |
| **To use word classes accurately** | To modify and convert between word classes |  |  |  |  |  |  |  |  |  |  | x | X |
| To identify and use nouns (including collective and abstract) |  |  |  |  |  |  | X |  |  |  |  |  |
| To identify and use verbs including imperatives, modals and conditionals | x | x |  | x |  | x |  |  |  |  |  |  |
| To use modal verbs to indicate degrees of possibility |  |  | x |  | x |  |  |  | x | x |  | X |
| To use the subjunctive form | x | x |  | x | x |  |  | x |  |  | X |  |
| To use the perfect form |  |  |  |  |  |  |  |  |  |  | x |  |
| **To punctuate accurately** | To use brackets |  |  |  |  |  |  |  |  |  | X |  |  |
| To use dashes |  |  |  |  |  |  |  |  | x |  |  | X |
| To use colons |  |  |  |  |  |  |  |  |  |  |  |  |
| To use semi-colons |  |  |  |  |  |  |  |  |  |  |  |  |
| To use commas to clarify meaning or avoid ambiguity |  |  |  |  |  |  |  |  |  |  |  | x |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **To present neatly**  **These objectives will be covered throughout the year)** | To write legibly, fluently and with increasing speed |  |  |  |  |  |  |  |  |  |  |  |  |
| To know which standard of handwriting is best suited for tasks |  |  |  |  |  |  |  |  |  |  |  |  |