|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Concept** |  | Leon and the place between | The heart and the bottle | The BFG | The tear thief | The tin forest | The pied piper of Hamelin | Escape from Pompeii | Cloud tea monkeys | Cinderella of the Nile | The Mysteries of Harris Burdick | Flotsam | Jim, A cautionary tale | The day I swapped my dad for two goldfish | The legend of Sally Jones |
| **To write for a purpose** | To write purposefully |  |  | x |  |  |  |  |  |  |  |  |  | x | X |
| To plan, write, edit and improve | x | x |  | x |  | x | x |  |  |  |  | X | x |  |
| To use techniques used by authors to create characters and settings |  |  |  |  |  |  |  |  | x | X |  | x |  |  |
| **To organise my writing** | To use the correct structure for my purpose and text type |  |  | x |  |  | x |  | X |  |  |  |  |  |  |
| To use organisational devices such as headings and subheadings |  |  |  |  |  |  |  |  |  |  | x |  |  | X |
| To use paragraphs and begin to organise them around a theme |  |  |  |  |  | X |  |  |  |  |  |  |  |  |
| To use present and past tense correctly and consistently including progressive and perfect forms |  | x |  | x | x |  |  | x | x | X |  |  |  | X |
| To use the appropriate perspective |  |  | x |  |  | X |  |  | x |  |  | x |  | x |
| To use rhyme accurately |  |  |  |  |  |  |  |  |  |  |  | X |  |  |
| **To vary sentence structure** | To vary the way sentences begin (DADWAVERS) |  | x |  |  |  |  |  |  |  | X |  |  |  |  |
| To use a mixture of simple, compound and complex sentences |  | x |  |  |  | X |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **To write for effect** | To use statements, questions, exclamations and commands effectively | x |  |  | x | x | x |  | x | X |  |  |  |  |  |
| To describe characters, settings and plots to engage the reader |  | x |  |  | x |  | x |  |  | X |  |  |  |  |
| To identify and use figurative language e.g. alliteration, similes, metaphors, personification |  |  | X | x |  |  |  |  |  |  |  |  |  |  |
| To use expanded noun phrases |  |  | x |  | x |  | X |  |  |  |  |  |  | x |
| To use adverbial phrases | x |  |  |  |  |  |  |  |  | x |  |  |  | X |
| To use conjunctions that signal time, shift attention, inject suspense and shift the setting |  |  |  |  |  |  |  | x | X |  |  |  |  |  |
| To use conjunctions to express cause and effect | x |  |  | x |  |  |  |  | x |  |  | x | x | X |
| To begin to use direct speech |  |  |  |  |  |  | x |  |  | x |  |  |  | X |
| To make relevant word choices | x |  |  |  | x |  | x |  |  | x | x |  |  | X |
| To experiment with synonyms and antonyms |  | x | X |  |  |  |  |  |  |  |  |  |  |  |
| **To use word classes accurately** | To identify word classes | x |  | X |  |  |  |  |  |  |  |  |  |  |  |
| To modify word classes |  | x |  | X |  |  |  |  |  |  |  |  |  |  |
| To use the forms of a or an according to whether the next word begins with a consonant or a vowel |  |  |  |  |  |  |  | X |  |  |  |  |  |  |
| To identify and use verbs including imperatives and modals |  |  |  |  | x | x | X |  |  |  |  |  |  |  |
| To create compound words |  |  | x |  |  |  |  |  |  |  |  |  |  |  |
| **To punctuate accurately** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To begin to use commas after fronted adverbials |  |  | x |  |  |  |  |  |  |  | X |  |  |  |
| To use apostrophes for possession |  |  |  |  |  |  | X |  |  |  |  |  | x |  |
| To use apostrophes for contractions |  |  |  |  |  |  | x |  |  |  |  |  | X |  |
| To punctuate direct speech | x |  |  |  |  |  | x |  |  |  |  |  | x | X |
| **To present neatly**  **(These objectives will be covered throughout the year)** | To use horizontal and diagonal strokes needed to join letters and understand which are best left unjoined |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To increase the legibility, consistency and quality of my writing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |