|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Concept** |  | The iron man | Varmints | Farther | Until I met Dudley | Winter’s child | Cinnamon | The lion and the unicorn | The matchbox diary | Johnathan Swift’s gulliver | The story of Tutankhamun | The lion, the witch and the wardrobe | Jabberwocky |
| **To write for a purpose** | To write purposefully |  | x |  |  |  | x |  |  |  |  | X |  |
| To plan, write, edit and improve | x | x | x | x | x | 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 | X |  |
| To use paragraphs and begin to organise them around a theme |  |  |  |  |  |  | X |  |  | x |  |  |
| To use present and past tense correctly and consistently including progressive and perfect forms |  |  | x |  |  |  |  |  |  | X |  |  |
| To use the appropriate perspective | x | x | x |  |  | x | x |  | X |  |  |  |
| To use rhyme for effect |  |  |  |  |  | x |  |  |  |  | x |  |
| **To vary sentence structure** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use a mixture of simple, compound and complex sentences | X |  |  |  |  |  |  |  |  |  |  |  |
| To use relative clauses accurately |  |  |  | x |  |  |  |  |  |  | X |  |
| To vary sentence order for effect |  |  |  |  |  | X |  |  |  |  |  |  |
| **To write for effect** | To use statements, questions, exclamations and commands effectively |  |  |  |  |  | x |  |  | X |  |  |  |
| To describe characters, settings and plots to engage the reader | x |  |  |  |  |  | x |  | x | x |  | X |
| To identify and use figurative language e.g. alliteration, similes, metaphors, personification |  | X |  |  |  | x |  |  |  |  | x |  |
| To use noun phrases with modifying adjectives and prepositional phrases |  | x | x |  | x | x | x |  |  | X |  |  |
| To use adverbial phrases with correct punctuation |  | x |  |  |  |  |  | x |  | X |  |  |
| To use sophisticated conjunctions |  | x | x | x |  | x |  |  | x |  | X |  |
| To use direct speech | X |  |  |  |  |  |  |  |  |  |  |  |
| To use reported speech |  |  |  |  |  |  | X |  |  |  |  |  |
| To make relevant word choices |  |  |  | X |  |  |  |  |  |  |  |  |
| To use appropriate synonyms and antonyms |  |  |  |  |  |  | X |  |  |  |  |  |
| **To use word classes accurately** | To modify word classes |  |  |  |  |  |  |  |  |  | x |  | X |
| To identify and use nouns (including irregular plurals) |  |  |  |  |  |  | x |  | X |  |  |  |
| To identify and use verbs including imperatives, modals and conditionals | x |  |  |  |  |  |  |  | X |  |  |  |
| To use standard English forms for verbs |  |  |  |  |  |  | X |  |  |  |  |  |
| To use prepositions to mark place or time |  |  |  |  | x |  | x | X |  |  |  |  |
| **To punctuate accurately** | To use the punctuation I learnt in Key Stage 1 |  |  |  |  |  |  |  |  |  |  |  |  |
| To consistently use commas after fronted adverbials |  |  |  |  |  |  |  |  | X |  |  |  |
| To use commas to separate clauses |  |  |  |  |  |  |  | X |  |  |  |  |
| To use apostrophes for singular and plural possession |  |  |  |  |  |  | X |  |  |  |  |  |
| To punctuate direct speech accurately |  |  |  |  | x | x |  | x |  |  | x |  |
| **To present neatly**  **(These objectives to 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 |  |  |  |  |  |  |  |  |  |  |  |  |