|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Concept** |  | The unforgotten coat | Rain player | The promise | The hidden forest | The templeton twins | The invention of Hugo Cabret | The three little pigs project | The last wild | Grimm tales for young and old | Romeo and Juliet | Night Mail | A beautiful lie | Some places more than others |
| **To write for a purpose** | To write purposefully |  |  |  |  | x | X |  |  |  |  |  |  |  |
| To identify the audience for my writing |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To note, develop and research ideas |  | x |  |  |  |  |  |  |  |  |  |  |  |
| To plan, draft, write, edit and improve | x | x | x | x | x | X | x | X |  |  | X | X |  |
| To write using authorial devices |  |  |  | x |  | X | x |  |  |  |  |  |  |
| **To organise my writing** | To choose the correct structure and features for my purpose and text type |  | x |  |  | x |  | x |  |  |  |  |  |  |
| To guide the reader using a range of organisational and presentational devices |  |  |  | x |  |  |  |  |  |  |  |  |  |
| To choose effective grammar and punctuation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To write cohesively at length |  | x |  | x |  |  |  |  |  |  |  |  |  |
| To ensure consistency with tense, using regular and irregular verb forms |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To vary narrative structures |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use the appropriate perspective |  |  |  |  |  |  | x | X |  |  |  |  |  |
| **To vary sentence structure** | To vary the way sentences begin (DADWAVERS) |  |  |  |  | x |  |  |  |  |  |  |  |  |
| To use a mixture of simple, compound and complex sentences |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use relative clauses and a range of relative pronouns |  |  |  |  |  | X |  | X |  |  |  |  |  |
| To use parenthesis |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use a passive voice purposefully | x | x |  |  |  | X | x | X |  |  |  |  |  |
| **To write for effect** | To use a range of sentence forms |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To describe characters, settings and plots in a variety of ways inspired by my reading to create atmosphere |  |  |  |  |  | X |  | X |  |  |  |  |  |
| To introduce characters in a variety of ways |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use figurative language to build descriptions |  |  | x |  |  |  |  |  |  |  |  |  |  |
| To use emotive language | x |  |  |  |  |  |  |  |  |  |  |  |  |
| To use modifiers |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use repetition for effect |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use expanded noun phrases and a range of modifiers |  |  |  |  |  |  |  | X |  |  |  |  |  |
| To use adverbs and adverbial phrases |  |  |  |  |  | X |  |  |  |  |  |  |  |
| To use dialogue to move the action forward and create tension | x | x |  |  |  |  |  |  |  |  |  |  |  |
| To select and use a wide range of sophisticated conjunctions for the form, audience and purpose |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To embed and use quotations and reported speech |  |  |  |  |  |  | x |  |  |  |  |  |  |
| To make sophisticated word choices |  |  |  |  |  |  |  |  |  |  |  | X |  |
| To use appropriate synonyms and antonyms to avoid repetition | X |  | x |  | x |  |  |  |  |  |  |  |  |
| To use ‘show not tell’ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **To use word classes accurately** | To modify and convert between word classes |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To identify prefixes and suffixes and their meanings |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To identify and use nouns (including collective and abstract) | x |  |  |  |  |  |  |  |  |  |  |  |  |
| To identify and use verbs including imperatives, modals and conditionals |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use modal verbs to indicate degrees of possibility |  |  | x | x |  | X |  | X |  |  |  |  |  |
| To use the subjunctive form |  | x |  |  |  | X |  | X |  |  |  |  |  |
| To use the perfect form | x | x |  |  |  |  |  |  |  |  |  |  |  |
| To choose appropriate and adventurous adjectives for impact |  | x |  |  | x |  |  |  |  |  |  |  |  |
| To identify and use adverbials to add detail, crate cohesion and mark the passing of time |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use modifying prepositions |  |  | x |  |  |  |  |  |  |  |  |  |  |
| **To punctuate accurately** | To use the punctuation I learnt in the past |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use brackets effectively |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use dashes effectively |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use colons and semi-colons effectively |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use commas to clarify meaning or avoid ambiguity |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To use hyphens to avoid ambiguity |  |  |  |  |  |  |  | X |  |  |  |  |  |
| **To present neatly** | To write legibly, fluently and with increasing speed |  |  |  |  |  |  |  |  |  |  |  |  |  |
| To know which standard of handwriting is best suited for tasks |  |  |  |  |  |  |  |  |  |  |  |  |  |