

## Whole school English unit overview

Year group	Autumn term		Spring term		Summer term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin	I'm going to eat this ant by Chris-Naylor Ballesteros	Let's all Creep through Crocodile Creek by Jonny Lambert	The Pirates are Coming! by John Condon  The Journey Home by Emma Levey	Silly Doggy by Adam Stower	Supertato by Sue Hendra
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett  Katie in London by James Mayhew	Lion Inside by Rachel Bright  Grandpa's Gift by Fiona Lumbers	The curious case of the missing mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the one bear by Leigh Hodgkinson
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith	Stone Age Boy by Satoshi Kitamura	Big blue whale by Nicola Davies	Journey by Aaron Becker  Amazing Rivers by Julia Vosburgh Agnone	Zeraffa Giraffa by Dianne Hofmeyr
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne	Leon and the place between by Graham Baker-Smith  Greek Myths by Jean Menzies	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss & Kerry Hyndman  Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker	Blue John by Berlie Doherty
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg	The Lost Happy Endings by Carol Ann Duffy  Beowulf by Michael Morpurgo	Arthur and the Golden Rope by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Paperbag Prince by Colin Thompson	Radiant Child by Javaka Steptoe
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope by Jo Hoestlandt	Can we save the tiger? by Martin Jenkins  The Place for Me: Stories about the Windrush Generation by Black Cultural Archives	Selfish Giant by Oscar Wilde and Ritva Voutila  Shackleton's Journey by William Grill	The Island by Jason Chin & Jemmy Button by Alix Barzelay	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll  Poetry for Kids William Shakespeare by Marguerite Tassi

EYFS Texts and Outcomes: see separate document for EYFS outcomes

Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<p><b>Lost and Found by Oliver Jeffers</b>  <b>Outcome</b>                      Fiction: write an adventure story  <b>Greater Depth</b>                      Change the setting and characters of the story</p>	<p><b>Nibbles: The Book Monster by Emma Yarlett</b>  <b>Outcome</b>                      Recount: write a diary entry based on Nibbles' adventures  <b>Greater Depth</b>                      To add a new adventure based on a previously read text</p>	<p><b>The Lion Inside by Rachel Bright</b>  <b>Outcome</b>                      Fiction: write a journey story  <b>Greater Depth</b>                      Change both animals in the story</p>	<p><b>The Curious Case of the Missing Mammoth by Ellie Hattie</b>  <b>Outcome</b>                      Fiction: write an adventure story with a change of character  <b>Greater Depth</b>                      Change the setting of the story</p>	<p><b>Toys in Space by Mini Grey</b>  <b>Outcome</b>                      Fiction: write a fantasy story changing the characters  <b>Greater Depth</b>                      Change the settings of the story  <b>Extension: Instructions</b></p>	<p><b>Goldilocks and Just the One Bear by Leigh Hodgkinson</b>  <b>Outcome</b>                      Fiction: write a traditional story with a new character  <b>Greater Depth</b>                      Change the character/ setting  <b>Extension: Non-chron. report</b></p>
		<p><b>Katie in London by James Mayhew</b>  <b>Outcome</b>                      Non-fiction: write a non-chronological report  <b>Greater Depth</b>                      Include a fun fact</p>	<p><b>Grandpa's Gift by Fiona Lumbers</b>  <b>Outcome</b>                      Fiction: write a story about a character  <b>Greater Depth</b>                      Change both characters and the setting</p>			

Year 1 Mastery Keys

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Use plural noun suffixes -s and -es	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	<b>Word</b>
	<p><b>Word</b>                      Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills:                      Spell words containing each of the 40+ phonemes already taught and spell common exception words</p>					

<b>Sentence</b> Combine words to make sentences	<b>Sentence</b> Join words using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i> Use simple description
<b>Text</b>	<b>Text</b> Sequence sentences (link ideas or events by pronoun)	<b>Text</b>	<b>Text</b>	<b>Text</b>	<b>Text</b> Sequence sentences to form short narratives (link ideas or events by pronouns)
<b>Punctuation</b> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

### Year 2 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Troll Swap by Leigh Hodgkinson</b> <b>Outcome</b> Fiction: write a story with focus on characters <b>Greater Depth</b> Story about two invented contrasting characters who swap places	<b>The Owl Who Was Afraid of the Dark by Jill Tomlinson (picture book)</b> <b>Outcome</b> Non-chronological report: write a fact sheet about owls <b>Greater Depth</b> Alter the layout to include own subheadings and extra features	<b>Dragon Machine by Helen Ward</b> <b>Outcome</b> Fiction: write an adventure story with change of character and machine <b>Greater Depth</b> Story written in first person	<b>Major Glad, Major Dizzy by Jan Oke</b> <b>Outcome</b> Recount: write a diary entry of historical events from Major Glad's point of view <b>Greater Depth</b> Diary entry to include the feelings of Major Dizzy	<b>The Last Wolf by Mini Grey</b> <b>Outcome</b> Letter: write a letter in role as the character persuading to save the trees <b>Greater Depth</b> Real life letter to specific audience e.g. local MP	<b>Grandad's Secret Giant by David Litchfield</b> <b>Outcome</b> Fiction: write a story with a moral focus <b>Greater Depth</b> Story from the point of view of the giant

### Year 2 Mastery Keys

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Add -ly to turn adjectives into adverbs	<b>Word</b>	<b>Word</b>	<b>Word</b> Add -er and -est to adjectives	<b>Word</b> Add suffixes to spell longer words (e.g -ment,- ful)

					Use homophones and near homophones	
<b>Word</b> Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.						
<b>Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Sentence</b> Use co-ordination (but, or)	<b>Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because, introduce when</i> )	<b>Sentence</b> Use subordination (apply <i>because, when; introduce that</i> )	<b>Sentence</b> Use subordination ( <i>if, that</i> )	<b>Sentence</b> Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify	
<b>Text</b>	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently (some progressive)	<b>Text</b> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form	
<b>Punctuation</b> Use punctuation correctly - full stops, capital letters	<b>Punctuation</b> Use commas to separate items in a list	<b>Punctuation</b> Use punctuation correctly - exclamation marks, question marks	<b>Punctuation</b> Use punctuation correctly – introduce apostrophe for the possessive (singular)	<b>Punctuation</b> Use punctuation correctly – apostrophes for contracted forms	<b>Punctuation</b>	

### Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>Seal Surfer by Michael Foreman</b> <b>Outcome</b> Recount: write a letter in role recounting events of the story <b>Greater Depth</b> Write a letter from Grandad in response to one of his grandson's letters	<b>Winter's Child by Angela McAllister</b> <b>Outcome</b> Fiction: write a fantasy story based on a fable <b>Greater Depth</b> Narrative from a different point of view	<b>Stone Age Boy by Satoshi Kitamura</b> <b>Outcome</b> Fiction: write a historical narrative set in the Stone Age <b>Greater Depth</b> Write from the point of view of a person from the Stone Age	<b>Big Blue Whale by Nicola Davies</b> <b>Outcome</b> Persuasion: write an informative article persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about other endangered sea creatures	<b>Journey by Aaron Becker</b> <b>Outcome</b> Fiction: write an adventure story based on <i>Journey</i> using the language of Berlie Doherty <b>Greater Depth</b> Include a new setting route to lead from one place into another	<b>Zeraffa Giraffa by Dianne Hofmeyr</b> <b>Outcome</b> Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris <b>Greater Depth</b> Include a section of a researched Paris landmark

					<b>Amazing Rivers by Julia Vosburgh Agnone</b> <b>Outcome</b> Persuasion: write an information board to persuade people to take care of rivers	
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### Year 3 Mastery Keys

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<b>Word</b> 	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b> Form nouns with a range of prefixes	<b>Word</b> 	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b> 
	<b>Sentence</b> Use prepositions to express time, place and cause.	<b>Sentence</b> Use conjunctions and adverbs to express, time, place and cause	<b>Sentence</b> 	<b>Word</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b> Use prepositions, conjunctions and adverbs to express time, place and cause	<b>Sentence</b> Build an increasing range of sentence structures
	<b>Text</b> Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	<b>Text</b> In narratives, create characters, settings and plot	<b>Text</b> Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	<b>Text</b> Use headings and sub-headings to aid presentation. <i>Assess the effectiveness of own and others' writing</i>	<b>Text</b> Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	<b>Punctuation</b> Introduce inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b> 	<b>Punctuation</b> 	<b>Punctuation</b> 

*\*Objectives in italics are writing composition objectives*

## Year 4 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>Gorilla by Anthony Browne</b> <b>Outcome</b> Fiction: write a fantasy story based on <i>Gorilla</i> <b>Greater Depth</b> Re-tell the story from the animal's viewpoint and include speech	<b>Leon and the Place Between by Graham Baker-Smith</b> <b>Outcome</b> Recount: write a diary from Leon's point of view <b>Greater Depth</b> Write from Abdul Kazam's point of view	<b>Escape from Pompeii by Christina Balit</b> <b>Outcome</b> Fiction: write a historical narrative from character's point of view <b>Greater Depth</b> Write from the point of view of the captain	<b>Amazing Islands by Sabrina Weiss &amp; Kerry Hyndman, Koji's Island by The Literacy Company</b> <b>Outcome</b> Fiction: write an adventure story from point of view of the boy <b>Greater Depth</b> Write from the point of view of the God	<b>Where the Forest Meets the Sea by Jeannie Baker &amp; Jungle Explorer by The Literacy Company</b> <b>Outcome</b> Non-chronological report: write an information board for a rainforest exhibit <b>Greater Depth</b> Include an interactive element	<b>Blue John by Berlie Doherty</b> <b>Outcome</b> Explanation: write a letter in role as a caving expert, including an explanation <b>Greater Depth</b> Include a persuasive section about Treak Cliff Caverns
		<b>Greek Myths by Jean Menzies</b> <b>Outcome</b> Fiction: make a mini-book of their own adventure <b>Greater Depth</b> Write from another character's point of view				

## Year 4 Mastery Keys

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	<b>Word</b> Use Standard English forms for verb inflections	<b>Word</b>	<b>Word</b> Recognise the grammatical difference between plural and possessive 's'	<b>Word</b>
	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions	<b>Sentence</b>	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	<b>Sentence</b>	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions

		including when, if, because, although				including when, if, because, although
<b>Text</b> Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> <i>Build a varied and rich vocabulary</i>	<b>Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	<b>Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> <i>Build a varied and rich vocabulary</i> Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	<b>Text</b> Organise paragraphs around a theme  Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	
<b>Punctuation</b> Use commas after fronted adverbials Recap: Use inverted commas for direct speech	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns	<b>Punctuation</b> Use and punctuate direct speech (using dialogue to show the relationship between characters)	<b>Punctuation</b> Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns.	<b>Punctuation</b>	

### Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Queen of the Falls by Chris Van Allsburg</b> <b>Outcome</b> Recount: write a series of diary entries <b>Greater Depth</b> Series of diary entries including her viewpoint on other characters	<b>The Lost Happy Endings by Carol Ann Duffy</b> <b>Outcome</b> Fiction: write a traditional tale with an alternative ending <b>Greater Depth</b> Tell the traditional tale from the point of view of a woodland creature	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b> <b>Outcome</b> Fiction: write a myth, creating characters and settings <b>Greater Depth</b> Tell the myth from an alternative viewpoint	<b>The Darkest Dark by Chris Hadfield</b> <b>Outcome</b> Recount: write a formal biography of Chris Hadfield <b>Greater Depth</b> Include an extra section in informal first person	<b>The Paperbag Prince by Colin Thompson</b> <b>Outcome</b> Persuasion/ information: write a hybrid leaflet about waste management <b>Greater Depth</b> Write an oral presentation for a TV or online broadcast	<b>Radiant Child by Javaka Steptoe</b> <b>Outcome</b> Non-fiction: write an information text for a gallery <b>Greater Depth</b> Plan own layout and structure for gallery information

		<b>Beowulf by Michael Morpurgo</b> <b>Outcome</b> Fiction: write a further adventure <b>Greater Depth</b> Invent their own monster and include motives and viewpoint				
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### Year 5 Mastery Keys

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>
	<b>Sentence</b>	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions	<b>Sentence</b> Use modal verbs to indicate degrees of possibility	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility
	<b>Text</b> <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	<b>Text</b> <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Link ideas across paragraphs using adverbials	<b>Text</b> Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	<b>Text</b> Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	<b>Punctuation</b> Use commas after fronted adverbials (Y4)	<b>Punctuation</b> Use of inverted commas and other punctuation to punctuate direct speech (Y4)	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b>



Use commas to clarify meaning or avoid ambiguity in writing			Use brackets, dashes or commas to indicate parenthesis		
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## Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Star of Hope, Star of Fear by Jo Hoestlandt</b></p> <p><b>Outcome</b> Fiction: write a flashback story &amp; non-chronological report</p> <p><b>Greater Depth</b> To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i></p>	<p><b>Can We Save the Tiger? by Martin Jenkins</b></p> <p><b>Outcome</b> Information/explanation/persuasion: write a hybrid booklet about an amazing animal &amp; Recount: diary</p> <p><b>Greater Depth</b> Write a Newsround TV style report about the tiger crisis</p>	<p><b>Selfish Giant by Oscar Wilde</b></p> <p><b>Outcome</b> Fiction: retell a classic narrative from a character's point of view &amp; Explanation</p> <p><b>Greater Depth</b> Write the narrative from the viewpoint of the special tree</p>	<p><b>Island by Jason Chin &amp; Jemmy Button by Alix Barzelay</b></p> <p><b>Outcome</b> Recount: write a journalistic report (hybrid text) about Charles Darwin's discoveries &amp; Discussion</p> <p><b>Greater Depth</b> Include extracts from another genre <i>e.g., diary, interview, information</i></p>	<p><b>Manfish by Jennifer Berne</b></p> <p><b>Outcome</b> Recount: write a biography of Jacques Cousteau &amp; Fiction: adventure story</p> <p><b>Greater Depth</b> Include a section entitled 'How Jacques Cousteau inspired me'</p>	<p><b>Sky Chasers by Emma Carroll</b></p> <p><b>Outcome</b> Fiction: write an adventure story from two different viewpoints &amp; Recount: autobiography</p> <p><b>Greater Depth</b> Include a section written from the viewpoint of another person</p>
		<p><b>The Place for Me: Stories about the Windrush Generation by Black Cultural Archives</b></p> <p><b>Outcome</b> Information/recount/explanation: write a hybrid leaflet</p> <p><b>Greater Depth</b> Write extra sections about other periods</p>	<p><b>Shackleton's Journey by William Grill</b></p> <p><b>Outcome</b> Recount: write a journal entry from the expedition</p> <p><b>Greater Depth</b> Write journal entry from another character's point of view</p>			<p><b>Poetry for Kids William Shakespeare by Marguerite Tassi</b></p> <p><b>Outcome</b> Fiction: write a sonnet</p> <p><b>Greater Depth</b> Write a sonnet in role</p>

## Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>
	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely Use passive verbs	<b>Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility (Y5)	<b>Sentence</b> Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	<b>Sentence</b> Use passive verbs	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	<b>Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	<b>Text</b> Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	<b>Text</b> Use a wider range of devices to build cohesion	<b>Text</b> <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>
	<b>Punctuation</b> Punctuate bullet points consistently	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis (Y5)	<b>Punctuation</b> Use semi-colons to mark boundaries between independent clauses	<b>Punctuation</b> Use colons or dashes to mark boundaries between independent clauses	<b>Punctuation</b> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	<b>Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses

*\*Objectives in italics are writing composition objectives*