



Marsh Green Primary School

Writing Overview

Year 1 – Year 6

Year group	Autumn term		Spring term		Summer term	
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Lost and Found by Oliver Jeffers</p> <p>Non-fiction: Penguins (Usborne)</p> <p>Writing outcome: To write an adventure story based on the structure of 'Lost and Found' with a new animal</p> <p>Greater depth writing outcome: To write an adventure story based on the structure of 'Lost and Found' choosing vocabulary to add description to the setting</p>	<p>Nibbles: The Book Monster by Emma Yarlett</p> <p>Writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story</p> <p>Greater depth writing outcome: To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story. To add a new adventure based on a previous text i.e. Lost and Found, Naughty Bus, The Gingerbread Man</p>	<p>The Lion Inside by Rachel Bright</p> <p>Non-fiction: First Encyclopaedia of Animals, Usborne</p> <p>Writing outcome: To write a story about a small animal (mouse) who befriends a large animal in the African savannah</p> <p>Greater depth writing outcome: To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)</p>	<p>Beeju by Alex Deacon</p> <p>Writing outcome: To write their own version of the story with a new lost creature.</p> <p>Greater depth writing outcome: To write their own version of the story written in the first person</p>	<p>Somebody Swallowed Stanley by Sarah Roberts</p> <p>Non-fiction: Peep Inside the Ocean, Usborne</p> <p>Writing outcome: To write information about the sea animals looked at in the texts.</p> <p>Greater depth writing outcome: To write information about the sea animals looked at in the texts including sections on how to protect them</p>	<p>A Midsummer Night's Dream by Lit for Little Hands</p> <p>Writing outcome: To write a character description based on the character that they have designed to include appearance, personality and how they use their magical flower.</p> <p>Greater depth writing outcome: To write a character description based on the character that they have designed - how the spell can be undone?</p>
	<p>Poetry Focus</p> <p>Sea Songs - When I was One The Pirate Song (Traditional) A Sailor Went to Sea (Traditional) Pirate Pete by James Carter</p> <p>Writing outcome: Action, Rhyme and List poem</p>		<p>Poetry Focus</p> <p>If I Had a Beak by the Literacy Company</p> <p>Writing outcome: To add their own lines to the poem</p>		<p>Poetry Focus</p> <p>Poetry Fruit Salad I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: Plum by Tony Mitton Apples by John Siddique If I Were An Apple by Anon</p> <p>Writing outcome: Senses poem</p>	

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Look Up! By Nathan Bryon</p> <p>Non-fiction: Look Inside Space, Usborne</p> <p>Writing outcome: To write a diary entry about a space flight</p> <p>Greater depth writing outcome: To write a diary entry about a space flight, drawing on wider reading about the topic to inform vocabulary choices.</p>	<p>The Great Fire of London by Emma Adams and James Weston Lewis</p> <p>Writing outcome: To write a fact sheet about London and the events of the fire</p> <p>Greater depth writing outcome: To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used</p>	<p>The Dragon Machine by Helen Ward</p> <p>How to Train Your Dragon (2010 film)</p> <p>The Dragonsitter by Josh Lacey</p> <p>Writing outcome: To write a story based upon the model text using own ideas for a change of character and machine</p> <p>Greater depth writing outcome: To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story</p>	<p>Major Glad, Major Dizzy by Jan Oke</p> <p>Naughty Amelia Jane by Enid Blyton</p> <p>Writing outcome: To write a recount of historical events from the text from Major Glad's point of view</p> <p>Greater depth writing outcome: Include in the diary how Major Dizzy felt. What did Major Glad notice about him?</p>	<p>The Last Wolf by Mini Grey</p> <p>Non-fiction: Trees, Usborne</p> <p>Writing outcome: To write a letter in role persuading characters to save the trees</p> <p>Greater depth writing outcome: To write a letter as themselves persuading local people to save the tree</p>	<p>Usborne Young Reading – The Tempest retold by Rosie Dickens</p> <p>Writing outcome: To retell an abridged and adapted version of the story in the role of a narrator</p> <p>Greater depth writing outcome: To include additional elements in the retelling e.g. Prospero's spells and characters' thoughts and feelings.</p>
	<p>Poetry Focus</p> <p>Zebra Question, A Light in the Attic by Shel Silverstein</p> <p>The Oxford Book of Children's Poetry by Michael Harrison and Christopher Stuart-Clark</p> <p>Writing outcome: Write a riddle and a list poem about themselves</p>		<p>Poetry Focus</p> <p>From a Railway Carriage by Robert Louis Stevenson</p> <p>Writing outcome: To write a rhyming 'Bird's – Eye View' poem of their own</p>		<p>Poetry Focus</p> <p>I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year edited by Fiona Waters</p> <p>Writing outcome: Write a descriptive wildlife poem</p>	

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Coming to England by Floella Benjamin</p> <p>Writing outcome: To write letters from Floella to her Grandmother telling her about settling into life in the UK</p> <p>Greater depth writing outcome: To include a letter from Grandmother in response to one of Floella's letters</p>	<p>Winter's Child by Graham Baker-Smith</p> <p>Ice Palace by Robert Swindells</p> <p>Writing outcome: To write a fantasy story based on a fable</p> <p>Greater depth writing outcome: To write from a different point of view</p>	<p>Stone Age Boy by Satoshi Kitamura</p> <p>Writing outcome: Write the story from the point of view of the boy</p> <p>Greater depth writing outcome: Write from the point of view of Om or one of her family members</p>	<p>Big Blue Whale by Nicola Davies</p> <p>This Morning I Met a Whale by Michael Morpurgo</p> <p>Non-fiction: Big Book of Sea Creatures</p> <p>Writing outcome: Write an informative article about whales persuading for the protection of the blue whale</p> <p>Greater depth writing outcome: Include a fact file about other endangered sea creatures</p>	<p>Non-fiction: Amazing Rivers by Julie Vosburgh</p> <p>Writing outcome: Write the text for an information board, designed to give visitors information and persuade them to look after our waterways</p> <p>Greater depth writing outcome: Add a short, additional paragraph to the board e.g. 'Did you know...?' facts, quotes from previous visitors or campaigners</p>	<p>The Merchant of Vencie, A stage Full of Shakespear Stories by Angella McAllister</p> <p>Writing outcome: Plan and write a guide for visiting The Globe Theatre in London</p> <p>Greater depth writing outcome: To write the guide to appeal to teachers who are teaching about Shakespeare in their class</p>
	<p>Poetry Focus</p> <p>The Shell by John Foster Squishy Words by Alistair Reid Sea Shell by Amy Lowell</p> <p>Writing outcome: Senses poem</p>		<p>Poetry Focus</p> <p>The River's Tale by Rudyard Kipling (extract)</p> <p>Writing outcome: Descriptive poem</p>		<p>Poetry Focus</p> <p>Apes to Zebras – various poems The Shape I'm in by James Carter</p> <p>Writing Outcome: Shape poem</p>	

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Gorilla by Anthony Browne</p> <p>Writing outcome: To write a narrative based on the story of 'Gorilla'</p> <p>Greater depth writing outcome: To write the narrative from the animal's viewpoint and include some speech</p>	<p>Non-fiction: Greek Myths by Jean Menzies</p> <p>Writing outcome: To make a mini-book of their own Odyssey adventure</p> <p>Greater depth writing outcome: Tell one of the stories from Odysseus's point of view</p>	<p>Our Tower by Joseph Coelho</p> <p>Writing outcome: To write the adventure as a journal from the point of view of one of the children</p> <p>Greater depth writing outcome: To include the points of view of the other children</p>	<p>Non-fiction: Amazing Islands by Sabrina Weiss</p> <p>Koji's Island by The Literacy Company</p> <p>Writing outcome: To write their own version of 'Koji's Island' in the first person from the point of view of the boy in the story</p> <p>Greater depth writing outcome: To write the story from the scientist's point of view</p>	<p>Where the Forest Meets the Sea by Jeannie Baker</p> <p>Jungle Explorer by The Literacy Company</p> <p>Writing outcome: To make a zoo information board for a rainforest exhibit</p> <p>Greater depth writing outcome: Include an interactive element, such as a voiceover for a short video</p>	<p>Julius Caesar, A Stage Fill of Shakespear Stories by Angella McAllister</p> <p>Writing outcome: To write a playscript for part of the story</p> <p>Greater depth writing outcome: To rewrite part of the story as a playscript including omens and use weather descriptions to reflect the mood</p>
	<p>Poetry Focus</p> <p>Family Album Me and My Brother & other poems online by Michael Rosen Tricks in Quick Let's get Out of Here by Michael Rosen</p> <p>Writing outcome: Free verse, narrative poem</p>		<p>Poetry Focus</p> <p>The Roman Centurion's Song by Rudyard Kipling (edited extract)</p> <p>Writing outcome: Cinquai</p>		<p>Poetry Focus</p> <p>I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year selected by Fiona Waters</p> <p>Writing outcome: To write individual Haiku based on the natural world</p>	

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Non-fiction: Young Gifted and Black by Jamia Wilson</p> <p>Race to the Frozen North by Catherine Johnson</p> <p>Writing outcome: To write a series of diary entries about significant events in Matthew Henson's life</p> <p>Greater depth writing outcome: To write a series of diaries about significant events in Matthew Henson's life including his viewpoint on other characters</p>	<p>The Lost Happy Endings by Carol Ann Duffy and Jane Ray</p> <p>Writing outcome: To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</p> <p>Greater depth writing outcome: To write the traditional tale from a woodland creature's point of view who is also scared by the witch</p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton</p> <p>Writing outcome: To write a myth: to create characters (heroes, villains and monsters) and settings</p> <p>Greater depth writing outcome: To write a myth from a different character's point of view</p>	<p>The Darkest Dark by Chris Hadfield</p> <p>Writing outcome: To write a formal biography about Chris Hadfield</p> <p>Greater depth writing outcome: To write a formal biography about Chris Hadfield including an extra section in informal first person</p>	<p>The Brilliant Deep by Kate Messner</p> <p>Non-fiction: Coral Reefs – Jason Chin</p> <p>Writing outcome: To write an information leaflet to persuade children to consider the effects of climate change on coral reefs</p> <p>Greater depth writing outcome: To write an information booklet with further authorial choices on sections of text and layout</p>	<p>Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust</p> <p>Julius Caesar, A Stage Fill of Shakespeare Stories by Angella McAllister</p> <p>Writing outcome: To write and perform a soliloquy in role as one of Shakespeare's bold and brave characters</p> <p>Greater depth writing outcome: To write in role as one of Shakespeare's bold and brave characters and choose the form of the text (diary, letter, speech, monologue, soliloquy)</p>
	<p>Poetry Focus</p> <p>The Song of Hiawatha by Henry Wadsworth Longfellow (extract)</p> <p>Hiawatha by Susan Jeffers</p> <p>Writing outcome: Narrative poem</p>		<p>Poetry Focus</p> <p>Viking Kennings & Spells Sigdrifa's Prayer</p> <p>Writing outcome: Songs and word play: good luck spells</p>		<p>Poetry Focus</p> <p>Animals of Africa Good Morning Mr Croco-Doco-Dile by Charles Causley</p> <p>The Rum Tum Tugger by T. S. Eliot</p> <p>Cats by T. S. Eliot</p> <p>The Squirrel by Anon</p> <p>Writing outcome: poem using puns and wordplay</p>	

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>King Kong by Anthony Browne</p> <p>Writing outcome: To write an action-packed story ending</p> <p>Greater depth writing outcome: To write an action-packed story ending, opening with a flashforward from the viewpoint of one of the characters and tell the story from their viewpoint</p>	<p>Non-fiction: Can We Save the Tiger? by Martin Jenkins</p> <p>Writing outcome: To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)</p> <p>Greater depth writing outcome: To write and present a 'Newsround' style TV news report about the tiger crisis</p>	<p>The Selfish Giant by Oscar Wilde & Ritva Voutila</p> <p>Writing outcome: To write a version of the Selfish Giant narrative - choosing either a retelling in 1st or 3rd person or from a character's point of view</p> <p>Greater depth writing outcome: To write a version from the special tree's perspective</p>	<p>Non-fiction: Island by Jason Chin</p> <p>Jemmy Button by Alix Barzelay</p> <p>Writing outcome: To write a journalistic report (hybrid) about Charles Darwin's discoveries</p> <p>Greater depth writing outcome: To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information</p>	<p>Non-fiction: Plastic Planet: How Plastic Came to Rule the World by Georgia Amson-Bradshaw</p> <p>Greta's Story: The Schoolgirl Who Went on Strike to Save The Planet, Valentina Camerini</p> <p>Writing outcome: To write a persuasive speech or create information page, campaigning for the reduction in plastic waste to an audience of peers</p> <p>Greater depth writing outcome: To write persuasively to an audience outside of their school community</p>	<p>Poetry for Kids, William Shakespear by Marguerite Tassi</p> <p>Julius Caesar, A Stage Fill of Shakespear Stories by Angella McAllister</p> <p>Writing outcome: To write a sonnet as a goodbye to a teacher, a friend or the primary school itself</p> <p>Greater depth writing outcome: To write a sonnet as the primary school, saying goodbye to yet another group of children</p>
	<p>Poetry Focus</p> <p>Blitz by Mary Désirée Anderson Autumn Blitz by Frances Cornford Bombed Church by Elizabeth Berridge The Black-out by Mary Desiree Anderson Black-out by Valentine Ackland My Friend the Enemy by Dan Smith (Chapter 1)</p> <p>Writing outcome: free verse narrative poem</p>		<p>Poetry Focus</p> <p>Guarding Secrets by the Literacy Company</p> <p>Writing outcome: To write a free verse poem about a door into a secret garden</p>		<p>Poetry and Performance Focus</p> <p>Writing outcome: prepare and perform sonnet in leaver's assembly.</p> <p>End of Year Performance – Pirates of the Curry Bean</p>	

Year 1 Mastery Keys

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Use plural noun suffixes -s and -es	Word 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-	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Word 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-	Word
	Word 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					
	Sentence Combine words to make sentences	Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>
	Text	Text Sequence sentences (link ideas or events by pronoun)	Text	Text	Text	Text Sequence sentences to form short narratives (link ideas or events by pronouns)
	Punctuation 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'	Punctuation Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation marks

Year 2 Mastery Keys

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Add -ly to turn adjectives into adverbs	Word	Word	Word Add -er and -est to adjectives Use homophones and near homophones	Word Add suffixes to spell longer words (e.g -ment, -ful)
	Word 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.					
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Sentence Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (<i>if</i> , <i>that</i>)	Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text	Text	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text	Text Use present and past tenses correctly and consistently including the progressive form
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly – introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation

Year 3 Mastery Keys

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

*Set 1 *Set 2 *Please note that spring 1 and spring 2 mastery keys have been swapped in set 1 and set 2 Pathways to Write

*Objectives in italics are writing composition objectives

Year 4 Mastery Keys

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word 	Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word Use Standard English forms for verb inflections	Word 	Word Recognise the grammatical difference between plural and possessive 's'	Word
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Sentence 	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence 	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	Text 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	Text Build a varied and rich vocabulary	Text 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	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	Text Build a varied and rich vocabulary Organise paragraphs around a theme Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation

Year 5 Mastery Keys

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

Year 6 Mastery Keys

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

**Objectives in italics are writing composition objectives*