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| Term  | **Grammar and punctuation objectives (4 maximum)** | **Possible texts** | **Writing outcomes** |
| Autumn 1 | Use paragraphsUse heading/subheadingsUse expanded noun phrasesUse passive voice to remain formal or detached.Use dialogue | *The Journey* Francesca Sanna*Hostage*Malorie Blackman (Guided Understanding)*The Explorer*Katherine Rundell | **Writing to inform**Recount |
| **Writing to inform**Newspaper article |
| Autumn 2 | Use Adverbials- furthermore, in addition, nevertheless, consequentlyUse colons to introduce lists.Use semi-colons to punctuate complex lists.Use modal verbs to convey degrees of possibility.Use planned repetition | *A Christmas Carol**Charles Dickens* | **Writing to persuade**LetterA letter to Mr Scrooge  |
| **Writing to discuss**Balanced Argument |
| Spring 1 | Use subordinate clauses in varied positions within sentences.Use relative clauses to add further detail.Use brackets to mark relative clauses.Use dashesUse detailed descriptionUse paragraphs to organise in time sequence | *Streetchild*Berlie Doherty*Darwin’s Dragons*Lindsay Galvin | **Writing to entertain**Narrative |
| **Writing to entertain**Poetry  |
| Spring 2 | Use conjunctionsUse of hyperboleUse facts and statisticsUse imperative and modal verbs to convey urgency.Use paragraphs | *Cogheart*Peter Bunzl | **Writing to persuade**Advert  |
| **Writing to inform**Newspaper Article **Writing to Inform**Recount |
| Summer 1 | Use of detailed descriptionUse of subjunctive form where needed.Use of hyperbole | *Skellig*David AlmondRoald Dahl’s Revolting Rhymes | **Writing to entertain**Descriptions |
| **Writing to discuss**Review**Writing to entertain**poetry |
| Summer 2 | Use of facts and statisticsUse relative clauses to add further detail.Use modal verbs to convey degrees of possibility.Use of conjunctions-if, when, unless, althoughUse of detailed description | *Rooftoppers*Katherine Rundell | **Writing to persuade**Speech  |
| **Writing to entertain**Characters/settings |