



# Marsh Green Primary School

## Writing Overview

### Year 1 – Year 6



**Pathways to Write**

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Lost and Found by Oliver Jeffers</b>  <b>Writing outcome:</b> To write an adventure story based on the structure of 'Lost and Found' with a new animal  <b>Greater depth writing outcome:</b> To write an adventure story based on the structure of 'Lost and Found' choosing vocabulary to add description to the setting	<b>Nibbles: The Book Monster by Emma Yarlett</b>  <b>Writing outcome:</b> To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story  <b>Greater depth writing outcome:</b> 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	<b>The Lion Inside by Rachel Bright</b>  <b>Writing outcome:</b> To write a story about a small animal (mouse) who befriends a large animal in the African savannah  <b>Greater depth writing outcome:</b> 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)	<b>Beeju by Alex Deacon</b>  <b>Writing outcome:</b> To write their own version of the story with a new lost creature.  <b>Greater depth writing outcome:</b> To write their own version of the story written in the first person	<b>Somebody Swallowed Stanley by Sarah Roberts</b>  <b>Writing outcome:</b> To write information about the sea animals looked at in the texts.  <b>Greater depth writing outcome:</b> To write information about the sea animals looked at in the texts including sections on how to protect the	<b>A Midsummer Night's Dream by Lit for Little Hands</b>  <b>Writing outcome:</b> To write a character description based on the character that they have designed to include appearance, personality and how they use their magical flower.  <b>Greater depth writing outcome:</b> To write a character description based on the character that they have designed. Add an additional section on how the spell can be undone
	<b>Poetry Focus</b>  Sea Songs - When I was One The Pirate Song (Traditional) A Sailor Went to Sea (Traditional) Pirate Pete by James Carter  <b>Writing outcome:</b> Action, Rhyme and List poem		<b>Poetry Focus</b>  If I Had a Beak by the Literacy Company  <b>Writing outcome:</b> To add their own lines to the poem		<b>Poetry Focus</b>  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  <b>Writing outcome:</b> Senses poem	

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Look Up! By Nathan Bryon</b></p> <p><b>Writing outcome:</b> To write a diary entry about a space flight</p> <p><b>Greater depth writing outcome:</b> To write a diary entry about a space flight, drawing on wider reading about the topic to inform vocabulary choices.</p>	<p><b>The Great Fire of London by Emma Adams and James Weston Lewis</b></p> <p><b>Writing outcome:</b> To write a fact sheet about London and the events of the fire</p> <p><b>Greater depth writing outcome:</b> To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used</p>	<p><b>The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey</b></p> <p><b>Writing outcome:</b> To write a story based upon the model text using own ideas for a change of character and machine</p> <p><b>Greater depth writing outcome:</b> 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><b>Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton</b></p> <p><b>Writing outcome:</b> To write a recount of historical events from the text from Major Glad's point of view</p> <p><b>Greater depth writing outcome:</b> Include in the diary how Major Dizzy felt. What did Major Glad notice about him?</p>	<p><b>The Last Wolf by Mini Grey</b></p> <p><b>Writing outcome:</b> To write a letter in role persuading characters to save the trees</p> <p><b>Greater depth writing outcome:</b> To write a letter as themselves persuading local people to save the tree</p>	<p><b>Usborne Young Reading – The Tempest retold by Rosie Dickens</b></p> <p><b>Writing outcome:</b> To retell an abridged and adapted version of the story in the role of a narrator</p> <p><b>Greater depth writing outcome:</b> To include additional elements in the retelling e.g. Prospero's spells and characters' thoughts and feelings.</p>
	<p><b>Poetry Focus</b></p> <p><b>The Owl and the Pussycat by Edward Lear</b></p> <p><b>Writing outcome:</b> Narrative poem, experimenting with words and patterns</p>		<p><b>Poetry Focus</b></p> <p><b>From a Railway Carriage by Robert Louis Stevenson</b></p> <p><b>Writing outcome:</b> To write a rhyming 'Bird's – Eye View' poem of their own</p>		<p><b>Poetry Focus</b></p> <p><b>Hide and Seek by Zoro Weil</b>  <b>Nature Nurtures by Jay Hulme</b>  <b>In Our Earth is a Poem by Little Tiger</b>  <b>The Intruder by James Reeves</b>  <b>In I Am the Seed That Grew the Tree</b></p> <p><b>Writing outcome:</b> Shape poems</p>	

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

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Gorilla by Anthony Browne</b></p> <p><b>Writing outcome:</b> To write a narrative based on the story of 'Gorilla'</p> <p><b>Greater depth writing outcome:</b> To write the narrative from the animal's viewpoint and include some speech</p>	<p><b>Greek Myths by Jean Menzies</b></p> <p><b>Writing outcome:</b> To make a mini-book of their own Odyssey adventure</p> <p><b>Greater depth writing outcome:</b> Tell one of the stories from Odysseus's point of view</p>	<p><b>Our Tower by Joseph Coelho</b></p> <p><b>Writing outcome:</b> To write the adventure as a journal from the point of view of one of the children</p> <p><b>Greater depth writing outcome:</b> To include the points of view of the other children</p>	<p><b>Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company</b></p> <p><b>Writing outcome:</b> 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><b>Greater depth writing outcome:</b> To write the story from the scientist's point of view</p>	<p><b>Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company</b></p> <p><b>Writing outcome:</b> To make a zoo information board for a rainforest exhibit</p> <p><b>Greater depth writing outcome:</b> Include an interactive element, such as a voiceover for a short video</p>	<p><b>Julius Caesar, A Stage Fill of Shakespear Stories by Angella McAllister</b></p> <p><b>Writing outcome:</b> To write a playscript for part of the story</p> <p><b>Greater depth writing outcome:</b> To rewrite part of the story as a playscript including omens and use weather descriptions to reflect the mood</p>
	<p><b>Poetry Focus</b></p> <p><b>Family Album Me and My Brother &amp; other poems online by Michael Rosen Tricks in Quick Let's get Out of Here by Michael Rosen</b></p> <p><b>Writing outcome:</b> Free verse, narrative poem</p>		<p><b>Poetry Focus</b></p> <p><b>The Roman Centurion's Song by Rudyard Kipling (edited extract)</b></p> <p><b>The Fossil by Ogden Nash</b></p> <p><b>Writing outcome:</b> Cinquain</p>		<p><b>Poetry Focus</b></p> <p><b>Look Closely Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La Mare</b></p> <p><b>Writing outcome:</b> A series of haiku</p>	

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

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>King Kong by Anthony Browne</b>  <b>Writing outcome:</b> To write an action-packed story ending  <b>Greater depth writing outcome:</b> 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	<b>Can We Save the Tiger? by Martin Jenkins</b>  <b>Writing outcome:</b> To write an independent version of a booklet based on an amazing animal (hybrid text type including information, explanation and persuasion)  Greater depth writing outcome: To write and present a 'Newsround' style TV news report about the tiger crisis	<b>The Selfish Giant by Oscar Wilde &amp; Ritva Voutila</b>  <b>Writing outcome:</b> 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  <b>Greater depth writing outcome:</b> To write a version from the special tree's perspective	<b>Island by Jason Chin, Jemmy Button by Alix Barzelay</b>  <b>Writing outcome:</b> To write a journalistic report (hybrid) about Charles Darwin's discoveries  <b>Greater depth writing outcome:</b> To write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information	<b>Plastic Planet: How Plastic Came to Rule the World by Georgia Amson-Bradshaw</b>  <b>Writing outcome:</b> To write a persuasive speech campaigning for the reduction in plastic waste to an audience of peers  <b>Greater depth writing outcome:</b> To write persuasively to an audience outside of their school community	<b>Poetry for Kids, William Shakespear by Marguerite Tassi</b>  <b>Writing outcome:</b> To write a sonnet as a goodbye to a teacher, a friend or the primary school itself  <b>Greater depth writing outcome:</b> To write a sonnet as the primary school, saying goodbye to yet another group of children
	<b>Poetry Focus</b>  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)  <b>Writing outcome:</b> free verse narrative poem		<b>Poetry Focus</b>  Guarding Secrets by the Literacy Company  <b>Writing outcome:</b> To write a free verse poem about a door into a secret garden		<b>Poetry Focus</b>  Sonnet Written at the Close of Spring by Charlotte Smith Sonnet 33 by William Shakespeare Sonnet Written at the Close of Spring By Charlotte Smith Plus selected poems from Poems from a Green and Blue Planet edited by Sabrina Mahfouz  <b>Writing outcome:</b> narrative poem in the style of a sonnet	

## 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>
	<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					
	<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>
	<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 marks

## 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 Use homophones and near homophones	<b>Word</b> Add suffixes to spell longer words (e.g -ment, -ful)
	<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</i> , introduce <i>when</i> )	<b>Sentence</b> Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i> )	<b>Sentence</b> Use subordination ( <i>if</i> , <i>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 Mastery Keys

Year 3	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
	<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> Form nouns with a range of prefixes	<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>Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b>	<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> Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	<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> 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> Use inverted commas to punctuate direct speech	<b>Punctuation</b>	<b>Punctuation</b>

**\*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
	<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 including when, if, because, although	<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
	<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> Build a varied and rich vocabulary	<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> 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>	<b>Text</b> 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
	<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 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 <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	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 Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	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
	<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*