

		11	To use adverbials to write the beginning of a prequel	I can follow my own plan to write a story I can use adverbials to link ideas I can use adverbials of a range of different types	I can use a wide range of adverbials to establish atmosphere, time shifts and character focus. I can follow my plan while adapting and improving it when writing offers new opportunities. I can craft an opening that clearly sets up the world and conflicts of the prequel.				
		12	To use dialogue to write the middle of a prequel	I can follow my own plan to write a story I can use dialogue and description to move my story along I can punctuate dialogue accurately	I can use dialogue to build tension, develop subplots or reveal hidden motives. I can embed description within dialogue exchanges to maintain pace and clarity. I can punctuate and shape dialogue to reflect personality, dialect or emotion.				
		13	To use strong verbs to write the ending of a prequel	I can follow my own plan to write a story I can make verb choices to reflect strong emotions I can proofread a longer piece of writing	I can choose powerful verbs that reinforce the emotional resolution or climax of the story. I can vary verb choices to show shifts in pace, mood or character development. I can independently edit and refine a multi-paragraph ending for cohesion and impact.				
		14	To edit, evaluate and make improvements to my story	I can explore an author's use of figurative language I can identify opportunities to use figurative language in my writing I can add in examples of figurative language to enhance my story	I can evaluate how effectively figurative language enhances meaning and mood. I can revise sentences for precision, style and rhythm, making sophisticated improvements. I can integrate figurative language purposefully to develop theme or symbolism.				
		15	To publish my own story	I can present my story in the form of a story book I can write my story accurately using neat and legible handwriting I can include my edits in my final story	I can present my final story with thoughtful layout, design choices or illustrations that reflect genre. I can write with consistent accuracy while maintaining a clear authorial voice. I can evaluate and incorporate edits that improve structure, language and reader experience.				
		1	To explore story themes and conventions	I can identify a story setting I can identify story characters I can discuss and summarise different plots	I can identify how setting, characters and plot work together to create a theme. I can compare story structures and explain how different plots create different effects. I can summarise and explain the deeper message or moral behind a story.				
		2	To create a persuasive warning poster	I can use noun phrases I can use a range of prepositions, adverbs and adjectives I can write commands	I can select precise noun phrases that create strong imagery or urgency. I can use prepositions, adverbs and adjectives deliberately to influence the reader. I can write commands that are forceful, persuasive and stylistically varied.				
		3	To write informally in role	I can identify and use the correct homophone in context I can use parenthesis I can use rhetorical questions	I can confidently choose between homophones based on subtle differences in meaning. I can use parenthesis to add humour, detail or character voice. I can integrate rhetorical questions naturally to shape tone and perspective.				
		4	To use relative clauses in dialogue	I can identify the conventions of direct speech I can use a relative pronoun I can use a reporting clause	I can use direct speech to reveal relationships, motives or hidden details. I can use relative pronouns to add precise and meaningful information within dialogue. I can choose reporting clauses that enhance tone, characterisation or pace.				
		5	To describe characters in a narrative	I can use comparatives and superlatives I can build noun phrases I can use the conventions of speech I can use relative clauses	I can use comparatives and superlatives to highlight subtle contrasts between characters. I can build layered noun phrases that reveal personality or emotion. I can blend dialogue and relative clauses smoothly to show character development.				
		6	To use persuasive devices to create description	I can use powerful verbs I can use expanded noun phrases I can use personification	I can choose powerful verbs that create atmosphere or imply emotion. I can expand noun phrases in a way that builds imagery across a scene. I can use personification to deepen mood or symbolic meaning.				

		14	To write an introductory and concluding paragraph	I can use different sentence types I can use a range of conjunctions I can switch tense	<p>I can craft introductions that hook the reader and summarise key themes or achievements.</p> <p>I can use a variety of sentence types for emphasis, clarity and interest.</p> <p>I can switch tense deliberately (e.g., using present tense to reflect on impact and past tense to recount events) to create a polished structure.</p> <p>I can create conclusions that reflect on significance, link back to the introduction and offer a sense of closure.</p>				
		15	To edit and publish a biography	I can edit for coherence and cohesion I can check consistency of tense I can check conjunctions and prepositions I can check adverbials and paragraphing	<p>I can edit for coherence by restructuring sentences or paragraphs to improve flow and clarity.</p> <p>I can check and refine tense consistency across the whole text, making adjustments for deliberate stylistic effect.</p> <p>I can evaluate and refine my conjunctions and prepositions to improve precision and cohesion.</p> <p>I can enhance adverbials and paragraphing to strengthen the biography's overall organisation and readability.</p> <p>I can publish my work with careful presentation that demonstrates pride, accuracy and audience awareness.</p>				
		1	To use modal verbs to indicate degrees of possibility	I can identify themes within a text I can use modal verbs to make suggestions I can use verbs in the progressive tense	<p>I can identify themes in a text and explain how these themes influence a character's choices or the direction of the plot.</p> <p>I can select modal verbs deliberately to show subtle differences in possibility, certainty, or speculation, and explain why each choice is effective.</p> <p>I can use progressive tense verbs alongside modal verbs to create nuanced suggestions that show ongoing, developing or uncertain situations.</p> <p>I can combine modal verbs with conjunctions or adverbials to create multi-layered predictions or suggestions that consider alternative outcomes.</p>				
		2	To use question tags to form rhetorical questions	I can use commas to clarify meaning I can use contractions I can create an informal tone	Ext: I can create dialogue				
		3	To use passive verbs to affect the presentation of information in a sentence	I can identify the subject, verb and object of a sentence I can start my sentence with the object I can switch between active and passive voice	<p>I can identify and analyse the subject, verb, and object to understand how emphasis shifts in active vs passive sentences.</p> <p>I can start sentences with the object or other sentence elements deliberately to highlight important information or create stylistic effect.</p> <p>I can switch between active and passive voice to control tone, focus, or narrative perspective.</p> <p>I can use passive constructions in more complex sentences to present information formally or persuasively.</p>				
		4	To make inferences about a character's thoughts, feelings and motives from their actions	I can ask a range of investigative questions I can draw on evidence from the text I can justify my responses	<p>I can ask probing, multi-layered questions that explore motives, feelings, and hidden intentions.</p> <p>I can draw on a wide range of textual evidence, including subtle cues like dialogue, actions, or setting, to justify my inferences.</p> <p>I can provide reasoned, nuanced explanations that consider multiple interpretations or perspectives of a character.</p> <p>I can link inferences to broader story themes or character development.</p>				
		5	To use the subjunctive to write a persuasive letter	I can use a range of formal sentence openers I can use conjunctions to explain I can use a formal tone to address my reader appropriately	<p>I can use the subjunctive form confidently to express advice, suggestions, or hypothetical scenarios persuasively.</p> <p>I can use a range of formal sentence openers and structures to vary tone and emphasis.</p> <p>I can link ideas with conjunctions and cohesive devices to present logical, convincing arguments.</p> <p>I can maintain a consistently formal tone appropriate for the audience and purpose, adapting language for effect.</p>				

The Island -Armin Greder	Sequel Welcome guides, descriptions, letters of advice, diaries entry in role, imagined conversations	6	To use the perfect form in a news bulletin	I can use the auxiliary verbs have/ has I can use modal verbs to make suggestions I can predict what might happen next in a text	<p>I can use auxiliary verbs have/has accurately to convey completed actions and past events.</p> <p>I can combine modal verbs and perfect forms to make nuanced suggestions or predictions about events.</p> <p>I can anticipate and explain possible outcomes or consequences based on evidence from a text.</p> <p>I can structure sentences to present information clearly, concisely, and with professional tone suitable for a news bulletin.</p>				
		7	To summarise and discuss parts of a story	I can discuss my understanding of a text I can make comparisons to other texts I can record my thoughts succinctly	Ext: I can use abstract nouns (themes)				
		8	To make comparisons within a book and between characters	I can use conjunctions to contrast and explain I can use a range of abstract nouns to make comparisons I can spell words with -ance and -ity correctly	<p>I can make nuanced comparisons between characters, considering motives, actions, and growth.</p> <p>I can use conjunctions, abstract nouns, and precise vocabulary to analyse similarities and differences in depth.</p> <p>I can explain how character traits, actions, or decisions influence the plot or theme.</p> <p>I can spell and use words with -ance and -ity correctly while maintaining sophisticated sentence structures.</p>				
		9	To write a diary entry in an informal tone	I can use idiomatic language I can use brackets I can use contractions	<p>I can write diary entries that capture authentic voice, emotion, and personality.</p> <p>I can use idiomatic language, contractions, and brackets effectively to reflect informal style.</p> <p>I can structure entries to show reflection, thought progression, or tension.</p> <p>I can experiment with tone and style to make the character's voice compelling and distinctive.</p>				
		10	To use dialogue to convey the character and advance the action	I can use the appropriate punctuation I can use synonyms for 'said' I can use adverbials to extend reporting clauses	<p>I can use dialogue to reveal personality, relationships, and hidden motives.</p> <p>I can punctuate dialogue accurately and vary reporting clauses with adverbials for effect.</p> <p>I can select synonyms for "said" strategically to show tone, emotion, or tension.</p> <p>I can integrate dialogue seamlessly with description to maintain pace and enhance narrative cohesion.</p>				
		11	To plan a narrative sequel	I can sequence events and make notes I can summarise a narrative into sections/ paragraphs I can identify key skills	<p>I can sequence events in a logical, engaging structure that develops character and plot.</p> <p>I can summarise narratives into coherent sections/paragraphs, identifying key turning points.</p> <p>I can select and apply narrative skills purposefully to achieve effect (e.g., suspense, tension, or character development).</p> <p>I can anticipate how the sequel links to the original text while adding originality.</p>				
		12	To use descriptive devices to continue a sequel narrative	I can describe setting and characters I can use thoughtful adjectives I can use a range of prepositional phrases I can use dialogue to advance the action	<p>I can describe setting and characters with precise, layered details that enhance atmosphere and tension.</p> <p>I can use adjectives, prepositional phrases, and figurative language to create vivid imagery.</p> <p>I can integrate dialogue to reveal character and advance plot simultaneously.</p> <p>I can balance description, dialogue, and action to maintain narrative flow and reader engagement.</p>				
		13	To use a wide range of cohesive devices to continue a narrative	I can write in past tense consistently I can use a range of adverbials I can use pronouns consistently	<p>I can maintain past tense consistently while experimenting with tense shifts for effect.</p> <p>I can use a wide range of adverbials, pronouns, and other cohesive devices to link ideas across sentences and paragraphs.</p> <p>I can structure writing so that paragraphs flow logically, maintaining clear focus and pace.</p> <p>I can combine cohesive devices with sophisticated vocabulary and sentence structures.</p>				

		14	To ensure the consistent and correct use of tense throughout a piece of writing	I can write in simple past tense I can switch to present perfect tense for the epilogue I can use cohesive devices	<p>I can maintain simple past tense consistently for narration while switching to present perfect for reflection or epilogue.</p> <p>I can use cohesive devices to signal time shifts, contrast, or cause-effect relationships clearly.</p> <p>I can monitor and adjust tense choice to enhance clarity, emphasis, and narrative impact.</p> <p>I can integrate tense control seamlessly with narrative techniques and dialogue.</p>				
		15	To be able to proofread for spelling punctuation and grammatical errors To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	I can proofread for any errors I can perform a reading of a section of my writing	<p>I can proofread and edit independently, spotting subtle errors in spelling, punctuation, grammar, and cohesion.</p> <p>I can refine language, sentence structure, and presentation to enhance clarity, style, and reader engagement.</p> <p>I can perform my writing confidently, using intonation, volume, and movement to convey meaning, emotion, and pacing.</p> <p>I can reflect on my performance and adapt delivery to improve understanding or dramatic effect.</p>				
Curiosity by Markus Motum	Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports	1	To ask questions and speculate answers	I can ask a range of questions I can speculate an answer I can modal adverbs	<p>I can ask a wide range of thoughtful and probing questions.</p> <p>I can speculate using precise modal adverbs to show different levels of certainty.</p> <p>I can justify my ideas clearly using evidence or reasoning</p>				
		2	To use modal verbs to write a proposal	I can use modal verbs to suggest possibilities I can use subject-specific vocabulary I can use noun phrases	<p>I can choose modal verbs carefully to show possibility, likelihood, or certainty.</p> <p>I can use subject-specific vocabulary accurately and confidently.</p> <p>I can create detailed noun phrases to make my proposal persuasive and clear.</p>				
		3	To use clauses to clarify meaning	I can use multi-clause sentences I can use commas to mark clauses I can use progressive verb forms to clarify	<p>I can write a range of complex, multi-clause sentences fluently.</p> <p>I can use commas accurately to separate clauses.</p> <p>I can use progressive verb forms deliberately to add clarity and precision</p>				
		4	To convert informal to formal language	I can use appropriate third person pronouns I can use subordinate clauses and commas for clarity I can use relative clauses	<p>I can confidently change informal language into formal language.</p> <p>I can use third person pronouns appropriately throughout my writing.</p> <p>I can use subordinate and relative clauses to improve clarity and formality.</p>				
		5	To explore synonyms for abstract nouns	I can use the -er / -or suffix I can find synonyms for abstract nouns I can convert verbs to nouns	<p>I can select precise synonyms for abstract nouns to match meaning and tone.</p> <p>I can use the -er and -or suffixes accurately.</p> <p>I can confidently change verbs into nouns to improve vocabulary choices.</p>				
		6	To use cohesive devices	I can use adverbials of time I can use adverbials of place I can vary the position of adverbial phrases	<p>I can use a wide range of adverbials of time and place effectively.</p> <p>I can vary the position of adverbial phrases for impact and flow.</p> <p>I can maintain cohesion across sentences and paragraphs.</p>				
		7	To write an explanation of Curiosity's launch	I can use adverbials of time and place I can use other cohesive phrases I can use multi-clause sentences	<p>I can clearly sequence events using precise adverbials of time and place.</p> <p>I can use a range of cohesive phrases to guide the reader.</p> <p>I can write controlled multi-clause sentences to explain complex ideas clearly.</p>				
		8	To use the passive voice to write a formal log	I can use the passive voice I can use a formal tone I can select appropriate verbs	<p>I can use the passive voice accurately and consistently.</p> <p>I can maintain a formal, impersonal tone throughout my writing.</p> <p>I can select precise verbs to clearly record information.</p>				

		9	I can write a news report	I can recount events in order I can use adverbials of time and place I can use the passive voice	I can write a clear and objective news report. I can sequence events logically and clearly. I can use adverbials of time and place and the passive voice to emphasise key fact				
		10	To use dashes to add information	I can use dashes to add information	I can use dashes accurately to add extra detail. I can choose when a dash is more effective than other punctuation. I can ensure added information improves clarity and impact.				
		11	To use expanded noun phrases to create labels	I can use expanded noun phrases I can use technical vocabulary	I can create precise and detailed expanded noun phrases. I can accurately use technical vocabulary linked to the topic. I can ensure my labels are informative and concise.				
		12	To write an explanation text	I can use multi-clause sentences I can use commas to mark clauses I can use cohesive devices I can use the passive voice	I can write a cohesive explanation using a range of sentence structures. I can use commas accurately to mark clauses. I can use cohesive devices and the passive voice to maintain a formal tone.				
		13	To write an introductory paragraph using powerful verbs	I can use powerful verbs I can use verbs in their present progressive form I can use dashes to add detail	I can choose powerful verbs to engage the reader. I can use present progressive verb forms accurately. I can use dashes effectively to add detail and emphasis.				
		14	To edit for cohesion	I can use cohesive devices I can publish my work for display	I can independently edit my work to improve cohesion and flow. I can refine my use of cohesive devices to improve clarity. I can publish my writing to a high standard for display.				
		15	To identify themes	I can apply my understanding to different contexts I can research around a theme	I can identify and explain themes confidently. I can apply my understanding of themes across different contexts. I can independently research to deepen my understanding of a theme.				
		1	I can use a range of modal verbs to make predictions	I can use modal verbs I can use a variety of conjunctions to explain my reasons I can begin my sentence with a conjunction I can ask questions	I can select a wide range of modal verbs to show different levels of certainty in my predictions. I can explain my ideas clearly using a variety of conjunctions. I can begin sentences with conjunctions confidently and accurately. I can ask thoughtful questions to extend and challenge my predictions.				
		2	I can write short character descriptions	I can use a range of adjectives I can create different noun phrases I can draw a character map I can use short sentences for effect	I can choose precise and varied adjectives to describe characters effectively. I can create a range of noun phrases to add detail and depth. I can use a character map to plan and develop ideas independently. I can use short sentences deliberately for impact and emphasis.				
		3	I can use short sentences to build tension	I can use short sentences I can use one-word sentences I can use short paragraphs I can use parenthesis to make asides	I can use short and one-word sentences purposefully to control pace and tension. I can organise short paragraphs to increase suspense. I can use parenthesis to add subtle asides without breaking tension. I can combine these techniques confidently to create a powerful effect on the reader.				

High Rise Mystery by Sharna Jackson	Extended stories Character & setting descriptions, police & newspaper report, dialogue, persuasive letters	4	I can use the passive voice to write a formal report	I can use the agentless passive I can use command sentences I can use technical vocabulary	<p>I can use the agentless passive accurately to maintain a formal, objective tone.</p> <p>I can use command sentences appropriately within a formal report.</p> <p>I can select and apply technical vocabulary precisely.</p> <p>I can maintain consistency of tone and structure throughout the report.</p>					
		5	I can use figurative language to describe a setting	I can use ambitious verbs I can use similes I can use metaphors I can use personification	<p>I can select ambitious verbs to create vivid images.</p> <p>I can use similes, metaphors, and personification thoughtfully and accurately.</p> <p>I can choose figurative language that matches mood and atmosphere.</p> <p>I can combine different techniques to create a rich and engaging setting description.</p>					
		6	I can write a newspaper article	I can use factual adverbials I can record facts I can use the passive voice	Ext: I can use parenthesis					
		7	I can include quotes in a newspaper article	I can use direct and indirect quotations I can use the conventions of dialogue I can use the appropriate synonym for 'said'	Ext: I can use a relative clause (in my reporting clause)					
		8	I can write dialogue using colloquialisms	I can use contractions I can use slang and idioms I can use the conventions of dialogue	Ext: I can use spliced dialogue					
		9	I can use modal verbs to make predictions and give advice	I can use a range of modal verbs I can use a range of sentence starters I can use a range of conjunctions	<p>I can confidently use a wide range of modal verbs to make clear predictions and give well-reasoned advice.</p> <p>I can vary my sentence starters to improve flow and impact.</p> <p>I can use a range of conjunctions to explain, justify, and extend my ideas.</p>					
		10	I can use modal verbs to write a persuasive letter/email	I can use modal verbs I can use the subjunctive tone I can use a range of formal sentence openers	<p>I can choose modal verbs carefully to persuade the reader effectively.</p> <p>I can use a controlled subjunctive tone to suggest importance, urgency, or possibility.</p> <p>I can use a range of formal sentence openers to suit audience and purpose.</p> <p>I can maintain a formal, persuasive voice throughout the text.</p>					
		11	I can plan my own detective narrative	I can map about the main points of my story I can change the characters I can change the setting	<p>I can independently map out the key events of my detective story with clear structure.</p> <p>I can adapt and develop characters to suit the plot.</p> <p>I can confidently change and justify my choice of setting to enhance atmosphere and tension.</p> <p>I can plan with the reader's experience in mind.</p>					
		12	I can write the beginning to a detective narrative	I can use a range of adverbials I can set the scene using figurative language I can use short sentences	<p>I can use a wide range of adverbials to establish time, place, and mood.</p> <p>I can use figurative language effectively to set the scene.</p> <p>I can use short sentences deliberately to hook the reader and build intrigue.</p> <p>I can create a strong narrative voice from the opening.</p>					
		13	To continue an extended detective narrative	I can use short sentences I can use a range of adverbials I can integrate dialogue	<p>I can maintain tension using short sentences and controlled pacing.</p> <p>I can use a range of adverbials to move the story forward smoothly.</p> <p>I can integrate dialogue naturally to reveal character and advance the plot.</p> <p>I can ensure continuity of style, tone, and events across sections of the narrative.</p>					
		14	To edit and redraft for cohesive devices	I can edit for cohesion	<p>I can independently review my writing to improve cohesion.</p> <p>I can refine my use of cohesive devices to strengthen links between sentences and paragraphs.</p> <p>I can make purposeful redrafting choices that improve clarity, flow, and impact for the reader.</p>					

		15	I can write a newspaper article	I can use factual adverbials I can record facts I can use the passive voice	Ext: I can use parenthesis				
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