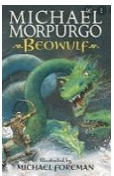
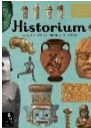
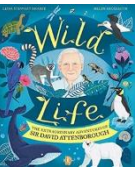
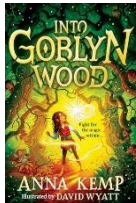


Upper School Writing Long Term Plan Cycle A

Autumn 1 and 2 Anglo-Saxons and Scots The Vikings		Spring 1 Map skills and climate change	Spring 2 The Mayans	Summer 1 and 2 Rivers	
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: Beowulf by Michael Morpurgo  Outcome: Character description of Grendel Purpose: To entertain Audience: Anglo-Saxon storytellers Form: Character description of Grendel SOA:	Text: Hamlet by William Shakespeare  Outcome: Narrative recount Purpose: To entertain Audience: Make Shakespeare more accessible for a modern audience Form: Narrative recount SOA: Non-chronological report	Text: Ride the Wind by Nicola Davies  Outcome: Non-chronological report on the dangers posed by humans Purpose: To Inform Audience: Environmentalists Form: Non-chronological report SOA: Instructions	Text: Various travel web pages/brochures   Outcome: Persuasive travel page Purpose: To persuade and inform Audience: Tourists Form: Non-fiction persuasive text (leaflet/brochure) SOA:	Text: Various Newspapers  Outcome: Newspaper report on an eating competition Purpose: To inform Audience: WHJS community Form: Newspaper report SOA: Narrative	Text: Wild Life by  Outcome: Biography of an environmentalist Purpose: To inform Audience: Environmentalists Form: Biography SOA: Narrative – Setting description
- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing - Select the appropriate form and use other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Make deliberate choices of sentence length and	Children to become more independent in the following objectives: - Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing - Select the appropriate form and use other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	- Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) - Linking ideas across paragraphs through tense choice (he had seen her before) - Choose the appropriate register for the language of speech within writing e.g. colloquial language	Children to become more independent in the following objectives: - Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) - Linking ideas across paragraphs through tense choice (he had seen her before)	- Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) - Linking ideas across paragraphs through tense choice (he had seen her before) - Choose the appropriate register for the language of speech within writing e.g. colloquial language	Children to become more independent in the following objectives: - Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) - Linking ideas across paragraphs through tense choice (he had seen her before) - Choose the appropriate register for the language

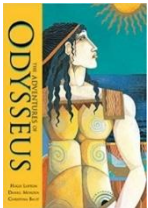
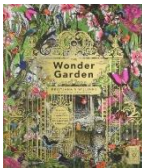
structure for impact on the reader • Fronted prepositional phrases for greater effect <i>Throughout the stormy winter ...</i> • <i>Far beneath the frozen soil ...</i> • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’ • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Evaluate and edit by assessing the effectiveness of their own and others’ writing <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural	• Make deliberate choices of sentence length and structure for impact on the reader • Fronted prepositional phrases for greater effect <i>Throughout the stormy winter ...</i> • <i>Far beneath the frozen soil ...</i> • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’ • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Evaluate and edit by assessing the effectiveness of their own and others’ writing <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural	within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list <u>Additional Year 6 Objectives:</u> • Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis	• Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list <u>Additional Year 6 Objectives:</u> • Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Link ideas across paragraphs using a wider range of cohesive devices	within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list <u>Additional Year 6 Objectives:</u> • Exercise an assured and conscious control over levels of formality, through manipulating 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presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical
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		- Use the perfect form of verbs to mark relationships of time and cause - Use modal verbs or adverbs to indicate degrees of possibility - Punctuate bullet points consistently	e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis - Use the perfect form of verbs to mark relationships of time and cause - Use modal verbs or adverbs to indicate degrees of possibility - Punctuate bullet points consistently	- Use the perfect form of verbs to mark relationships of time and cause - Use modal verbs or adverbs to indicate degrees of possibility - Punctuate bullet points consistently	connections (tense choice/ adverbials) and ellipsis
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: Odd and the Frost Giants by Neil Gaiman  Outcome: Non-chronological report on mythological creature from Asgardian legend. Purpose: To inform and entertain Audience: Dungeon and Dragons players Form: Non-chronological report for a Dungeon and Dragons book SOA: Character description	Text: How the Grinch Stole Christmas  Outcome: Instructions on how to steal Easter Purpose: To entertain and inform Audience: The Grinch Form: Instructions SOA: Narrative recount	Text: Outcome: Purpose: Audience: Form: Poem SOA:	Text: Into Goblins Wood  Outcome: Portal Narrative Purpose: To entertain Audience: Anna Kemp Book Week Focus Form: 1st person/3rd person narrative of entering through a portal into a magical world. SOA:	Text: A River by Marc Martin  Outcome: Narrative - Setting description Purpose: To entertain Audience: Story time to infants Form: Setting description SOA: Newspaper	Text: Outcome: Purpose: Audience: Form: SOA: Biography
- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing	- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing		Children to become more independent in the following objectives: Note and develop initial ideas, drawing on reading and research where necessary	- Note and develop initial ideas, drawing on reading and research where necessary - In narratives, describe the settings, characters and atmosphere.	Children to become more independent in the following objectives:

• Select the appropriate form and use other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Make deliberate choices of sentence length and structure for impact on the reader • Use further organisational devices to structure text and to guide the reader. • Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences • Make deliberate choices of sentence length and structure for impact on the reader • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' • Ensure correct subject and verb agreement	• Select the appropriate form and use other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Make deliberate choices of sentence length and structure for impact on the reader • Use further organisational devices to structure text and to guide the reader. • Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences • Make deliberate choices of sentence length and structure for impact on the reader • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' • Ensure correct subject and verb agreement		• In narratives, describe the settings, characters and atmosphere. • Make deliberate choices of sentence length and structure for impact on the reader • Fronted prepositional phrases for greater effect <i>Throughout the stormy winter ...</i> • <i>Far beneath the frozen soil ...</i> • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural • Use figurative language such as similes, alliteration, metaphors	• Make deliberate choices of sentence length and structure for impact on the reader • Fronted prepositional phrases for greater effect <i>Throughout the stormy winter ...</i> • <i>Far beneath the frozen soil ...</i> • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural • Use figurative language such as similes, alliteration, metaphors and personification in a range of writing
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when using singular and plural • Use brackets, dashes or commas to indicate parenthesis <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Draft and write by using a wide range of devices to build cohesion within paragraphs • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis	when using singular and plural • Use brackets, dashes or commas to indicate parenthesis <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Draft and write by using a wide range of devices to build cohesion within paragraphs • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis		and personification in a range of writing	• Select synonyms accurately for effect rather than as an alternative for an original word	
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Upper School Writing Long Term Plan Cycle B

Autumn 1 Ancient Greece	Autumn 2 Economic Activity – Is every country equal?	Spring 1 Local History Study – Winchester	Spring 2 Natural Disasters and Climate Change	Summer 1 Crime and Punishment	Summer 2 Biomes – Pole to Pole Explorers
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Text: The Adventures of Odysseus  Outcome: Non-chronological report about a mythological creature. Purpose: To inform and describe Audience: Form: Non-Chronological Report SOA:	Text: Various Greek texts  Outcome: Persuasive Travel Webpage Purpose: To persuade Audience: Tourists Form: Non-fiction persuasive text SOA:	Text: Macbeth  Outcome: Descriptive Poem Text: Macbeth Purpose: To describe Audience: Shakespeare enthusiasts Form: Descriptive poem SOA:	Text: The Wonder Garden  Outcome: Non-Chronological Report Text: Wonder Garden Purpose: To inform and describe Audience: Researchers Form: Non-Chronological Report SOA:	Text: Newspapers/Online news reports  Outcome: Newspaper Report. Purpose: To inform Audience: Form: Non-chronological Newspaper Report SOA:	Text: Outcome: Purpose: Audience: Form: SOA:
- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing - Select the appropriate form and use other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Children to become more independent in the following objectives: - Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) - Linking ideas across paragraphs through tense	- Note and develop initial ideas, drawing on reading and research where necessary - Identify audience for, and purpose of, the writing - Select the appropriate form and use other similar writing as models for their own - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Children to become more independent in the following objectives: - Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) - Linking ideas across paragraphs through	- Choose the appropriate register for the audience and purpose (formal or informal) - Viewpoint is established and generally maintained - Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) - Linking ideas across paragraphs through tense choice (he had seen her before) - Choose the appropriate register for the language	Children to become more independent in the following objectives:

• Make deliberate choices of sentence length and structure for impact on the reader • Use further organisational devices to structure text and to guide the reader. • Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences • Make deliberate choices of sentence length and structure for impact on the reader • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their	choice (he had seen her before) • Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list <u>Additional Year 6 Objectives:</u> • Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Link ideas across paragraphs using a wider	• Make deliberate choices of sentence length and structure for impact on the reader • Ensure correct subject and verb agreement when using singular and plural • Proof-read for spelling and punctuation errors • Evaluate and edit by assessing the effectiveness of their own and others' writing <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural • Use figurative language such as similes, alliteration, metaphors and personification in a range of writing	tense choice (he had seen her before) • Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list <u>Additional Year 6 Objectives:</u> • Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Link ideas across paragraphs using a wider range of cohesive devices	of speech within writing e.g. colloquial language within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list <u>Additional Year 6 Objectives:</u> • Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense	
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position within the sentence • Use correct subject and verb agreement when using singular and plural • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Draft and write by using a <i>wide range of devices to build cohesion within paragraphs</i> • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis	range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Punctuate bullet points consistently		e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Punctuate bullet points consistently	choice/ adverbials) and ellipsis • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Punctuate bullet points consistently	
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: Adventures of Odysseus – Dragon Slayer  Outcome: First Person Narrative Purpose: To entertain Audience: Ancient Greek Storytellers Form: First Person Narrative SOA:	Text: Christmas Truce  Outcome: Letter home from the Front Purpose: To inform and convey emotion Audience: Family member Form: Letter SOA:	Text: Pandora Outcome: Non-chronological report Purpose: Audience: Form: SOA:	Text: Feast (video clip)  Outcome: First Person Narrative Text: Feast – Disney Short Purpose: To describe Audience: Visiting Infants Form: First Person Narrative SOA:	Text: Outcome: Purpose: Audience: Form: SOA:	Text: Outcome: Purpose: Audience: Form: SOA:

• Note and develop initial ideas, drawing on reading and research where necessary • Identify audience for, and purpose of, the writing • Select the appropriate form and use other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Make deliberate choices of sentence length and structure for impact on the reader • Fronted prepositional phrases for greater effect <i>Throughout the stormy winter ...</i> • <i>Far beneath the frozen soil ...</i> • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’ • Ensure correct subject and verb agreement when using singular and plural	• Choose the appropriate register for the audience and purpose (formal or informal) • Viewpoint is established and generally maintained • Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) number (<i>secondly</i>) • Linking ideas across paragraphs through tense choice (he had seen her before) • Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports • Use a wide range of clause structures, sometimes varying their position within the sentence • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing • Use a colon to introduce a list <u>Additional Year 6 Objectives:</u> • Exercise an assured and conscious control over levels of formality,		Children to become more independent in the following objectives: • Note and develop initial ideas, drawing on reading and research where necessary • Identify audience for, and purpose of, the writing • Select the appropriate form and use other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Make deliberate choices of sentence length and structure for impact on the reader • Fronted prepositional phrases for greater effect <i>Throughout the stormy winter ...</i> • <i>Far beneath the frozen soil ...</i> • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using ‘-ate’, ‘-ise’ or ‘-ify’		Children to become more independent in the following objectives:
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• Use brackets, dashes or commas to indicate parenthesis • Evaluate and edit by assessing the effectiveness of their own and others' writing <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural	through manipulating grammar and vocabulary to achieve this • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense		• Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Evaluate and edit by assessing the effectiveness of their own and others' writing <u>Additional Year 6 Objectives:</u> • Use a wide range of clause structures, sometimes varying their position within the sentence • Use correct subject and verb agreement when using singular and plural		
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