Sentence Structure:

- Use relative clauses beginning with who, which, where, when, whose and that.
- Use relative clauses with an omitted relative pronoun when appropriate and when the omission makes the sentence more effective
- Use modal verbs and adverbs to indicate degrees of possibility
- Use adverbs to make meaning precise (shades of meaning) e.g. hugely successful, greatly improved, unusually etc
- Use a range of conjunctions within sentences showing greater understanding of their meaning
- Varies sentence length- short sentences for pace and tension and longer sentences for detail and description

Text Structure and Organisation

- o Use paragraphs to organise work
- O Use topic sentences to open paragraph
- Use devices to build cohesion within a paragraph e.g firstly, then, after that, use of pronouns
- O Use adverbials of time (e.g. later, soon after)
 place (e.g. nearby, a few streets away) and
 number (e.g. firstly, secondly) to build cohesion
 across paragraphs
- o Can link ideas through tense choice e.g. he had seen her before
- Use organisational and presentational devices to structure text e.g headings, subheadings, line break, diagrams
- o Can form longer paragraphs

Punctuation:

Use the following, previously taught punctuation correctly:

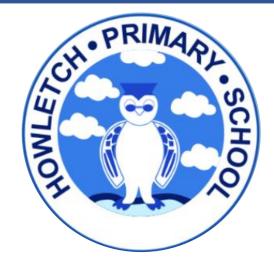
- o capital letters and full stops
- o question and exclamation marks
- o apostrophes for possession
- o apostrophes for omission
- o commas in a list
- o commas to mark fronted adverbials
- Use commas to:
 - o mark phrases or clauses when opening sentences
 - o mark embedded clauses
 - o clarify meaning and avoid ambiguity
- Use brackets, commas and dashes to indicate parenthesis
 - Use the full range of speech punctuation correctly including interrupted speech.

· Plan writing by:

- o identifying the audience and purpose for writing, selecting the appropriate for and using similar writing models as their own
- o noting and developing initial ideas when writing narratives, consider how authors have developed characters and settings in what pupils have read
- Evaluate writing by:
 - o assessing the effectiveness of own and others' writing and suggesting improvements
 - o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - o ensure the consistent and correct use of tense throughout a piece of writing
 - o proofreading for spelling and punctuation errors

Composition and Effect

- In narratives, describes settings, characters, plot and atmosphere
- Select vocabulary to create a desired effect and add to meaning:
 - o expanded noun phrases
 - o adverbial phrases
 - o appropriate verb choices
- Use speech and behaviour to add to characterisation



Being a Year 5
Writer at
Howletch Lane