

### 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

- Use paragraphs to organise work
- Use topic sentences to open paragraph
- Use devices to build cohesion within a paragraph e.g firstly, then, after that, use of pronouns
- 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
- 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
- Can form longer paragraphs

### Punctuation:

Use the following, previously taught punctuation correctly:

- capital letters and full stops
- question and exclamation marks
- apostrophes for possession
- apostrophes for omission
- commas in a list
- commas to mark fronted adverbials
- Use commas to:
  - mark phrases or clauses when opening sentences
  - mark embedded clauses
  - 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:

- identifying the audience and purpose for writing, selecting the appropriate for and using similar writing models as their own
- noting and developing initial ideas when writing narratives, consider how authors have developed characters and settings in what pupils have read

### • Evaluate writing by:

- assessing the effectiveness of own and others' writing and suggesting improvements
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensure the consistent and correct use of tense throughout a piece of writing
- 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:
  - expanded noun phrases
  - adverbial phrases
  - appropriate verb choices
- Use speech and behaviour to add to characterisation



Being a Year 5

Writer at

Howletch Lane