

Autumn

- Join writing legibly and fluently with increased speed. **(1)**
- Link ideas across paragraphs using a wide range of cohesive devices. **(2)**
- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Ensure the consistent and correct use of tense throughout a piece of writing. **(5)**
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing. **(6)**
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. **(9)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(11)**
- Use a range of expanded noun phrases. **(12)**
- Begin to use relative clauses beginning with *who, which, where, when, whose, that*. **(15)**
- Effectively plan writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Use both reported and direct speech with correct punctuation. **(18)**
- Include imaginative detail and precise vocabulary for effect, for example, to engage as well as to inform. **(19)**
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(23)**

Spring

- Join writing legibly and fluently with increased speed. **(1)**
- Link ideas across paragraphs using a wide range of cohesive devices. **(2)**
- Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects. **(3)**
- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Ensure the consistent and correct use of tense throughout a piece of writing. **(5)**
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing. **(6)**
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly* etc.) **(8)**
- Use brackets, dashes and/or commas to indicate parenthesis. **(10)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(11)**
- Use modal verbs or adverbs to indicate degrees of possibility, (e.g. *might, should, will, must.*) **(13)**
- Mark relationships of time and cause, through the use of perfect form of verbs. **(14)**
- Use relative clauses beginning with *who, which, where, when, whose, that*. **(15)**
- Understand the purpose of different conjunctions and use them appropriately across different types of writing. **(16)**
- Effectively plan their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Use both reported and direct speech with correct punctuation. **(18)**
- Include imaginative detail and precise vocabulary for effect, for example, to engage as well as to inform. **(19)**
- In narrative, use dialogue to help convey the character and advance the action. **(20)**
- In narrative, describe settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*) **(21)**
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(23)**

Summer

- Link ideas across paragraphs using a wide range of cohesive devices. **(2)**
- Identify the audience and purpose of the writing, selecting the appropriate form. **(4)**
- Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects. **(3)**
- Ensure the consistent and correct use of tense throughout a piece of writing. **(5)**
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing. **(6)**
- Know that some words have 'silent letters' (alternative digraphs) and can spell them correctly, (e.g. *knight, psalm.*) **(7)**
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly* etc.) **(8)**
- Use brackets, dashes and/or commas to indicate parenthesis. **(10)**
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. **(11)**
- Use modal verbs or adverbs to indicate degrees of possibility, (e.g. *might, should, will, must.*) **(13)**
- Mark relationships of time and cause, through the use of perfect form of verbs. **(14)**
- Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. *omitted*) relative pronoun. **(15)**
- Understand the purpose of different conjunctions and use them appropriately across different types of writing. **(16)**
- Effectively plan writing, noting and developing initial ideas, drawing on reading and research – précising where necessary. **(17)**
- Include imaginative detail and precise vocabulary for effect, for example, to engage as well as to inform. **(19)**
- In narrative, use dialogue to help convey the character and advance the action. **(20)**
- In narrative, describe settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*) **(21)**
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **(22)**
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **(23)**
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly, within a piece of writing. **(24)**
- Identify and use correct terminology for modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, colon (*for list*), cohesion and ambiguity. **(25)**

Working at Greater Depth
Autumn

- Independently adapt language choices based on the audience and the intended impact on the reader
- Develop writing by telling the same events from two points of view
- Write for more than one audience, managing changes in content, features and levels of formality
- Embed one text-type within another, controlling the writing and maintain the overall purpose
- Use a wide range of clause structures, including relative clauses, sometimes varying their position within a sentence (15)
- Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing
- Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains

Working at Greater Depth
Spring

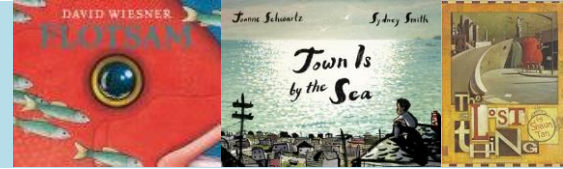
- Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
- Independently enhance the effectiveness of writing through reading, evaluating, editing and re-drafting (22)
- Use the full range of punctuation taught correctly and appropriately
- Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader
- Choose to combine text-types to support overall effectiveness of the writing

Working at Greater Depth
Summer

- Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices
- Select precise vocabulary and grammatical structures
- Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader
- Identify and use the full range of punctuation taught correctly and appropriately, including correct terminology (25)
- Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis
- Make choices on audience and form of writing
- Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing.

Year 5
Autumn 1

Text
Choice



Writing
CAP

Context: A recount in the form of a blog
Audience: The general public/followers of the blog
Purpose: To recount information about an event, thinking carefully about the level of formality required

Context: A persuasive piece in the form of an informal speech
Audience: Year 4 and SLT
Purpose: To persuade different audiences about the same subject

Context: A setting description
Audience: Year 6
Purpose: To entertain the reader, using language to evoke mood and atmosphere

Context: A recount in role as a character in the form of an informal letter
Audience: Another character from the story
Purpose: To recount key events from the perspective of a character

Expected Standard Focus

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Structure writing as a blog, showing how events are recounted for the public
- Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases
- Ensure the consistent and correct use of tense throughout, knowing when to change tense to the present tense to discuss things that are happening now or the future tense for things that are going to happen
- Build cohesion within a paragraph by using adverbials of time and place
- Use pronouns to create cohesion within and across paragraphs
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Consistently punctuate fronted adverbials with a comma
- Begin some sentences with 'ing' verbs and use a comma to separate the subordinate clause
- Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared,)
- Use a personal writing style, using adverbs to emphasise the writer's voice and opinions
- Consistently use words and phrases that support the overall theme or viewpoint of the recount e.g. a positive event will use positive imagery throughout
- Use expanded noun phrases to convey information concisely
- Include imaginative detail and precise vocabulary for effect, to recount accurately
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list correctly in my writing.
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout, knowing when to change tense to the present tense to discuss things that are happening now or the future tense for things that are going to happen
- Use formal and informal language appropriately across the two speeches
- Use relative clauses, using who, which, where, when, whose and that, punctuating accurately with a comma
- Use modal verbs and adverbs to indicate possibility, e.g. when forming rhetorical questions, exploring modal verbs that express certainty and offer a promise or commitment (must, can, will)
- Use inverted commas accurately when including quotes or references
- Build cohesion within a paragraph by using adverbials of time and place, pronouns and conjunctions
- Link ideas across paragraphs and entries by using adverbial phrases for time, place and number or through tense choice
- Punctuate fronted subordinating clauses with a comma
- Understand the purpose of different conjunctions and use them appropriately across different types of writing.
- Begin to use commas and dashes to indicate parenthesis
- Select appropriate vocabulary to persuade through use of deliberate ambiguity (probably the best, believed to) through use of vague nouns
- Use persuasive words and phrases, including emotive language
- Use rhetorical questions
- Use techniques such as pandering, condescension and concession
- Use expanded noun phrases to convey persuasive information concisely
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, -ably, -ibly etc.)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout
- Begin to use relative clauses, using who, which and that
- Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Consistently punctuate fronted adverbials with a comma
- Select appropriate vocabulary to enhance meaning or emphasis in narrative
- Use descriptive language in order to create a setting and atmosphere
- Use figurative language (similes) to develop setting and evoke mood and atmosphere
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list correctly in my writing.
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Structure writing as a letter, including a salutation, opening paragraph that engages the reader and creates a sense of intrigue, paragraphs recounting in events, a concluding paragraph to re-orientate the reader and a sign off
- Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases
- Ensure the consistent and correct use of tense throughout, knowing when to change tense to the present tense to discuss things that are happening now or the future tense for things that are going to happen
- Build cohesion within a paragraph by using adverbials of time and place
- Use pronouns to create cohesion within and across paragraphs
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Consistently punctuate fronted adverbials with a comma
- Begin some sentences with 'ing' verbs and use a comma to separate the subordinate clause
- Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared,)
- Use a personal writing style, using adverbs to emphasise the writer's voice and opinions
- Consistently use words and phrases that support the overall theme or viewpoint of the recount e.g. a positive event will use positive imagery throughout
- Use expanded noun phrases to convey information concisely
- Include imaginative detail and precise vocabulary for effect, to recount accurately
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list correctly in my writing.
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Stretch

- Rewrite the recount by:
 - Changing the form e.g. series of tweets, newspaper report, magazine 'week in the life', emails or letters, diary
 - Changing the audience e.g. for children, adults, local residents, followers from across the globe
 - Using language to reflect the new form, thinking about the intended impact on the reader e.g. concise language for tweets, personal language for a diary

- Rewrite the persuasive speech by:
 - Changing the formality, considering how the language or vocabulary will change
 - Changing the audience e.g. for children, adults, experts

- Rewrite a section of the narrative by:
 - Demonstrating a change in atmosphere
 - Embedding another text type within the narrative, controlling the writing and maintaining the overall purpose e.g. diary, newspaper report extract, letter
 - Drawing on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing

- Rewrite a section of the letter by:
 - Changing the perspective, writing in role as a different character and adapting their speech and mannerisms
 - Thinking about their style and vocabulary use in order to reflect the character
 - Embedding another text type within the letter, e.g. instructions, directions, extract of a narrative/non-fiction book
 - Beginning to use a wide range of clause structures, including relative clauses, sometimes varying their position within a sentence

Year 5
Autumn 2



Text
Choice

Writing
CAP

Context: A 5-part adventure narrative with clear links between each section
Audience: Year 4
Purpose: To entertain younger children, using dialogue to build character and move the action forward

Context: A non-chronological comparative report in the form of a magazine spread
Audience: Year 6
Purpose: To inform older readers about a subject, enabling them to see similarities and differences between two things

Context: A linear procedural text (e.g. a How to Book)
Audience: Parents
Purpose: To tell the reader how to do something

Expected Standard Focus

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout
- Use inverted commas to demarcate direct speech, and commas to separate reporting clauses in any position
- Begin to use relative clauses, using who, which and that
- Begin to use dialogue to convey character.
- Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Consistently punctuate fronted adverbials with a comma
- Begin some sentences with ‘ing’ verbs and use a comma to separate the subordinate clause
- Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared.)
- Indicate degrees of possibility using adverbs
- Begin to punctuate fronted subordinating clauses with a comma
- Select appropriate vocabulary to enhance meaning or emphasis in narrative
- Use descriptive language in order to create a setting and atmosphere
- Take an interest in, enjoy and explore new vocabulary to support their writing
- Use a wide range of conjunctions to link ideas, and to show contrast
- Use figurative language (similes) to develop setting and character and evoke mood and atmosphere
- Use literary devices such as repetition, alliteration, and “rule of three”
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout
- Begin to use adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information (e.g. usually, commonly, mostly)
- Begin to use relative clauses, using who, which and that
- Explore how noun phrases are most commonly expanded using the pronouns which and that in non-chronological reports
- Build cohesion within a paragraph through repetition of key words and phrases, pronouns, using synonyms, using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)
- Use a logical structure, grouping information from the general to more specific detail with examples and elaborations
- Effectively control writing, e.g. closings refer back to openings
- Use a wide range of presentational and organisational devices to structure text, including devices such as hyperlinks, tables, diagrams and images
- Make links with the reader e.g. asking questions or adding a personal touch to the text, selecting appropriate vocabulary
- Use technical language
- Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as
- Consistently punctuate fronted adverbials with a comma
- Begin to punctuate fronted subordinating clauses with a comma
- Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to
- Use reported speech when talking about comparisons e.g. it is said that, some people say that
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list correctly in my writing.
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout
- Begin to use relative clauses, using who, which and that
- Use relatively simple sentence constructions which include a limited number of additional clauses and phrases, ensuring that instructions are not overly complicated
- Build cohesion within a paragraph through repetition of key words and phrases, pronouns, using synonyms, using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)
- Use adverbial phrases for time, place and number to structure ideas
- Include a final evaluative statement to wrap up the process
- Use technical language linked to the context of the instructions
- Carefully select vocabulary for clarity, e.g. adverbs used to qualify the imperative verb, advising the reader on how to undertake the actions
- Use language to appeal directly to the reader’s interest and enthusiasm
- Use expanded noun phrases to convey complicated information concisely and to add detail
- Consistently punctuate fronted adverbials with a comma
- Begin to punctuate fronted subordinating clauses with a comma
- Use a wide range of conjunctions to link ideas
- Adapt degrees of formality and informality to suit the form of the procedural text
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list correctly in my writing.
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Stretch

- Rewrite a section of the narrative by:
 - Demonstrating a change in atmosphere
 - Focusing on how language choices, sentence structure and grammar will demonstrate this change
 - Embedding another text type within the narrative, controlling the writing and maintaining the overall purpose, e.g. letter, map, diary, logbook
 - Drawing on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing

- Rewrite a section or more of the non-chronological report by:
 - Changing the audience e.g. for children, for adults, for experts
 - Demonstrating a change in formality
 - Embedding another text type within the narrative, controlling the writing and maintaining the overall purpose e.g. interview, instructions, explanation, mini fact-file
 - Drawing on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing

- Rewrite the procedural text by:
 - Changing to a non-linear structure with choices for the reader to refer to different sections
 - Interweaving diagrams and illustrations to show shifts in formality and to structure the text e.g. making diagrams or illustrations integral and take the place of some text e.g. Diagram B shows you how to...
 - Independently choosing to use apt structural, vocabulary and grammar choices based on the form and audience
 - Embedding another text type within the narrative, controlling the writing and maintaining the overall purpose, e.g. review, interview, explanation, recount
 - Drawing on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing

Year 5

Spring 1



	<h1>Year 5</h1> <h2>Spring 1</h2>		
Text Choice			
Writing CAP	<p>Context: A recount in the form of a newspaper report (national tabloid) Audience: The general public Purpose: To recount an event in the style of a tabloid, sensationalising to show viewpoints</p>	<p>Context: A mystery narrative with an awareness of the audience, using techniques such as recap, repetition, humour or suspense Audience: Year 6 Purpose: To entertain older children by using specific language and techniques to engage the reader</p>	<p>Context: A recount in role as a character in the form of a series of short diary entries, echoing the style of the writer Audience: The author Purpose: To recount a series of events</p>
Expected Standard Focus	<ul style="list-style-type: none"> Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary Ensure the consistent and correct use of tense throughout, knowing when to change tense to the present tense to discuss things that are happening now or the future tense for things that are going to happen Write consistently in the third person Structure writing as a newspaper report, including a headline (including puns), orientation sentence (with the 4Ws), main body (adding more information and facts, answering how/why, some bias), quotes from people involved in the story, reorientation (what is happening now/what is going to happen?), by-line Effectively control writing, e.g. closings refer back to openings and the reader is engaged Begin to use relative clauses, using who, which, where, when, whose and that, punctuating with a comma Write in the style of a tabloid, sensationalising to show viewpoints Build cohesion within a paragraph through repetition of key words and phrases, pronouns, using synonyms, using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover) Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice Consistently punctuate fronted adverbials with a comma Punctuate fronted subordinating clauses with a comma Understand the purpose of different conjunctions and use them appropriately across different types of writing Begin to use commas and dashes to indicate parenthesis Explore the balance of long, complicated sentence constructions to convey complex information and short, simple sentences to summarise, orientate the reader or add dramatic effect Use both reported and direct speech with correct punctuation, comparing the effect e.g. reported for summing up opinions and glossing over detail, direct for impact e.g. sharing a pertinent view or influential quote Use a wide range of presentational and organisational devices to structure text, including devices such as tables, diagrams and images Use expanded noun phrases to convey complicated information concisely Include detail and precise vocabulary for effect to recount accurately Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in writing Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -tious, -cious, -cial, -tia) Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary Ensure the consistent and correct use of tense throughout Use inverted commas to demarcate direct speech, and commas to separate reporting clauses in any position Use dialogue carefully to convey character and advance the action Begin to use relative clauses, using who, which, where, when, whose and that, punctuating with a comma Punctuate fronted subordinating clauses with a comma Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions Consistently punctuate fronted adverbials with a comma Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice Indicate degrees of possibility using adverbs and modal verbs Begin to use the perfect form of verbs to mark relationships of time and cause Understand the purpose of different conjunctions and use them appropriately across different types of writing. Begin to use commas and dashes to indicate parenthesis Take an interest in, enjoy and explore new vocabulary to support their writing Use descriptive language in order to create a setting and atmosphere, including imagery, sensory details and symbolism Use figurative language (similes and metaphors) to develop setting and character, embellish description and evoke mood and atmosphere Use literary devices such as repetition, alliteration, and “rule of three” Begin some sentences with ‘ing’ verbs and use a comma to separate the subordinate clause Use different sentence openers, such as an adjective, a pair of adjectives (Cold and hungry,) or list of adjectives followed by a comma (Confused, shocked, scared,) Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -tious, -cious, -cial, -tia) Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary Structure writing as a series of short diary entries, showing the passing of time and changes to personal opinion Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases Ensure the consistent and correct use of tense throughout, knowing when to change tense to the present tense to discuss things that are happening now or the future tense for things that are going to happen Begin to use relative clauses, using who, which, where, when, whose and that, punctuating with a comma Use reported speech to show others’ views or opinions Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions Link ideas across paragraphs and entries by using adverbial phrases for time, place and number or through tense choice Consistently punctuate fronted adverbials with a comma Understand the purpose of different conjunctions and use them appropriately across different types of writing. Begin to use commas and dashes to indicate parenthesis Explore the balance of long, complicated sentence constructions to convey complex information and short, simple sentences to summarise, orientate the reader or add dramatic effect Use a personal writing style, using adverbs to emphasise the writer’s voice and opinions Consistently use words and phrases that support the overall theme or viewpoint of the recount e.g. a positive event will use positive imagery throughout Use expanded noun phrases to convey information concisely Include imaginative detail and precise vocabulary for effect, to recount accurately Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -tious, -cious, -cial, -tia) Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Stretch	<ul style="list-style-type: none"> Rewrite the newspaper report by: <ul style="list-style-type: none"> Changing the form e.g. online news article, local newspaper report, children’s newspaper report, television news script Changing the audience e.g. older or younger Focusing on how language choices, sentence structure and grammar will need to change to match the new form Embedding another text type within the new form, controlling the writing and maintaining the overall purpose, e.g. advert, interview, letter to the editor Drawing on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing 	<ul style="list-style-type: none"> Rewrite a section of the narrative by: <ul style="list-style-type: none"> Changing the perspective e.g. first/third person, dual perspectives Focusing on how language choices, sentence structure and grammar will need to change to match the perspective Drawing on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing 	<ul style="list-style-type: none"> Rewrite some or all of the recount by: <ul style="list-style-type: none"> Changing the form e.g. a police report, a vlog script, a podcast script, a magazine interview, a series of emails/letters from two perspectives Changing the perspective e.g. first/third person, dual perspectives Focusing on how language choices, sentence structure and grammar will need to change to match the perspective Managing shifts in formality Considering parts which need to be included in or omitted from the new form Drawing on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing

Year 5

Spring 2

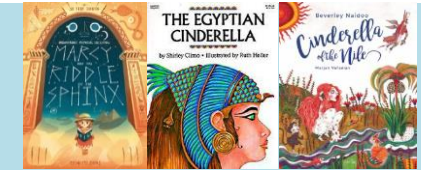


	<h1 style="text-align: center;">Year 5</h1> <h2 style="text-align: center;">Spring 2</h2>		
Text Choice			
Writing CAP	<p>Context: A non-fiction persuasive choice piece, choosing the form of writing (e.g. advert, letter, leaflet, website or own choice) Audience: Parents Purpose: To persuade the reader to do something or go somewhere</p>	<p>Context: A historical narrative dialogue in the style of a particular author Audience: Year 4 Purpose: To entertain the reader, emulating the style of the author, using the dialogue carefully to convey character and advance the action</p>	<p>Context: A non-fiction choice piece in a specific form e.g. encyclopaedia, science journal, Horrible Histories, selecting the appropriate audience for writing Audience: Child's choice Purpose: To give information about a subject</p>
Expected Standard Focus	<ul style="list-style-type: none"> Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary Ensure the consistent and correct use of tense throughout, knowing when to change tense to the present tense to discuss things that are happening now or the future tense for things that are going to happen Use relative clauses, using who, which, where, when, whose and that, punctuating accurately with a comma Use modal verbs and adverbs to indicate possibility, e.g. when forming rhetorical questions, exploring modal verbs that express certainty and offer a promise or commitment (must, can, will) Build cohesion within a paragraph by using adverbials of time and place, pronouns and conjunctions Link ideas across paragraphs and entries by using adverbial phrases for time, place and number or through tense choice Punctuate fronted subordinating clauses with a comma Understand the purpose of different conjunctions and use them appropriately across different types of writing Use commas and dashes to indicate parenthesis Select appropriate vocabulary to persuade through use of deliberate ambiguity (probably the best, believed to) through use of vague nouns Use persuasive words and phrases, including emotive language Use rhetorical questions Use techniques such as pandering, condescension and concession Use expanded noun phrases to convey persuasive information concisely Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ant, -ance, -ancy, -ent, -ence, -ency etc.) Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary Ensure the consistent and correct use of tense throughout Use inverted commas to demarcate direct speech, and commas to separate reporting clauses in any position Use dialogue to convey character and advance the action Use relative clauses, using who, which, where, when, whose and that, punctuating accurately with a comma Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice Indicate degrees of possibility using adverbs and modal verbs Use the perfect form of verbs to mark relationships of time and cause Punctuate fronted subordinating clauses with a comma Understand the purpose of different conjunctions and uses them appropriately across different types of writing. Use commas and dashes to indicate parenthesis Begin to use brackets to indicate parenthesis Use commas to clarify meaning, when separating a list of actions or clarifying before a co-ordinating conjunction Select appropriate vocabulary to enhance meaning or emphasis in narrative Take an interest in, enjoy and explore new vocabulary to support their writing Punctuate fronted subordinating clauses with a comma Use a variety of sentence openers Understand the purpose of different conjunctions and use them appropriately across different types of writing. Use descriptive language in order to develop a setting and atmosphere Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ant, -ance, -ancy, -ent, -ence, -ency etc.) Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary Ensure the consistent and correct use of tense throughout Use adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information (e.g. usually, commonly, mostly) Use relative clauses, using who, which, where, when, whose and that, punctuating accurately with a comma Build cohesion within a paragraph through repetition of key words and phrases, pronouns, using synonyms, using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover) Use a logical structure, grouping information from the general to more specific detail with examples and elaborations Effectively control writing, e.g. closings refer back to openings Use a wide range of presentational and organisational devices to structure text, including devices such as hyperlinks, tables, diagrams and images Use technical language Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as Punctuate fronted subordinating clauses with a comma Understand the purpose of different conjunctions and use them appropriately across different types of writing. Use commas and dashes to indicate parenthesis, exploring when commas are used to parenthesise relative clauses and when they are not. Begin to consider the difference between restrictive (parenthesised) and non-restrictive (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential Begin to use brackets to indicate parenthesis, exploring when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to Use reported speech when talking about comparisons e.g. it is said that, some people say that Where appropriate, make links with the reader through asking questions, adding a personal touch to the text and using appropriate vocabulary Join writing legibly and fluently with increased speed Spell most of the Year 3/4 statutory word list correctly in my writing Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ant, -ance, -ancy, -ent, -ence, -ency etc.) Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word. Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Stretch	<ul style="list-style-type: none"> Rewrite all or some of the persuasive piece by: <ul style="list-style-type: none"> Choosing a different form e.g. advert, letter, leaflet, website or own choice Choosing to combine text-types to support the overall effectiveness of the writing, e.g. instructions, explanation Independently selecting vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Focusing on how language choices, sentence structure and grammar will need to change to match the change 	<ul style="list-style-type: none"> Rewrite the narrative dialogue by: <ul style="list-style-type: none"> Provoking a different response in the reader e.g. disgust, sympathy Changing the formality of the conversation, aiming for consistency in character and style Retelling the same conversation with a different character Independently selecting vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Focusing on how language choices, sentence structure and grammar will need to change to match the change 	<ul style="list-style-type: none"> Rewrite a section of the narrative by: <ul style="list-style-type: none"> Choosing a different audience e.g. younger children, older children, adults Choosing to combine text-types to support the overall effectiveness of the writing, e.g. comic strip, instructions, jokes, quizzes, explanation Independently selecting vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Focusing on how language choices, sentence structure and grammar will need to change to match the change

Year 5

Summer 1

Text Choice



Writing CAP

Context: A biography on a historical figure
Audience: Parents
Purpose: To give information in a formal manner, using a range of presentational devices

Context: An explanation text in an impersonal style
Audience: People who visit the Great North Museum
Purpose: To explain a process

Context: An non-linear narrative that includes a flashback
Audience: Year 3
Purpose: To entertain the reader, showing a shift in time to reveal something about the character or storyline

Expected Standard Focus

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Structure the biography appropriately, including an opening statement (introducing the person), life events in chronological order, closing statement (How this person will be remembered or the writer's opinion about the person)
- Ensure the consistent and correct use of tense throughout
- Use adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information (e.g. usually, commonly, mostly)
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Build cohesion within a paragraph through repetition of key words and phrases, pronouns, using synonyms, using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)
- Effectively control writing, e.g. closings refer back to openings
- Use a wide range of presentational and organisational devices to structure text, including devices such as hyperlinks, tables, diagrams and images
- Use technical language
- Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as
- Understand the purpose of different conjunctions and use them appropriately across different types of writing.
- Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects, for example conjunctions of cause and effect
- Use commas, dashes and brackets to indicate parenthesis, exploring how dashes are less commonly used in more formal texts
- Consider the difference between restrictive (parenthesised) and non-restrictive (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential
- Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to
- Use direct and reported speech to quote from other sources
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, -ably, -ibly etc.)
- Know that some words have 'silent letters' (alternative digraphs) and can spell them correctly, (e.g. knight, psalm.)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout
- Write in chronological order
- Effectively control writing, e.g. closings refer back to openings
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun e.g. use relative clauses to add an extra layer of information
- Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Use a wide range of presentational and organisational devices to structure text e.g. including diagrams, photographs, captions, flowcharts, glossary of terms and use of concise information and facts
- Understand the purpose of different conjunctions and use them appropriately across different types of writing.
- Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects, for example conjunctions of cause and effect
- Use commas and dashes and begin to use brackets to indicate parenthesis
- Use commas to clarify meaning, when separating a list of actions or clarifying before a co-ordinating conjunction
- Use technical language in the context of the explanation
- Use an impersonal style, focusing on clarity and conciseness
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, -ably, -ibly etc.)
- Know that some words have 'silent letters' (alternative digraphs) and can spell them correctly, (e.g. knight, psalm.)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout
- Use inverted commas to demarcate direct speech, and commas to separate reporting clauses in any position
- Use dialogue carefully to convey character and advance the action
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, punctuating accurately with a comma
- Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Indicate degrees of possibility using adverbs and modal verbs
- Use the perfect form of verbs to mark relationships of time and cause
- Understand the purpose of different conjunctions and use them appropriately across different types of writing.
- Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects.
- Use commas and dashes and begin to use brackets to indicate parenthesis
- Use commas to clarify meaning, when separating a list of actions or clarifying before a co-ordinating conjunction
- Select appropriate vocabulary to enhance meaning or emphasis in narrative
- Take an interest in, enjoy and explore new vocabulary to support their writing
- Use descriptive language in order to create a setting and atmosphere, including imagery, sensory details and symbolism
- Use figurative language (similes, metaphors, pathetic fallacy and micro-expressions) to develop setting and character and evoke mood and atmosphere
- Use literary devices such as repetition, alliteration, and "rule of three"
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, -ably, -ibly etc.)
- Know that some words have 'silent letters' (alternative digraphs) and can spell them correctly, (e.g. knight, psalm.)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Stretch

- Rewrite all or some of the biography by:
 - Choosing a different form e.g. online factual article, picture book, Horrible Histories style, graphic novel, narrative, Newsround script
 - Choosing a different audience e.g. younger children, older children, adults, experts
 - Choosing to combine text-types to support the overall effectiveness of the writing, e.g. historical recount, quiz, jokes, explanation
 - Independently selecting precise vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
 - Proposing changes to vocabulary for meaning, effect and emphasis
 - Writing succinctly by using all grammar and punctuation taught so far precisely to engage the reader

- Rewrite all or some of the explanation by:
 - Choosing a different or multiple audiences e.g. younger children, older children, adults, experts, both adults and children visiting a museum
 - Presenting the explanation in a way that appeals to the audience chosen
 - Independently selecting precise vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
 - Proposing changes to vocabulary for meaning, effect and emphasis
 - Writing succinctly by using all grammar and punctuation taught so far precisely to engage the reader

- Rewrite the flashback by:
 - Choosing a change in atmosphere and mood (e.g. comedic, horror)
 - Independently selecting precise vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
 - Proposing changes to vocabulary for meaning, effect and emphasis
 - Writing succinctly by using all grammar and punctuation taught so far precisely to engage the reader

Year 5
Summer 2



Text
Choice

Writing
CAP

Context: A balanced discussion
Audience: Year 6
Purpose: To present two sides of an argument, using word and phrases that support the overall viewpoints of the discussion

Context: A narrative retell of a section of a story using parallel narrators
Audience: Parents
Purpose: To entertain the reader, showing the events from two points of view simultaneously

Context: A non-fiction choice piece, choosing the form of writing (e.g. series of diary entries, letter, newspaper report, television/radio news script or own choice)
Audience: Dependent on the form chosen
Purpose: To recount events

Expected
Standard
Focus

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Structure the balanced discussion appropriately, including an opening statement (stating the issues plus a preview of the main arguments), arguments for (plus supporting evidence), arguments against or alternative views (plus supporting evidence), recommendation – summary and conclusion, drawing upon available evidence and signalling personal opinion. An alternative structure would be arguments and counter-arguments presented alternatively, one point at a time
- Ensure the consistent and correct use of tense throughout
- Use adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information (e.g. usually, commonly, mostly)
- Use modal verbs or adverbs, indicating possibility perhaps, surely e.g. use adverbs of possibility to help express a personal opinion in the final paragraph. Make views sound more reasonable through use of modal verbs and words such as often, usually
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun e.g. follow generic statements with more specific examples, for example, **“There are those however who disagree. Mr Smith, who is a well-respected palaeontologist, has argued instead that...**
- Build cohesion within a paragraph through repetition of key words and phrases, pronouns, using synonyms, using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover, besides which, additionally, similarly)
- Effectively control writing, e.g. closings refer back to openings
- Use a wide range of presentational and organisational devices to structure text
- Explore the use of personal versus impersonal writing and decide when each is appropriate
- Use technical language
- Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as
- Understand the purpose of different conjunctions and use them appropriately across different types of writing.
- Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects, for example conjunctions of cause and effect
- Use commas, dashes and brackets to indicate parenthesis, exploring how dashes are less commonly used in more formal texts
- Consistently use words and phrases that support the overall viewpoints of the discussion e.g. a positive viewpoint will use positive vocabulary, negative viewpoint will use negative vocabulary
- Use direct and reported speech to quote from other sources
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly
- Use persuasive words and phrases, including emotive language
- Use rhetorical questions
- Use expanded noun phrases to convey persuasive information concisely
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, -ably, -ibly etc.)
- Know that some words have ‘silent letters’ (alternative digraphs) and can spell them correctly, (e.g. knight, psalm.)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Ensure the consistent and correct use of tense throughout
- Use inverted commas to demarcate direct speech, and commas to separate reporting clauses in any position
- Use dialogue carefully to convey character and advance the action
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, punctuating accurately with a comma
- Use devices to build cohesion such as adverbs and adverbial phrases, use of pronouns and conjunctions
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Indicate degrees of possibility using adverbs and modal verbs
- Use the perfect form of verbs to mark relationships of time and cause
- Understand the purpose of different conjunctions and use them appropriately across different types of writing.
- Securely use multi-clause sentences and position clauses and commas correctly, showing an understanding of how to achieve different effects.
- Use commas, dashes and brackets to indicate parenthesis
- Use commas to clarify meaning, when separating a list of actions or clarifying before a co-ordinating conjunction
- Select appropriate vocabulary to enhance meaning or emphasis in narrative
- Take an interest in, enjoy and explore new vocabulary to support their writing
- Use descriptive language in order to create a setting and atmosphere, including imagery, sensory details and symbolism
- Use figurative language (similes, metaphors, pathetic fallacy, micro-expressions and personification) to develop setting and character and evoke mood and atmosphere
- Use literary devices such as repetition, alliteration, and “rule of three”
- Use a variety of sentence openers
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, -ably, -ibly etc.)
- Know that some words have ‘silent letters’ (alternative digraphs) and can spell them correctly, (e.g. knight, psalm.)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- Effectively plan writing, noting and developing initial ideas, drawing on reading – précising where necessary
- Structure writing as a blog, showing how events are recounted for the public
- Write in chronological order where the chronology is indicated by layout, paragraphing and ordering as well as chronology words and phrases
- Ensure the consistent and correct use of tense throughout, knowing when to change tense to the present tense to discuss things that are happening now or the future tense for things that are going to happen
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, punctuating accurately with a comma
- Use reported speech to show others’ views or opinions
- Build cohesion within a paragraph by using adverbials of time and place
- Use pronouns to create cohesion within and across paragraphs and across entries
- Link ideas across paragraphs by using adverbial phrases for time, place and number or through tense choice
- Consistently punctuate fronted adverbials with a comma
- Punctuate fronted subordinating clauses with a comma
- Understand the purpose of different conjunctions and use them appropriately across different types of writing.
- Use commas, dashes and brackets to indicate parenthesis, exploring how dashes are less commonly used in more formal texts
- Use commas to clarify meaning, when separating a list of actions or clarifying before a co-ordinating conjunction
- Explore the balance of long, complicated sentence constructions to convey complex information and short, simple sentences to summarise, orientate the read or add dramatic effect
- Use a personal writing style, using adverbs to emphasise the writer’s voice and opinions
- Consistently use words and phrases that support the overall theme or viewpoint of the recount e.g. a positive event will use positive imagery throughout
- Use expanded noun phrases to convey information concisely
- Include imaginative detail and precise vocabulary for effect, to recount accurately
- Join writing legibly and fluently with increased speed
- Spell most of the Year 3/4 statutory word list and the taught Year 5/6 words correctly in my writing
- Write words with prefixes and suffixes understanding the meaning and effect they convey (e.g. -ible, -able, -ably, -ibly etc.)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Stretch

- Rewrite all or some of the discussion by:
 - Choosing a different form e.g. speech, letter, television/radio/podcast script of a discussion
 - Choosing a different audience e.g. younger children, older children, adults, experts
 - Independently selecting precise vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
 - Proposing changes to vocabulary for meaning, effect and emphasis
 - Writing succinctly by using all grammar and punctuation taught so far precisely to engage the reader

- Rewrite a section of the narrative by:
 - Adding in another narrator, reflecting their voice and using a different formality
 - Refining the voice of the current narrators, distinguishing between them
 - Independently selecting precise vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
 - Proposing changes to vocabulary for meaning, effect and emphasis
 - Writing succinctly by using all grammar and punctuation taught so far precisely to engage the reader

- Rewrite some or all of the non-fiction piece by:
 - Choosing a different form e.g. series of diary entries, letter, newspaper report, television/radio news script or own choice
 - Choosing a different audience e.g. younger children, older children, adults, experts
 - Choosing a different purpose e.g. to inform, to persuade, to recount
 - Independently selecting precise vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing
 - Proposing changes to vocabulary for meaning, effect and emphasis
 - Writing succinctly by using all grammar and punctuation taught so far precisely to engage the reader