

### Purpose and Structure

To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.

To regularly use dialogue to convey a character and to advance the action.

To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

### Spelling

To spell the Y5 and Y6 statutory spelling words correctly most of the time.

To spell complex homophones and near homophones, including who's/whose and stationary/stationery.

To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

### Planning, writing & editing

To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.

To consistently link ideas across paragraphs.

To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.

### Use of phrases & clauses

To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).

To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.

## A Year 5 Writer

### Sentence construction & tense

To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

To ensure the consistent and correct use of tense throughout all pieces of writing.

### Handwriting

To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.

To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.

To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way

### Punctuation

To use commas consistently to clarify meaning or to avoid ambiguity.

To use brackets, dashes or commas to indicate parenthesis.

### Terminology

To recognise and use the terms

- modal verb
- relative pronoun
- relative clause
- parenthesis
- bracket
- dash
- cohesion
- ambiguity