

	Sentence Structure and Punctuation	e	d	s	Text Structure and Organisation	e	d	s	Vocabulary	e	d	s	Planning, Drafting, Evaluating and editing	e	d	s
Year 5	Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs, indicating possibility e.g. 'The ride may be too scary', 'You should look for your little brother.' Use relative clauses beginning with who, which, where, when, whose, that or with an implied Use commas to clarify meaning or avoid ambiguity in writing Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma Use brackets, dashes, to indicate parenthesis				Build cohesion within a paragraph e.g use of pronouns and connectives Use a wide range of presentational and organisational devices to structure text Use mixed text types in writing for a variety of purposes e.g. a persuasive letter, instructions written for a giant Link ideas across paragraphs e.g use of adverbial phrases for time, place, number or tense choices Writing is effectively controlled across texts e.g closings refer back to openings In writing narratives describe setting, character and atmosphere Use dialogue to convey character and advance the action Use flashbacks and non-linear text structure				Select appropriate vocabulary to enhance meaning or emphasis in narrative e.g.' the dragon trundled down the path' and technical language in non-fiction e.g. 'In 1066 William became King of England', 'the forest canopy' Use descriptive language in order to create setting and character Use new vocabulary and patterned phrases from reading/ own experiences to help engage the reader Take an interest in, enjoy and explore new vocabulary in order to support their writing Use dialogue to convey character				Suggest an appropriate form of writing Use note-making to record ideas using reading and research Plan with a clear purpose, audience and form Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis Ensure consistent and correct use of tense throughout a piece of writing Present [perform] their writing, if appropriate, using intonation, volume and movement to make the meaning clear Evaluate and edit own and others' writing against a set criteria, some of which may be generated by themselves Proofread for spelling and punctuation errors cross-reference to word list for Y5/6 where appropriate			