

Overview of objectives: Writing – Year 5

Use expanded noun phrases to convey complicated information concisely
Use modal verbs or adverbs to indicate degrees of possibility
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
Use devices to build cohesion within a paragraph
Link ideas across paragraphs using adverbials of time, place and number
Link ideas using tense choices
Use commas to clarify meaning or avoid ambiguity in writing
Use brackets, dashes or commas to indicate parenthesis
Variety of verb forms used correctly and consistently including the present perfect form
Use commas after fronted adverbials (Y4)
Organise paragraphs around a theme (Y4)
Use inverted commas and other punctuation to punctuate direct speech (Y4)
Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research
Enhance meaning through selecting appropriate grammar and vocabulary
Describe settings, characters and atmosphere
Précis longer passages
Integrate dialogue to convey character and advance the action
Use organisational and presentational devices to structure text
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use consistent and correct tense
Distinguish between the language of speech and writing
Choose the appropriate register
Proof-read for spelling and punctuation errors
Perform own compositions using appropriate intonation, volume and movement

Overview of objectives: Writing – Year 6

Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Use passive verbs
Use the perfect form of verbs
Use expanded noun phrases to convey complicated information concisely
Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)
Use hyphens to avoid ambiguity
Use semi-colons, colons or dashes to mark boundaries between independent clauses
Use a colon to introduce a list and use of semi-colons within lists
Punctuate bullet points consistently
Link ideas across paragraphs using a wide range of cohesive devices (Y5)
Use modal verbs or adverbs to indicate degrees of possibility (Y5)
Use brackets, dashes or commas to indicate parenthesis (Y5)
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)

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