

Y5	Domain: Writing - Composition		
Sentence structure and punctuation	Text structure and organisation	Vocabulary	
Develop their understanding of the concepts in Appendix 2 of the statutory requirements. 1.Can usually use the present perfect form of verbs to mark relationships of time and cause e.g. <i>‘She has downloaded some songs.’ ‘I had eaten my lunch.’</i> 2.Use expanded noun phrases to convey complicated information concisely. <i>E.g. the beautiful blue butterfly floated from flower to flower.</i> 3.Use modal verbs or adverbs to indicate degrees of possibility. <i>E.g. should, could, might, may be, sometimes, occasionally.</i> 4. Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or an implied relative pronoun. Indicate grammatical and other features by: 5. Using commas to clarify meaning or avoid ambiguity in their writing. 6.Identifying which word, phrase or clause of a sentence they are writing needs parenthesis. 7. Deciding whether brackets, dashes or commas are the most appropriate to indicate parenthesis.	1.Use experiences / models of characters and setting from their literary experiences as a stimulus for their writing. 2. Use dialogue to convey character. 3. Use a range of devices to build cohesion within and between paragraphs <i>e.g. rhetorical questions which are answered within the paragraph, main idea supported or elaborated by subsequent sentences, deliberate repetition of words / phrases, adverbials – secondly, next, later.</i> 4.Use pronouns and connectives to build cohesion within a paragraph. 5.Use organisational and presentational features to structure texts and guide the reader. <i>E.g.headings and sub-headings, bullet points, tables, charts and illustrations.</i> 6.Independent writing shows the language and structural features of the given text-type / genre. <i>E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms.</i> 7.Use mixed genres in their writing for a variety of purposes <i>e.g a persuasive letter, instructions written for a giant.</i> 8. Identify the intended audience and purpose for writing.	1.Select appropriate vocabulary to enhance meaning and for emphasis. <i>E.g. use adventurous and technical vocabulary. (Adjectives, verbs and adverbs in narrative and technical language in non-fiction.)</i> 2. Use descriptive language to create setting and character. 3. Use new vocabulary and patterned phrases from their reading/ own wider experiences/ discussions to help engage the reader. 4. Use similes to add interest to their writing. 5.Take an interest in and explore new vocabulary in order to support their writing. Basic learning acquiring and refining skills - emerging Consolidate learning – developing Practise skills Secure learning – applying skills - expected Deeper learning –extending skills exceeding	