



# St Robert Southwell Catholic Primary School

*Aiming For Excellence - Being The Best We Can Be*

## Progression of Writing Skills – Reception

### CONJUNCTIONS / ADVERBIALS

#### Pupils should be taught to use:

*Once upon a time*  
*Then*  
*So*  
*And*  
*But*  
*Next*  
*In the end*

### TERMINOLOGY

#### Pupils should be taught to understand and discuss the terms

*Book*  
*Page*  
*Story*  
*Beginning*  
*Middle*  
*End*  
*Rhyme*  
*Poem/Poetry*  
*Character*  
*Word*  
*Finger space*  
*Sound (both in reference to a noise and a letter sound)*  
*Phonics*  
*Phoneme*  
*Grapheme*  
*Digraph*  
*Trigraph*  
*Blend/Blending*

### PUNCTUATION

#### Pupils should be taught to use:

Start to use finger spaces so their simple phrases and sentences... be read by others

### HANDWRITING

#### Pupils should be taught to:

Write recognisable letters, most of which are correctly formed  
Start to use finger-spaces

### TEXT CONSTRUCTION

#### Pupils should be taught to:

##### Sentence Level:

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others

##### Text Level:

Retell (and adapt) stories and narratives using their own words (ELGs) and sometimes as exact repetition (DM p24)

Recognise the features of some forms of writing, e.g. stories and poems

### PLANNING, EVALUATING AND EDITING

#### Pupils should be taught to:

##### Planning:

Express their ideas and feelings... using full sentences; past, present and future tenses; and making use of conjunctions

Recognise the features of some forms of writing, e.g. stories and poems

##### Evaluating:

Read aloud words and short sentences that they have written, discussing this in small group, class and one-to-one discussions, using recently introduced vocabulary (e.g. grammar terminology)

##### Editing:

Upon re-reading and discussing their work, understand that they can 'have another go' at writing a word or sentence





# St Robert Southwell Catholic Primary School

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## Progression of Writing Skills – Year 1

### CONJUNCTIONS / ADVERBIALS

**Review Reception**  
Pupils should be taught to use:

Now  
Soon  
First  
After that  
One day/night  
Suddenly  
On Tuesday/Sunday etc.

### PUNCTUATION

**Review Reception**  
Pupils should be taught to use:

Capital letters for names and for the personal pronoun  
Capital letters at the beginning of sentences  
Full stops  
Question marks  
Exclamation marks  
Consistent separation of words with spaces (finger spaces)

### TEXT CONSTRUCTION

**Review Reception**  
Pupils should be taught to:

**Sentence Level:**  
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, in order to begin to develop stamina for writing  
Join words and clauses using the conjunction 'and', as well as other conjunctions appropriate to Year 1 (See appendix)  
Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences  
Begin to use imperative sentences in instructions (e.g. *Get a spoon and a bowl.*)  
Begin to use some of the distinctive features of Standard English in their writing (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: *yeah* might be replaced with *yes*)

**Text Level**  
Begin to write about more than one idea  
Begin to group related ideas  
Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts (See Appendix, section 1)

### PLANNING, EVALUATING AND EDITING

**Review Reception**  
Pupils should be taught to:

**Planning:**  
Say out loud what they are going to write about in advance  
Orally compose sentences and/or whole texts  
Recognise the features of different forms of writing, e.g. instructions, information books, stories and poems

**Evaluating:**  
Discuss their own writing with the teacher  
Read own writing aloud, clearly enough to be heard by peers and the teacher  
Use appropriate grammatical terminology in discussing writing (See Terminology)

**Editing:**  
Re-read what they have written to check that it makes sense  
Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence, based on their developing understanding of phonics

### TERMINOLOGY

**Review Reception**  
Pupils should be taught to understand and discuss the terms:

Letter  
Capital letter  
Singular  
Plural  
Sentence  
Punctuation  
Full stop  
Question mark  
Exclamation mark  
Joining word  
Punctuation mark

### HANDWRITING

**Review Reception**  
Pupils should be taught to:

Sit correctly at a table, holding a pencil comfortably and correctly  
Form lower-case letters in the correct direction, starting and finishing in the right place  
Form capital letters  
Form digits 0-9  
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.  
Use appropriate finger spacing in their writing  
Position their writing appropriately on the page (i.e. writing sits on the line)  
Always write from left to right and from top to bottom



# St Robert Southwell Catholic Primary School

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## Progression of Writing Skills – Year 2

### CONJUNCTIONS / ADVERBIALS

#### Review Year 1 Pupils should be taught to use:

As  
Or  
If  
Because  
Until  
When  
That

### TERMINOLOGY

#### Review Year 1 Pupils should be taught to understand and discuss the terms:

Noun  
Noun phrase  
Statement  
Question  
Exclamation  
Command  
Compound  
Suffix  
Adjective  
Adverb  
Verb  
Tense (past, present)  
Apostrophe  
Comma  
Introduction  
Build up  
Problem  
Resolution  
Homophone/Homonym

Vocabulary  
Syllable  
Alliteration  
Simile  
Joining word/Conjunction (interchangeably)

### PUNCTUATION

#### Review Year 1 (At this stage, Year 1 practices of sentence demarcation still need to be explicitly taught)

#### Pupils should be taught to use:

Commas to separate items in a list  
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

### HANDWRITING

#### Review Year 1 Pupils should be taught to:

Form lower-case letters of the correct size relative to one another  
Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  
Use spacing between words that reflects the size of the letters.  
NB: As soon as pupils are able to form letters securely, with the correct orientation, they should be taught to write with a joined style

#### Review Year 1 Pupils should be taught to:

#### Sentence Level:

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far, to help develop stamina for writing

Use appropriate subordinating and co-ordinating conjunctions (See appendix, section 3)

Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command (e.g. It has an exclamation mark, so it's an exclamation or It starts with a questioning word - 'how' - so it's a question)

Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates. See appendix, section 2)

Use expanded noun phrases to describe and specify [for example, the blue butterfly]

Construct similes using 'like' (e.g. He's very grumpy like a bear)

Use a pattern of three for description (e.g. He was old, bald and smiley)

Incorporate some simple time adverbials into their compositions (e.g. He woke up the next morning... She went as soon as she could... Later on they found out...)

Use some features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know)

#### Text Level:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events (e.g. describing their PE lesson or a field trip)
- writing poetry
- writing for different purposes (e.g. to inform, to instruct)

#### Group related ideas

Use the present and past tenses correctly and consistently, including the progressive form (See appendix, section 4)

Begin to write about more than one idea, using simple sequencing

#### Review Year 1 Pupils should be taught to:

#### Planning:

Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two

Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts

Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings

Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems

Use writing journals as a planning tool and memory aid (See appendix, Evaluating and Editing, section 1)

#### Evaluating:

Evaluate their own writing with the teacher and/or other pupils

Read aloud what they have written, to the teacher or a small group, with appropriate intonation to make the meaning clear

Use appropriate grammatical terminology in discussing writing (See Terminology)

#### Editing:

Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly]

Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing (See appendix, Evaluating and Editing, section 2)

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.



# St Robert Southwell Catholic Primary School

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## Progression of Writing Skills – Year 3

### CONJUNCTIONS / ADVERBIALS

**Review Year 2**  
Pupils should be taught to use:

Although  
After  
Before  
Unless  
However  
Without warning  
Therefore  
Whenever  
While

### TERMINOLOGY

**Review Year 2**  
Pupils should be taught to understand and discuss the terms:

Preposition  
Conjunction (in preference to 'joining word')  
Word family  
Prefix  
Clause  
Subordinate clause  
Direct speech  
Consonant  
Vowel  
Inverted commas (or 'speech marks')  
Paragraph  
Dialogue  
Heading  
Sub-heading  
Preposition phrase

### PUNCTUATION

**Review Year 2**  
Pupils should be taught to use:  
Inverted commas for direct speech

### HANDWRITING

**Review Year 2**  
Pupils should be taught to:  
Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  
Use joined handwriting throughout the majority of their independent writing

### TEXT CONSTRUCTION

**Review Year 2**  
Pupils should be taught to:  
**Sentence Level:**  
Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina for writing  
Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions (See appendix)  
Use a range of sentence structures and forms appropriately (simple, compound and some complex structures, as well as statements, questions, exclamations and commands)  
Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns (e.g. the beautiful, blue butterfly with the fluttery wings)  
Experiment with a greater range of simple adverbials, including some fronted adverbials (e.g. Suddenly, she stopped or He was fine yesterday)

Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates. See appendix, section 2)

Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear, She ran like the wind)

Use a pattern of three for description and expand as appropriate (e.g. He was very old, totally bald and really smiley)

Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know)

**Text Level:**

Begin to use paragraphs and understand that they should be organised around a theme

Sometimes use the present perfect form of verbs in contrast to the past tense (See appendix, section 4)

In non-narrative material, use simple organisational devices [for example, paragraph headings]

In narratives, create basic characters, settings and plot, based on their reading, using some simple description and conjunctions appropriate to Year 3, including beginning to use some dialogue

Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take [e.g. an explanation or a description]

Recognise that writing often has a 'hook' to draw the reader in (i.e. using dialogue, action or description) and attempt to use this

### PLANNING, EVALUATING AND EDITING

**Review Year 2**  
Pupils should be taught to:

**Planning:**

Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas

Plan to use paragraphs, by grouping relevant information

With support, identify the viewpoint from which they will be writing

Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas

Begin to consider the intended effect of their writing on the reader

Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures

Plan vocabulary with which to create settings, characters and plot in narrative writing

Use writing journals as a planning tool and memory aid (See appendix, Evaluating and Editing, section 1)

**Evaluating:**

Assess and discuss the effectiveness of their own writing, suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading

Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear

Use appropriate grammatical terminology in discussing writing (See Terminology)

**Editing:**

Proof-read their writing for spelling and punctuation errors, appropriate to the level expected for their age group

Implement changes to grammar and vocabulary to improve consistency

*Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.*



## Progression of Writing Skills – Year 4

### CONJUNCTIONS / ADVERBIALS

#### Review Year 3 Pupils should be taught to use:

*Meanwhile*  
*Finally*  
*In conclusion*  
*In addition/Additionally*

### TERMINOLOGY

#### Review Year 3 Pupils should be taught to understand and discuss the terms:

*Determiner*  
*Pronoun*  
*Possessive pronoun*  
*Adverbial*  
*Metaphor*  
*Imperative*  
*1st/2nd/3rd person*  
*Common/Proper/Collective noun*  
*Onomatopoeia*  
*Rhetorical question*  
*Word class*

### PUNCTUATION

#### Review Year 3 Pupils should be taught to use:

Inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]  
Apostrophes to mark plural possession [for example, the girl's name, the girls' names]  
Commas after fronted adverbials

### HANDWRITING

#### Review Year 3 Pupils should be taught to:

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  
Use joined handwriting (where appropriate) throughout their independent writing, in all subjects, not just English

### TEXT CONSTRUCTION

#### Review Year 3 Pupils should be taught to:

**Sentence Level:**  
Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina and speed for longer writing  
Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions (See appendix) and by experimenting with their placement of these conjunctions within sentences  
Use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures, for description)  
Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (e.g. the bright blue, beautiful butterfly with the fluttering wings on its back)  
Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials (e.g. *Panting heavily*, she stopped, *At long last*, they had decided, He was fine *yesterday morning*)  
Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition

Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability and/or can be checked by using the first two or three letters to look it up in the dictionary (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates. See appendix, section 2)

Construct a variety of similes using 'like' or 'as' (e.g. *He's as grumpy as a grizzly bear*, *She raced like the wind*)

Use a pattern of three for description and expand effectively (e.g. *He was surprisingly old, totally bald and wore a cheeky grin*)

Begin to be more specific with their word choices (e.g. *the man got into the car* might become *Simon jumped quickly into his red BMW* and *"Hello," she said* might become *"Hello," she smiled happily*)

Begin to use rhetorical questions (e.g. in persuasive writing: *How would you like to sleep on the street?*)

Use the features of written Standard English more consistently (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: *I dunno* might be replaced with *I don't know*)

#### Text Level:

In non-narrative material, use simple organisational devices [for example, headings, subheadings or basic paragraph summaries]

In narratives, create characters, settings and plot, often based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions (based partially on spelling ability. Also See appendix, section 4 and See appendix)

Confidently use the present perfect form of verbs in contrast to the past tense (See appendix, section 4)

Organise paragraphs around a theme

Write for an increasing range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take [e.g. a narrative, an explanation, a report or a description]

Begin to use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)

### PLANNING, EVALUATING AND EDITING

#### Review Year 3 Pupils should be taught to:

##### Planning:

Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence, paragraph and whole-text structure, vocabulary, and ideas (See appendix, Evaluating and Editing, section 3)

Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas

Consider the intended effect of their writing on the reader and adjust their planning in order to accomplish this

Compose and rehearse sentences orally (including dialogue), progressively building a rich and more varied vocabulary and an increasing range of sentence structures

Plan vocabulary with which to create appropriate and interesting settings, characters and plot

Clearly identify the viewpoint from which they will be writing

Use writing journals as a planning tool and memory aid (See appendix, Evaluating and Editing, section 1)

Plan to use paragraphs, by grouping relevant information, showing an increasing level of confidence and accuracy in their placement of paragraph breaks

##### Evaluating:

Assess and discuss the effectiveness of their own and others' writing and suggest improvements to plot, vocabulary and/or grammar and monitor their own writing for sense and effectiveness in the same way that they monitor their reading

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Use appropriate grammatical terminology in discussing writing (See Terminology)

##### Editing:

Proof-read their own and others' writing for spelling and punctuation errors, appropriate to the level expected for their age group

Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences



## Progression of Writing Skills – Year 5

### CONJUNCTIONS / ADVERBIALS

**Review Year 4**  
Pupils should be taught to use:

*Except*  
*Despite*  
*In comparison to*  
*Instead of*

### TERMINOLOGY

**Review Year 4**  
Pupils should be taught to understand and discuss the terms:

*Modal verb*  
*Relative pronoun*  
*Relative clause*  
*Parenthesis*  
*Bracket*  
*Dash*  
*Cohesion*  
*Ambiguity*  
*Formal/Informal*  
*Hyperbole*  
*Literal/figurative*  
*Modifiers*  
*Abstract/Concrete noun*  
*Verb form*  
*Fact*  
*Opinion*

### PUNCTUATION

**Review Year 4**  
Pupils should be taught to use:

Brackets, dashes or commas to indicate parenthesis  
Commas to clarify meaning or avoid ambiguity  
Inverted commas and other punctuation to indicate direct speech [for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. "Stop!" screeched Mum.]  
Colons to introduce speech in play scripts  
Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions

### HANDWRITING

**Review Year 4**  
Pupils should be taught to:

Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility  
Choose which shape of a letter to use when given choices and decide whether or not to join specific letters  
Begin to independently choose the writing implement best suited to the task

### TEXT CONSTRUCTION

**Review Year 4**  
Pupils should be taught to:

**Sentence Level:**  
Begin to be more selective with vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning (e.g. short sentences to create tension and increase pace, rich vocabulary for description) (See appendix, section 2)  
Recognise vocabulary and structures that are appropriate for formal speech and writing

Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or an omitted relative pronoun

Recognise passive verbs and begin to use them in formal speech and writing (See appendix, section 4)

Recognise the perfect form of verbs and begin to use them, with support, to mark relationships of time and cause (See appendix, section 4)

Begin to use expanded noun phrases to convey complicated information (e.g. the rare and beautiful butterfly, whose blue and green wings are about six inches across and have crimson tips)

Recognise and begin to use modal verbs and adverbs to indicate degrees of possibility (See appendix, section 4)

Construct a variety of effective similes and metaphors

Use a pattern of three for description and expand each part into a full phrase to make it effective (e.g. using repetition We have been struggling to find food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time)

Confidently use rhetorical questions

Always use the features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know)

Further increase their range of adverbials, including fronted adverbials and recognise and begin to use modal verbs and adverbs to indicate degrees of possibility (See appendix, section 4)

**Text Level:**

Begin to expand their range of organisational devices to build cohesion within and across paragraphs [for example, using appropriate conjunctions (See appendix) within a paragraph and linking ideas across paragraphs using adverbials e.g. On the other hand; In contrast]

Use further organisational devices and some presentational devices to structure texts and begin to guide the reader [for example, headings, underlining]

Recognise and use first, second and third person

Confidently use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)

Write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take [e.g. a narrative, an explanation, a report or a description]

Use tenses accurately and consistently

### PLANNING, EVALUATING AND EDITING

**Review Year 4**  
Pupils should be taught to:

**Planning:**

Plan their writing by identifying the audience for and purpose of the writing

Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding

Note and develop initial ideas, based on model texts and/or classwork

Consider how writers have developed ideas in similar writing, using this writing as models for their own (See appendix, Evaluating and Editing, section 3)

Use some deliberate vocabulary and grammar choices to enhance the mood and support the meaning of their writing

Plan to use appropriate levels of formality

In narratives, plan to convey character and advance the action through dialogue and description of settings or characters

Use appropriate organisational devices, such as headings or sub-headings

Clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text

Use writing journals as a planning tool and memory aid (See appendix, Evaluating and Editing, section 1)

**Evaluating:**

Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices

Use appropriate grammatical terminology in discussing writing (See Terminology)

Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear

**Editing:**

Proofread their own and others' work for spelling and punctuation errors to a high degree of accuracy

Ensure the correct use of tense throughout a piece of writing

Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects



# St Robert Southwell Catholic Primary School

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## Progression of Writing Skills – Year 6

### CONJUNCTIONS / ADVERBIALS

#### Review Year 5 Pupils should be taught to use:

If necessary  
According to  
Consequently  
Nevertheless  
Whereas

### TERMINOLOGY

#### Review Year 5 Pupils should be taught to understand and discuss the terms:

Subject  
Object  
Active  
Passive  
Synonym  
Antonym  
Ellipsis  
Hyphen  
Colon  
Semi-colon  
Bullet points  
Fluent/Fluency  
Personification  
Cohesion  
Stressed and unstressed syllables  
Subjunctive mood  
Superlative  
Past progressive verb form  
Perfect verb form  
Progressive verb form  
Subordinating conjunction  
Coordinating conjunction

### PUNCTUATION

#### Review Year 5 Pupils should be taught to use:

A semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]  
A colon to introduce a list and use of semi-colons within lists  
Conventions for punctuating bullet points to list information  
Hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]  
Ellipsis  
A full stop for abbreviation  
Inverted commas and other punctuation to indicate direct speech [for example, where the speaker is identified between two sections of dialogue, e.g. "I like that," smiled Sarah, "because it's exactly what I asked for."]

### HANDWRITING

#### Review Year 5 Pupils should be taught to:

Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility  
Use an unjoined style when appropriate (e.g. for writing an email address or for labelling a diagram)  
Develop an increasingly personal style  
Always choose the writing implement best suited to the task

### TEXT CONSTRUCTION

#### Review Year 5 Pupils should be taught to:

**Sentence Level:**  
Select appropriate vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning (e.g. short sentences to create tension and increase pace, rich vocabulary for description, colons and semi-colons to clarify meaning in descriptive lists. See appendix, section 2)

Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (See appendix, section 4)

Use passive verbs to affect the presentation of information in a sentence (See appendix, section 4)

Construct a variety of effective similes and metaphors

Use the perfect form of verbs to mark relationships of time and cause (See appendix, section 4)

Use expanded noun phrases to convey complicated information concisely (e.g. the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings)

Use modal verbs or adverbs to indicate degrees of possibility (See appendix, section 4)

Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

Always use the features of written Standard English (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: I dunno might be replaced with I don't know) except where appropriate in narrative dialogue

Further increase their range of adverbials, including fronted adverbials and use modal verbs or adverbs to indicate degrees of possibility (See appendix, section 4)

#### Text Level:

Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connections [such as adverbials] or ellipsis)

Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining]

In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action (e.g. using verb/adverb choice in dialogue to convey character's mood effectively: "Please! No!" she begged desperately or using fronted adverbials to quickly draw reader into setting: At the very back of the stuffy, dark shed...)

Write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take [e.g. a narrative, an explanation, a report or a description]

Use a range of tenses accurately and consistently

Correctly use first, second and third person

Confidently and effectively use a 'hook' to draw the reader in to writing (i.e. using dialogue, action or vivid description)

### PLANNING, EVALUATING AND EDITING

#### Review Year 5 Pupils should be taught to:

##### Planning:

Plan their writing by identifying the audience for and purpose of the writing and effectively adjust their planning in order to meet the requirements of these, including selecting the appropriate form

Select appropriate ideas, vocabulary and grammatical forms from model texts to improve the quality of their own writing (See appendix, Evaluating and Editing, section 3)

Use appropriate organisational devices, such as headings, sub-headings or bullet points

Consistently plan to use appropriate levels of formality across all writing

Use reading and research, where appropriate, to develop initial ideas

Select appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing

In all text forms, use appropriate detail and conventions to convey intended meaning and advance writing

##### Précis longer passages

Clearly identify the viewpoint from which they will be writing, and carefully and effectively maintain this across the whole text

Use writing journals as a planning tool and memory aid (See appendix, Evaluating and Editing, section 1)

##### Evaluating:

Assess the effectiveness of their own and others' writing, using appropriate grammatical terminology to specifically state what could be improved upon, where appropriate, and discussing the shades of meaning created by their vocabulary and grammar choices

Perform their own compositions, using appropriate intonation, volume and movements so that shades of meaning are clear

##### Editing:

Proofread their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects, giving reasoned explanations for their decisions