

YEAR 5		AUTUMN - Working Within	SPRING - Focussing	SUMMER- Securing
VOCABULARY	Nouns And Adjectives	<ul style="list-style-type: none"> • Use a wider range of appropriate synonyms for nouns (using a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition e.g. dog, hound, Labrador, gundog. • Write expanded noun phrases for description by selecting from a wider range of adjectives (through the use of a dictionary/thesaurus) to aid cohesion, clarity and to avoid repetition e.g. the frightening guard dog, the glittering sports car. • Write expanded noun phrases for description by using a range of preposition phrases to aid clarity. e.g. the black dog with white spots, the black dog in a red collar. • Write expanded noun phrases for specification using a wider range of more precise prepositions to aid clarity e.g. in front of, at the back of, at the side of, next to – the scary guard dog in front of the kennel. • 	<ul style="list-style-type: none"> • Select a wider range of appropriate determiners (e.g. articles, possessives, quantifiers, demonstratives) choosing synonyms for clarity, emphasis and to avoid repetition e.g. every child, each child, all children. • Select comparatives and superlatives to aid cohesion/clarity, avoid repetition e.g. nastier, angriest – the angriest man in town. 	<ul style="list-style-type: none"> • Modify or intensify adjectives using a greater range of adverbs e.g. incredibly, always, sometimes, the incredibly scary dog – The dog is always scary.
	Verbs And Adverbs	<ul style="list-style-type: none"> • Use a wider range of appropriate synonyms for verbs (using a dictionary/thesaurus) to aid cohesion, clarity and to avoid 	<ul style="list-style-type: none"> • Use a variety of tenses correctly in a range of text types: simple past, past progressive, simple present, present progressive, future, 	<ul style="list-style-type: none"> • Use a wider range of appropriate adverbial phrases for place (using dictionary/thesaurus) to aid cohesion, clarity and to avoid

		<p>repetition e.g. strolled, sauntered, ambled.</p> <ul style="list-style-type: none"> ● Use Standard English for verbs, including subject-verb agreement e.g. they were studying not they was studying and modals in past tenses e.g. she should have won, or she should've won not she should of won. 	<p>imperative, present perfect past perfect, present perfect progressive e.g. He has been working for a while.</p> <ul style="list-style-type: none"> ● Select appropriate modal verbs to indicate degrees of possibility e.g. might, could, should, must, will and strong suggestion e.g. should, shouldn't, choosing when to contract or not, depending on formality of language e.g. The council will not empty the bins. I won't do that. ● Use adverbial phrases for manner (how) by modifying the adverb with another adverb e.g. very quickly, extremely fast. 	<p>repetition e.g. under the sea, below the waves, beneath the surface of the ocean.</p>
	Cohesive Devices	<ul style="list-style-type: none"> ● Use appropriate pronouns within and across sentences to aid cohesion and avoid repetition of noun e.g. The witch looked at the boy. She gave him an apple. He ate it. ● Use possessive pronouns to aid cohesion and avoid repetition e.g. The dog was hers. That bag is mine. The house is yours. ● Use a greater range of adverbs or adverbials for time, number and addition to aid cohesion, clarity and avoid repetition e.g. All of a 	<ul style="list-style-type: none"> ● Use a greater range of adverbs or adverbials for emphasis, to aid cohesion, clarity and avoid repetition e.g. Actually, In actual fact . 	<ul style="list-style-type: none"> ● Use a greater range of adverbs or adverbials for cause to aid cohesion, clarity and avoid repetition e.g. Consequently, As a result. ● Use a greater range of adverbs or adverbials for opposition to aid cohesion, clarity and avoid repetition e.g. Nevertheless, on the other hand. ● Use adverbs to indicate degrees of possibility e.g. maybe, perhaps, surely. ● Vary the position of adverbs and adverbial phrases in the sentence for emphasis and effect e.g. At the

			<p>sudden, After a large lunch, Additionally, in Addition.</p>		<p>end of the garden, there was a large statue. Consequently, the plan failed. He quickly ran to the shop. It is very good value, in actual fact.</p>
<p>SENTE NCE</p>	<p>Sentence Structur e</p>	<ul style="list-style-type: none"> ● Use a range of sentence structures including simple sentences for effect and multi-clause sentences using co-ordination conjunctions e.g. and, so, but, or. ● Use subordination (relative clause) – using ‘<i>who</i>’, ‘<i>that</i>’ or ‘<i>which</i>’ in relative clauses embedded within the main clauses e.g. The house, which was dark and spooky, stood at the bottom of the lane. ● Use Subordination (relative Clause) – using ‘<i>whose</i>’ as a relative pronoun to show possession e.g. She knew the family whose house we bought. ● Use subordination – writing sentences with two subordinate clauses and a main clause e.g. when I got up, I make my breakfast because my mum was asleep. I was happy when he arrived although he was very late. 	<ul style="list-style-type: none"> ● Use subordination for cause using a greater range of conjunctions to avoid repetition e.g. because/as. ● Use subordination for comparison or concession e.g. although, even though – He is tall although his parents are short. I am going out even though it is raining. ● Use subordination (relative clause) – using ‘<i>where</i>’, ‘<i>when</i>’ as relative pronouns to give more information about the noun e.g. This is the house where I grew up. That was the day when he broke his leg. ● The relative pronoun in an embedded relative clause e.g. The man, covered with mud, staggered into the room. 	<ul style="list-style-type: none"> ● Use subordination for time using a greater range on conjunctions to avoid repetition e.g. as, since, as soon as – I watched TV as I ate my supper. I have played golf since I was six. ● Use subordination – varying order of clauses to emphasise meaning by moving subordinate clauses to the beginning of sentences e.g. Although he wasn’t tired he went to bed. Unless it stops raining, we are staying inside. ● Use subordination – using ‘<i>that</i>’ following verbs for thinking, feeling and speaking e.g. He believed that the world was flat. He worried that she would not come. He said that the game was over. 	

	Punctuation	<ul style="list-style-type: none"> ● Use the full range of punctuation taught at KS1 correctly – capital letters, full stops, question marks, commas for lists and apostrophes. ● Use commas to separate embedded relative clauses using ‘who’, ‘that’, which’ e.g. The house, which was dark and spooky, stood at the bottom of the lane. ● Use apostrophes to show contraction in verb forms including positive, negative and modals and to ensure Standard English e.g. he should’ve no should’of. ● Use apostrophes to show possession for both singular and plural nouns (including collective nouns). ● Use inverted commas (speech marks) and other forms of punctuation in dialogue where the reporting clause is in the middle of sentences spoken by the same speaker e.g. “look at me!” said Jenny. “I am on the roof!” 	<ul style="list-style-type: none"> ● Use commas to clarify meaning and avoid ambiguity, e.g. Stop hitting, Joe instead of Stop hitting Joe. ● Use a colon after an independent introductory main clause to introduce a list of nouns separated by commas e.g. The milkshake includes a number of ingredients: bananas, honey, milk and ice-cream. 	<ul style="list-style-type: none"> ● Indicate parenthesis of phrases or words with brackets, dashes or commas e.g. Mr Smith (our grumpy next door neighbour) hates children. Our neighbour – Joe – mows his lawn every Sunday.. My neighbour, Mr Smith hates children.
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<p>COMP OSITIO N</p>	<p>Writing Process</p>	<ul style="list-style-type: none"> ● Read and discuss similar writing to understand and learn from structure, vocabulary, grammar, form, audience and purpose. ● Develop initial ideas on own plan through discussion with teacher/peers and reading similar writing ● Evaluate the structure, grammar, vocabulary and punctuation of own and others; writing for sense and effectiveness. ● Edit by suggesting improvements and making changes to grammar, vocabulary and punctuation to clarify meaning. ● Proof read for spelling and punctuation errors. ● Read aloud own writing using appropriate intonation and controlling volume and tone so that the meaning is clear. 	<ul style="list-style-type: none"> ● Discuss and identify the purpose and audience for own writing in a given form. ● Plan own writing for the identified audience and purpose (using discussion and similar writing/planning as models) by organising initial ideas on a planning format. ● Follow own plan to organise, draft and write each paragraph, composing sentences, selecting appropriate grammar and vocabulary and making improvements before writing. ● Edit to ensure consistent and correct use of tenses and correct subject and verb agreement for Standard English. ● Edit to ensure appropriate level of formality (register) by making changes to structure, grammar, vocabulary and punctuation. ● Perform own compositions to group/class, using appropriate intonation, volume and movement so that the meaning is clear 	<ul style="list-style-type: none"> ● Evaluate the grammar, vocabulary and punctuation for appropriate level of formality (register) for the audience, purpose and style of writing. ● When discussing writing, recognise and use terminology from previous years and Y5: modal verb, relative clause; parenthesis, bracket, dash; cohesion, ambiguity.
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	Narrative	<ul style="list-style-type: none"> ● Write narrative (not always chronological e.g. flash back) in a wide range of genres e.g. mystery, dilemma. ● Write narrative with effective plots and varying structures which suit the genre e.g. legend – problem resolution, problem, resolution. ● Use a range of devices to open narrative (e.g. dramatic event, dialogue) and to engage the reader ● Start and end paragraphs effectively to signal changes (in time, setting, speaker) and support the overall direction of the text. 	<ul style="list-style-type: none"> ● Include descriptions of settings, atmosphere, action, character, characters feelings and author’s viewpoint to advance the narrative. ● Include dialogue to convey character and /or advance the action. 	<ul style="list-style-type: none"> ● Organise and develop whole narratives with well-balanced paragraphs to engage the reader. ● Use a greater range of cohesive devices to make links across the narrative e.g. pronouns, adverbs, adverbial phrases, tense choices
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	Non-Fiction	<ul style="list-style-type: none"> ● Write a range of chronological texts in a variety of different forms e.g. recounts – newspaper report, biography, auto-biography, instructions – care-leaflet. ● Write a range of non-chronological texts in a variety of different forms e.g. reports; explanations- scientific phenomena; persuasive texts – letter; discussions (balanced arguments). ● Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases tense choices. ● Use relevant and appropriate description of subject matter to inform and engage the identified audience including personal viewpoint when relevant 	<ul style="list-style-type: none"> ● Write introductions to orientate, introduce and engage the reader including personal viewpoint where appropriate. ● Write conclusion to sum up, evaluate or advise, including a clear link back to the introduction and personal viewpoint where appropriate. 	<ul style="list-style-type: none"> ● Write simple hybrid texts with more than one purpose by incorporating a section or paragraph e.g. non-chronological report with a persuasive paragraph. ● Use appropriate organisation and features of the text type to balance the content; suit the purpose and form of the next type and engage the reader e.g. discussions – evenly balanced paragraphs; instructions – heading, bullet points, underlining.
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