



We use these descriptors from the national curriculum and teach them in the sequence outline below. We use these as a guide and adapt our plans based on the children in the class.

YEAR 5	YEAR 6	
1. Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan		Term 1
2. Explore and use their own techniques to note their ideas, drawing on research where necessary		
3. Perform compositions, using appropriate intonation, volume and movement		
4. Use expanded noun phrases precisely to add detail across a piece of writing e.g. using prepositions, adverbs for manner and how much (very/likely/almost)	Use expanded noun phrases across writing to convey complicated information concisely e.g. expand using prepositions, adverbs (very/nearly/almost/extremely), expand before the noun and after	
5. Indicate degrees of possibility through the use of adverbs e.g. nearly almost very	Use the perfect form of verbs to mark relationships of time and cause e.g. this <u>had been</u> happening since ...and <u>would</u> continue to happen	
6. Indicate degrees of possibility the rough the use of modal verbs e.g. could, would, should, may		
7. Use of inverted commas and other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on	Control the use of inverted commas for direct speech, reported speech and quotations e.g. all speech punctuation accurate and placed correctly within a paragraph to communicate character, plot or setting	
8. Use relative clauses beginning with who, which, where, when, whose and that e.g. Mr Victor Hazel, who had cheeks as red and as puffy as ripened cherry, stuffed himself back into his car.	Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths e.g. short sentences for tension, complex sentences for to build a scene	
		Term 2
9. Use embedded clauses e.g. Mr Victor Hazel, although not usually a customer at the filling station, pulled up at the pump and yelled for service.	Continue - Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths e.g. short sentences for tension, complex sentences for to build a scene	
	ALSO Use hyphens to avoid ambiguity Punctuate bullet points consistently e.g. link to text type organisational features	
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10. Use main and subordinate clauses and move their position in sentences e.g. revisit front/embedded/relative/end	Use an effective range of sentence structures, including sentences with multiple clauses e.g. embedded/relative/fronted/end used to create character, build atmosphere, create a setting, add relevant factual details	
11. Use commas accurately to demarcate clauses in complex sentences e.g. as parenthesis, to separate clauses	Use semi colons, colons or dashes to mark boundaries between independent clauses accurately e.g. semi colons as an unspoken connective/ dashes for parenthesis/colons to separate clauses - The town was peaceful: the menace would not come again tonight (description : detail)	
	Use a colon to introduce a list and semi colons within a list e.g. within instructions/a list within a sentence - The man had the following features: a small wrinkled nose; rose pink cheeks; piercing blue eyes that appeared to follow you wherever you went; small flabby ears. Revisit internal punctuation	
12. Use figurative devices such as metaphors and personification e.g. linked to poetry and Quality Text – use to develop character and setting	Use figurative devices such as extended metaphors and colloquialisms e.g. linked to poetry and quality texts	

13. Ensure consistent and appropriate use of tense throughout a piece of writing e.g. progressive (ing), perfect (has been/is being)	Use the passive voice deliberately e.g. for tension formal writing – the key <u>had been</u> taken from the draw/the man <u>is being</u> held for questioning – revisit verb forms (past/present/progressive/perfect)	Term 3
14. Develop characters in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary revisit internal punctuation.		
15. Use precise phrases and vocabulary linked to topic, text, and Year 5 word list to add detail across a piece of text e.g. prepositional phrases, adverbial phrases, vocabulary linked to Quality texts/modelled text/year 5/6 word list Y5 spelling rules	Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. link to quality text or modelled text and Year 5/6 word list	
16. Distinguish between the language of speech and writing and develop formal language structures in different text types e.g. use an authority figure in a narrative, modal verbs 'this could be the case', 'He had been riding a bike since he was three'. The man <u>has been</u> taken in for questioning	Use formal language structures in speech and writing e.g. subjunctive and question tags, passive voice, perfect tense	
17. Develop settings and atmosphere in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary	Develop settings and atmosphere in detail e.g. dedicate paragraphs to building the setting/atmosphere, link atmosphere to figurative device such as metaphor or repetition. Link atmosphere to known influences such as the weather - storm = danger rain = sadness	
18. Use a range of devices to link paragraphs e.g. fronted adverbial phrases, repetition, ... , text specific features (first/then/next/sub headings etc.)	Use a range of cohesive devices within and between paragraphs e.g. noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, linking themes (golden thread)	
19. Control more complex plots e.g. beginning/middle/end plots with paragraphs to develop character or setting or tension, prequels/sequels/alternative endings/ paragraphs containing detail on character or setting or tension between characters		Term 4
20. Use a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, expanded noun phrases using prepositions, range of main and subordinate clauses	Manipulate and control the use of organisational features in fiction and non fiction e.g. range of cohesive devices such as: noun and pronoun chains, ..., fronted adverbials, repetition, verb forms and tense agreement, sub headings, headings, genre specific	
21. Modify and control use of narrative language features e.g. expanded noun phrases, precise vocabulary, figurative language, power 3, exaggeration, adverbial phrases, prepositional phrases, standard and non-standard English, dialogue		
22. Modify and control use of non fiction language features e.g. perfect form, imperatives, genre specific features, modal verbs, modifying adverbs		
23. Control the use of organisational features in fiction and non fiction e.g. noun and pronoun chains, repetition, fronted adverbial phrases, adverbs, complex and compound sentence, genre specific, paragraphs, sub headings etc.		
24. Can spell most of the year5/6 common exception words and homophones e.g. include edited evidence		
25. Can spell words using some of the year5/6 prefixes and suffixes e.g. include edited evidence		
26. Can use the first 3 letters of a word to check spellings and meanings in a dictionary, use a thesaurus		
27. Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect		
28. Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations e.g. use word banks and class display generate during the build up of a unit		
29. Identify the audience and purpose for their writing and select the appropriate form e.g. linked to topic/quality text/talk for writing sequence/wow day/opening experience		Term 4
30. Write free verse poetry of increasing complexity, with a specific purpose e.g. place in provision 3 x per year (term 2/4/6)		

Milestones completed