

Key Learning in Writing: Year 5 Composition	Key Learning in Writing: Year 6 Composition
Vocabulary, grammar and punctuation	Vocabulary, grammar and punctuation
<ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i>, e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> 	<ul style="list-style-type: none"> • Manipulate sentences to create particular effects.
<ul style="list-style-type: none"> • Create complex sentences where the relative pronoun is omitted, e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> 	
<ul style="list-style-type: none"> • Create and punctuate complex sentences using <i>ed</i> opening clauses, e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> 	
<ul style="list-style-type: none"> • Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> 	
<ul style="list-style-type: none"> • Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> 	
<ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning. 	
<ul style="list-style-type: none"> • Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> 	<ul style="list-style-type: none"> • Explore how hyphens can be used to avoid ambiguity, e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.
<ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> 	
<ul style="list-style-type: none"> • Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i> 	
<ul style="list-style-type: none"> • Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> 	
<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbial for time, place and numbers, e.g. <i>later, nearby, secondly.</i> 	<ul style="list-style-type: none"> • Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts, e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i>
<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph, e.g. <i>firstly, then, presently, this, subsequently.</i> 	<ul style="list-style-type: none"> • Use devices to build cohesion within and between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i>
	<ul style="list-style-type: none"> • Use ellipsis to link ideas between paragraphs. • Use repetition of a word or phrase to link ideas between paragraphs.
	<ul style="list-style-type: none"> • Identify and use semi-colons to mark the boundary between independent clauses, e.g. <i>It is raining; I am fed up.</i>
<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> 	

<ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>might, could, shall, will, must</i>. 	
<ul style="list-style-type: none"> Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably</i>. 	
	<ul style="list-style-type: none"> Investigate and collect a range of synonyms and antonyms, e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.
	<ul style="list-style-type: none"> Identify the subject and object of a sentence.
	<ul style="list-style-type: none"> Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>.
	<ul style="list-style-type: none"> Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause, e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect)</i>.
	<ul style="list-style-type: none"> Punctuate bullet points consistently.
	<ul style="list-style-type: none"> Identify and use colons to introduce a list.
	<ul style="list-style-type: none"> Identify and use semi-colons within lists.
	<ul style="list-style-type: none"> Explore, collect and use vocabulary typical of formal and informal speech and writing, e.g. <i>find out – discover, ask for – request, go in – enter</i>.
	<ul style="list-style-type: none"> Explore, collect and use question tags typical of informal speech and writing, e.g. <i>"He's your friend, isn't he?"</i>
	<ul style="list-style-type: none"> Explore, collect and use subjunctive forms for formal speech and writing, e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest</i>.
<ul style="list-style-type: none"> Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. 	
<ul style="list-style-type: none"> Investigate verb prefixes, e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. 	
Composition	Composition
Planning	Planning
<ul style="list-style-type: none"> Identify the audience and purpose. 	<ul style="list-style-type: none"> Identify audience and purpose.
<ul style="list-style-type: none"> Select the appropriate language and structures. 	<ul style="list-style-type: none"> Select the appropriate structure, vocabulary and grammar.
	<ul style="list-style-type: none"> Choose appropriate text-form and type for all writing.
<ul style="list-style-type: none"> Use similar writing models. Draw on reading and research. 	<ul style="list-style-type: none"> Draw on similar writing models, reading and research.
<ul style="list-style-type: none"> Note and develop ideas. 	<ul style="list-style-type: none"> Use a range of planning approaches, e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>.
<ul style="list-style-type: none"> Think how authors develop characters and settings (in books, films and performances). 	<ul style="list-style-type: none"> Compare how authors develop characters and settings (in books, films and performances).

Drafting and Writing	Drafting and Writing
<ul style="list-style-type: none"> Select appropriate structure, vocabulary and grammar. 	<ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
	<ul style="list-style-type: none"> Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).
<ul style="list-style-type: none"> Blend action, dialogue and description within and across paragraphs. 	<ul style="list-style-type: none"> Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i>
<ul style="list-style-type: none"> Use different sentence structures with increasing control (see VGP). 	<ul style="list-style-type: none"> Consciously control the use of different sentence structures for effect.
<ul style="list-style-type: none"> Use devices to build cohesion (see VGP). 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs.
<ul style="list-style-type: none"> Use organisation and presentational devices, e.g. <i>underlining, bullet points, headings</i>. 	<ul style="list-style-type: none"> Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences, e.g. <i>headings, sub-headings, columns, bullet points, tables</i>.
	<ul style="list-style-type: none"> Deviate narrative from linear or chronological sequence, e.g. <i>flashbacks, simultaneous actions, time-shifts</i>.
	<ul style="list-style-type: none"> Combine text-types to create hybrid texts, e.g. <i>persuasive speech</i>.
	<ul style="list-style-type: none"> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing, e.g. <i>repeated use of 'and' to convey tedium, one word sentence</i>.
	<ul style="list-style-type: none"> Make conscious choices about techniques to engage the reader including appropriate tone and style, e.g. <i>rhetorical questions, direct address to the reader</i>.
	<ul style="list-style-type: none"> Use active and passive voice to achieve intended effects, e.g. <i>formal reports, explanations and mystery narrative</i>.
	<ul style="list-style-type: none"> Précis longer passages.
Evaluating and Editing	Evaluating and Editing
<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. 	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
<ul style="list-style-type: none"> Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	
<ul style="list-style-type: none"> Ensure consistent and correct use of tense throughout a piece of writing. 	
<ul style="list-style-type: none"> Ensure consistent subject and verb agreement. 	
<ul style="list-style-type: none"> Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Proofread for grammatical, spelling and punctuation errors.
Performing	Performing
<ul style="list-style-type: none"> Use appropriate intonation and volume. 	<ul style="list-style-type: none"> Use appropriate and effective intonation and volume.
<ul style="list-style-type: none"> Add movement. 	<ul style="list-style-type: none"> Add gesture and movement to enhance meaning.
<ul style="list-style-type: none"> Ensure meaning is clear. 	<ul style="list-style-type: none"> Encourage and take account of audience engagement.

Transcription		Transcription	
Spelling		Spelling	
<ul style="list-style-type: none"> Investigate verb prefixes, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>. 		<ul style="list-style-type: none"> Investigate and use further prefixes, e.g. <i>bi-</i> <i>trans-</i> <i>tele-</i> <i>circum</i>. 	
<ul style="list-style-type: none"> Recognise and spell words ending in <i>-ant</i>, <i>-ance</i> <i>-ancy</i>, <i>-ent</i>, <i>-ence</i> <i>-ency</i>. 		<ul style="list-style-type: none"> Recognise and spell endings which sound like /Jas/spelt – <i>cious</i> or <i>-tious</i>. 	
<ul style="list-style-type: none"> Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. 			
<ul style="list-style-type: none"> Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. 			
<ul style="list-style-type: none"> Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive</i>, <i>receive</i>. 			
<ul style="list-style-type: none"> Recognise and spell words containing the letter-string <i>ough</i>. 			
<ul style="list-style-type: none"> Recognise and spell the suffixes <i>-al</i>, <i>-ary</i>, <i>-ic</i>. 		<ul style="list-style-type: none"> Recognise and spell endings which sound like /Jal/, e.g. <i>official</i>, <i>partial</i>. 	
<ul style="list-style-type: none"> Spell further suffixes, e.g. <i>ll</i> in <i>full</i> <i>becoming l</i>. 		<ul style="list-style-type: none"> Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring</i>, <i>reference</i>. 	
<ul style="list-style-type: none"> Spell some words with 'silent' letters, e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i>. 			
<ul style="list-style-type: none"> Spell unstressed vowels in polysyllabic words. 			
		<ul style="list-style-type: none"> Investigate use of the hyphen. 	
		<ul style="list-style-type: none"> Distinguish between homophones and other words that are often confused. 	
		<ul style="list-style-type: none"> Identify root words, derivations and spelling patterns as a support for spelling. 	
<ul style="list-style-type: none"> Develop self-checking and proof reading strategies. 		<ul style="list-style-type: none"> Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. 	
		<ul style="list-style-type: none"> Use a number of different strategies interactively in order to spell correctly. 	
<ul style="list-style-type: none"> Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. 		<ul style="list-style-type: none"> Be secure with all spelling rules previously taught. 	
<ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 			
<ul style="list-style-type: none"> Use a thesaurus. 			
<ul style="list-style-type: none"> Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 		<ul style="list-style-type: none"> Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. 	
Transcription		Transcription	
Handwriting		Handwriting	
<ul style="list-style-type: none"> Write fluently using a joined style as appropriate for independent writing. 		<ul style="list-style-type: none"> Write, using a joined style, with increasing speed. 	
<ul style="list-style-type: none"> Choose when it is appropriate to print (lower case or upper case) rather than to join writing, e.g. <i>printing for labelling a scientific diagram or data</i>, <i>filling in a form</i>, <i>writing an e mail address</i>. 		<ul style="list-style-type: none"> Choose the writing implement that is best suited for a task, e.g. <i>pencil for quick notes</i>, <i>handwriting pen for letters</i>, <i>marker pens for posters</i>. 	

