

Year 5 writer must have...

Features of Writing	subordination in my sentences (using: <i>when, if, that, because</i> ) and co-ordination (using: <i>or, and, but</i> )
	time, place and cause expressed using conjunctions ( <i>when, before, after, while, so, because</i> ), adverbs ( <i>then, next, soon, therefore</i> ), or prepositions ( <i>before, after, during, in, because of</i> )
	noun phrases expanded using modifying adjectives, nouns and preposition phrases ( <i>the strict maths teacher with curly hair</i> )
	use or well punctuated fronted adverbials
	consistent use of present and past tense throughout writing
	progressive forms of verbs to mark actions in progress ( <i>she is drumming, he was shouting</i> )
	simple expanded noun phrases for description and specification (for example: <i>the blue butterfly, plain flour, the man in the moon</i> )
	paragraphs as a way of grouping related material and organising ideas around a theme
	present perfect form of verbs instead of simple past ( <i>He has gone out to play</i> contrasted to <i>He went out to play</i> )
	used pronouns or nouns within and across sentences to avoid repetition
headings and sub-headings to aid presentation	

Punctuation	capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes to mark missing letters and for contracted form, possessive singular and apostrophes to mark plural possession, inverted commas and other punctuation to indicate direct speech
	use commas after fronted adverbials

Year 1

Year 2

Year 3

Year 4