

full range of spelling, grammar and punctuation features taught in previous year groups, including pronouns for cohesion and the correct tense throughout

appropriate grammar and vocabulary to match the purpose and audience

organisational and presentational devices that are relevant to the text type, e.g. title, paragraphs

describes settings, characters and atmosphere

uses dialogue to convey a character and advance the action

linking words/phrases between sentences and paragraphs to build cohesion including time adverbials (e.g. later) place adverbials (e.g. nearby) and number (e.g. secondly)

relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery

adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might

brackets, dashes  
or commas to  
indicate parenthesis

commas to clarify  
meaning or to  
avoid ambiguity.

a wider range of verb  
prefixes, e.g. deactivate,  
overturn, misconduct

nouns or adjectives  
converted into verbs using  
suffixes, e.g. designate,  
classify, criticise

more complex  
homophones,  
e.g. affect/effect,  
practice/practise

Y5/6 statutory  
spelling words

a title to make the  
reader want to  
read the story

a beginning to  
introduce character(s)  
and a setting

a build-up to give hints  
and clues about what  
is going to happen

a resolution where  
the character(s) solve  
the dilemma

an ending to say  
what the characters  
will do next

direct speech  
to move  
on the action

short, snappy  
sentences used  
for effect

cliffhanger  
questions