

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