

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 dilemma where  
something goes  
wrong*

*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*