

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