Sentence Structure and Punctuation

- Punctuates single and multi-clause sentences correctly all of the time
- makes precise and effective use of expanded noun phrases (modifiers before and after the noun, e.g. a shy boy with pale, delicate features; a soft material that can be moulded) and through considered use of adverbials
- uses a range of conjunctions and adverbials to link, compare, contrast and extend ideas, information and events
- ensures correct subject and verb agreement (Standard English)
- ensure consistent and correct use of tense throughout a piece of writing
- uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (for example: the dress that she wore/the dress she wore)
- uses brackets, dashes or commas for parenthesis (asides, additional information)
- places commas accurately to clarify meaning or avoid ambiguity
- indicates degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (will, might, should, could)
- proof reads for spelling and punctuation errors (Summer term completely independently)

Effect on Audience

- writes in a variety of genres and forms, taking account of different audiences and purposes; uses the features of the form independently and confidently
- begins to consciously control sentence structure in their writing and justify choices
- describes characters fully, using a mix of description, action, dialogue
- maintains an appropriate balance between dialogue and narrative (action, description)
- uses figurative language (similes, metaphors, personification etc) eg setting, character, atmosphere descriptions
- engages reader and sustains interest in narrative and non-fiction
- makes consistent use of specific style of writing throughout a piece (formal/informal /literary language eg. 'It had been a strange day and it was about to get stranger')
- evaluates and edits own and others' writing to improve vocabulary and grammar, for purpose and audience

Text Organisation

- ensures that ideas or materials and their development are generally logical
- uses devices to build cohesion within a paragraph (eg, adverbials: shortly afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming)
- links ideas across paragraphs using adverbials of time (eg. following on from this strange event…), place (eg. nearby), number (eg. secondly) or tense choice (eg. he had seen her before)
- varies pace through the use of different sentence lengths; moving between dialogue and reported speech; verb strings (he dashed to the waiting limo, wrenched the door open and leapt into the driver's seat); parenthesis
- constructs appropriate introductions and conclusions in non-fiction and varies openings and endings in narrative (e.g. opening with dialogue or action; closing with a reflective comment or a moral)
- uses organizational and presentational features to structure the text and guide the reader eg headings, bullet-points etc
- uses non-linear forms in narrative writing (inserted letters, diary entries into stories etc)
- experiments with writing poetry using different forms

- Uses the grammatical terminology to discuss their own and other's writing: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. Continues to use terminology from previous year groups.

St. Augustine's Writing Curriculum for Phase C Steps 1/2/3 (based on curriculum expectations for Year 5)
Writing across a range of texts - Transcription

Handwriting	Spelling
• writes legibly, fluently and with increasing speed	• spells most words relating to Y5 curriculum statements and word lists correctly, after independent proof-reading • spells most words relating to the statements from previous year groups correctly, after independent proof-reading • uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • makes appropriate use of a thesaurus