



Writing at Sunnybrow Primary School

End of Year Expectations

Year 5	Year 6
<ul style="list-style-type: none">• Add phrases to make sentences more precise and detailed.• Use range of sentence openers – judging the impact or effect needed.• Begin to adapt sentence structure to text type.• Use pronouns to avoid repetition.• Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).• Use the following to indicate parenthesis: brackets dashes comma• Use commas to clarify meaning or avoid ambiguity.• Link clauses in sentences using a range of subordinating and coordinating conjunctions.• Use verb phrases to create subtle differences (e.g. she began to run).• Consistently organize into paragraphs.• Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).• Write legibly, fluently and with increasing speed.	<ul style="list-style-type: none">• Use subordinate clauses to write complex sentences.• Use passive voice where appropriate.• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).• Use a sentence structure and layout matched to requirements of text type.• Use semi-colon, colon or dash to mark the boundary between independent clauses.• Use colon to introduce a list and semi colon within a list.• Use correct punctuation of bullet points.• Use hyphens to avoid ambiguity.• Use full range of punctuation matched to requirements of text type.• Use wide range of devices to build cohesion within and across paragraphs.• Use paragraphs to signal change in time, scene, action, mood or person.• Write legibly, fluently and with increasing speed.
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