Littleport Community Primary School
Writing Expectations across the Curriculum

<table>
<tr><th></th><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="15">Year 5</td><td>Handwriting</td><td colspan="6">Write legibly, fluently and with increasing speed, using joins</td></tr>
<tr><td rowspan="14">Sentences</td><td colspan="6">Use a mixture of simple, compound and complex sentences chosen appropriately to create the desired atmosphere, mood or effect</td></tr>
<tr><td colspan="6">Use a wide range of co-ordinating and subordinating conjunctions to build relationships between ideas. (e.g. although, meanwhile, despite, nevertheless)</td></tr>
<tr><td colspan="2">Use even though, though, when, because, if, that, before, after, as, since, while, unless and whenever</td><td colspan="2">Use even though, though, when, because, if, that, before, after, as, since, while, unless, whenever and introduce meanwhile</td><td>Use even though, though, when, because, if, that, before, after, as, since, while, unless, whenever, meanwhile and introduce despite</td><td>Use even though, though, when, because, if, that, before, after, as, since, while, unless, whenever, meanwhile, despite and introduce nevertheless</td><td>Use even though, though, when, because, if, that, before, after, as, since, while, unless, whenever, meanwhile, despite, nevertheless</td></tr>
<tr><td colspan="6">Write sentences that use conjunctions, adverbs, adverbial phrases and prepositions to express time, place or cause (Introduced in year 2 and 3); write sentence that use fronted adverbials (year 4).</td></tr>
<tr><td colspan="6">Ensure correct use of tenses throughout a piece of writing – simple present, simple past, progressive</td></tr>
<tr><td colspan="2"></td><td colspan="4">Use the perfect form of verbs to mark the relationships of time and cause (I’m sure he had been there earlier; I had had the most difficult day and it was about to be made worse)</td></tr>
<tr><td colspan="3"></td><td colspan="3">Use modal verbs (will, would, can, could, may, might, shall, should, must, ought) and adverbs to indicate degrees of possibility, probability and certainty.</td></tr>
<tr><td colspan="2">Write sentences that include the use of relative clauses containing who, which or that (introduced in year 4)</td><td colspan="4">Use relative clauses containing who, which, where, when, whose, that or with an implied relative pronoun.</td></tr>
<tr><td></td><td colspan="5">Vary the position of clauses within sentences.</td></tr>
<tr><td colspan="4"></td><td colspan="2">Use the passive voice where appropriate, to affect the presentation of information.</td></tr>
<tr><td rowspan="9">Punctuation</td><td>Use commas after fronted adverbials and to mark clauses</td><td colspan="5">Use commas to mark clauses and to clarify meaning or avoid ambiguity in writing.</td></tr>
<tr><td></td><td colspan="5">Using brackets, dashes or commas to indicate parenthesis.</td></tr>
<tr><td colspan="2"></td><td colspan="4">Use a colon to introduce a list</td></tr>
<tr><td colspan="2"></td><td colspan="4">Use semi-colons to indicate independent clause within a list</td></tr>
<tr><td colspan="2"></td><td colspan="4">Punctuate bullet points consistently</td></tr>
<tr><td colspan="4"></td><td colspan="2">Use semi-colons, colons or dashes to mark boundaries between independent clauses.</td></tr>
<tr><td colspan="4"></td><td colspan="2">Use hyphens to avoid ambiguity i.e. man-eating shark</td></tr>
<tr><td colspan="2">Indicate possession by using the possessive apostrophe with singular and plural nouns (all introduced previously – consolidate)</td><td colspan="4">Use apostrophes correctly for contractions and to mark possession (singular and plural).</td></tr>
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		Use and punctuating direct speech with inverted commas, a new line for a new speaker, an initial capital letter and a comma, exclamation mark or question mark before the final inverted comma.			
	Planning	Identify the audience, purpose and context for writing and choose the appropriate form of writing using the main features identified in reading			
		Choose the appropriate form of writing using the main features identified in reading			
		Use paragraphs to organise ideas and information			
		Make links within and between paragraphs. (eg by using pronouns, adverbial phrases or conjunctions) – introduced in year 3			
		Plan a clear direction for writing, including clear openings and closings (Introduced in year 4)			
		Guide the reader by using a range of organisational devices, including a range of conjunctions and fronted adverbials	Guide the reader by using a range of organisational devices, including a range of conjunctions and fronted adverbials or bullet points, columns and tables, where appropriate.		
		Choose pronouns and nouns to aid cohesion and clarity and to develop links within paragraphs. Choose tenses to build cohesion within and across paragraphs. (eg He had seen her before.)	Use a wide range of devices to build cohesion within and across paragraphs (e.g. determiners and pronouns (which can refer back to earlier words), conjunctions and adverbs (which can make relations between words clear).		
			Précis longer passages		
	Vocabulary Choices	Use the techniques that authors use to create characters, settings and plots, adapting style to suit audience, purpose and context, using: (for example) **adverbs** (introduced in year 2, **preposition phrases** (introduced in year 3) or **expanded noun phrases** (introduced in year 1)			
			Use expanded noun phrases to convey complicated information concisely		
		Use figurative language for effect (eg alliteration, similes, metaphors)	Create vivid images by using alliteration, similes, metaphors and introduce personification.		
		Select vocabulary and grammatical structures to reflect the level of formality required (e.g standard English forms of verbs instead of local spoken forms - We were not We was).	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		
				Interweave descriptions of characters, settings and atmosphere with dialogue.	