

YEAR 5

COMPOSITION

range of devices to build cohesion within and across paragraphs
diately after entering the room,” , co-ordinating “FANBOYS” & causal conjunctions “Therefore...”.
epositional, “In the back of the car,...”
le, they, I, she, we, you, mine, this ...”

, describing settings, characters and atmosphere and integrating dialogue to convey character and a

ng from his paws, the ferocious wolf pushed aside the grass to reach the cool river.

or spelling and punctuation errors

ropriate grammar and vocabulary, understanding how such choices can change and enhance mean

he had woken up on time, the boy was still late, so he crept into the classroom as quietly as possibl

consistent and correct use of tense throughout a piece of writing

VOCAB., GRAMMAR and PUNCTUATION

rect subject and verb agreement when using singular and plural, distinguishing between the languag

choosing the appropriate register

to the cinema. We was going to play football.

ing to the cinema. We were going to play football.

formal.

!”

ng my good sir, how doth you fare?”

ded noun phrases to convey complicated information concisely

io was tall and dominating, slammed his classroom door.

< house with irregular shaped windows was not at all inviting.

e clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relat

who was very tired, fell asleep.

unning like a lunatic, banged into the door. (GD)

as to clarify meaning or avoid ambiguity in writing

ng to school, Mrs Stockley always does one hundred press ups.

. whose attitude had got them into trouble before, responded quite aggressively.

ts, dashes or commas to indicate parenthesis

o was wearing a blue jumper, walked into the classroom.

t – who was the eldest in the herd- drank quietly from the watering hole.

who was a fabulous singer) was teaching the class a new song.

to introduce a list

HBJ Writing KPIs – Y5