

accurate
spelling,
punctuation and
grammar from
previous years'
learning

formal
vocabulary
and sentence
structure that
matches the
formality of the
text

a range of linking words/
phrases, including adverbials,
to join sentences and
paragraphs together (e.g.
first, then, after, while,
significantly, likewise, for
instance) as well as repetition
and ellipsis

passive verbs
(e.g. The Spanish
team were beaten
by France or The
sweets were eaten
by the children.)

modal verbs
(e.g. can, could,
should, would)

multi-clause
sentences

a single clause
sentence for
effect - short and
snappy sentence

relative clauses within
sentences starting with
who, which, where,
when, whose and that.
(e.g. My mum, who is
a great chef, cooked
dinner for me.)

preposition
phrases to
add detail
and clarity
(e.g. under the
floorboards,
across the room)

adverbs and
adverbials to add
detail and clarity
(e.g. bravely,
often, repeatedly,
in the blink of
an eye)

expanded noun
phrases to add
detail and clarity
(e.g. a state-of-the-
art computer or a
hideous, green alien
with a pointy nose.)

inverted commas

commas for
clarity

apostrophes for
possession

brackets, dashes
and commas for
parenthesis

semi-colons,
dashes and
colons to
separate clauses

hyphens to
avoid ambiguity

Y5/Y6 statutory
spelling
wordslikewise, for
instance) as well
as repetition and
ellipsis

a question as
a title

an introduction

detailed
information
about the topic

causal
conjunctions and
adverbials

technical
language for the
topic

time conjunctions
and adverbials
to show the
order of events

diagrams or
illustrations
(with captions)

organisational
and
presentational
devices to
structure the
text ends with a
summary