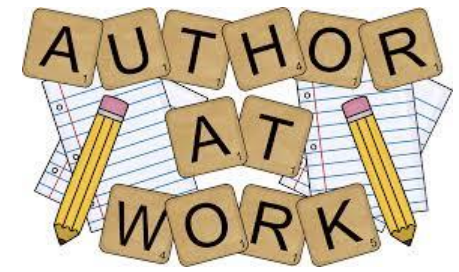


Year 5 writing non-negotiables



- Add phrases to make sentences more precise and detailed
- I can add phrases to make my sentences more detailed
- Use a range of sentence openers – judging the impact or effect needed
- I can use a range of sentence openers e.g. It touched my hand, sending shivers down my back ...
- Begin to adapt sentence structure to text type
- I can write for a range of purposes and audiences, confidently selecting the appropriate structure and organisation.
- Use pronouns to avoid repetition
- I can use pronouns to avoid repetition e.g. Sarah attended Lindfield Primary Academy, she was in year 5.
- Use basic standard English i.e. verb/noun agreement and consistency of tense
- I can make sure my writing is in the right tense e.g. The *rabbit jumps* up and down. (singular) The *rabbits jump* up and down. (plural)
- Use punctuation for parenthesis
- I can use punctuation for parenthesis e.g The boy (who was 10 years old) climbed a mountain; The boy, who was 10 years old, climbed a mountain; The boy – who was 10 years old – climbed a mountain.
- Commas for clarity
- I can use commas to make my meaning clear e.g. Let's eat Grandma or Let's eat, Grandma.
- Link clauses in sentences using a range of coordinating and subordinating conjunctions
- I can link clauses in my sentences together using coordinating and subordinating conjunctions e.g. I won't eat chillies for they are too spicy for me. We need to clean up so that the classroom is tidy for tomorrow morning.
- Consistently organises writing in paragraphs
- I can use linked paragraphs in my writing e.g. the events of the second paragraph logically and fluently follow on from the events of the first paragraph.
- Adverbials of time, place and number used to link paragraphs
- I can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, place adverbials and number adverbials e.g. Later on, Kira felt exhausted. Beneath the quilt, she tried to catch up on her sleep.
- Legible and fluent handwriting
- I can write legibly, fluently and with increasing speed e.g. *My writing is speedy but always neat.*