

Overview of objectives: Writing – Year 5/6

Use expanded noun phrases to convey complicated information concisely Use expanded noun phrases to convey complicated information concisely
Use modal verbs or adverbs to indicate degrees of possibility Use modal verbs or adverbs to indicate degrees of possibility
Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
Use devices to build cohesion within a paragraph Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)
Link ideas across paragraphs using adverbials of time, place and number Link ideas across paragraphs using a wide range of cohesive devices
Link ideas using tense choices
Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity
Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list and use of semi-colons within lists Punctuate bullet points consistently
Use brackets, dashes or commas to indicate parenthesis Use brackets, dashes or commas to indicate parenthesis
Variety of verb forms used correctly and consistently including the present perfect form Use the perfect form of verbs
Use passive verbs
Use commas after fronted adverbials (Y4)
Organise paragraphs around a theme (Y4)
Use inverted commas and other punctuation to punctuate direct speech (Y4)
Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

Identify the audience for and purpose of writing Identify the audience for and purpose of writing
Note and develop initial ideas, drawing on reading and research Note and develop initial ideas, drawing on reading and research

Enhance meaning through selecting appropriate grammar and vocabulary Enhance meaning through selecting appropriate grammar and vocabulary
Describe settings, characters and atmosphere Describe settings, characters and atmosphere
Précis longer passages Précis longer passages
Integrate dialogue to convey character and advance the action Integrate dialogue to convey character and advance the action
Use organisational and presentational devices to structure text Use organisational and presentational devices to structure text
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Use consistent and correct tense Use consistent and correct tense
Distinguish between the language of speech and writing Distinguish between the language of speech and writing
Choose the appropriate register Choose the appropriate register
Proof-read for spelling and punctuation errors Proof-read for spelling and punctuation errors
Perform own compositions using appropriate intonation, volume and movement Perform own compositions using appropriate intonation, volume and movement

Overview of objectives: Spoken Language – Year 5/6

Listen and respond
Ask relevant questions
Build vocabulary
Articulate and justify answers
Give well-structured descriptions, explanations and narratives
Maintain attention and participate actively in collaborative conversations
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Speak audibly and fluently
Use Standard English
Participate in discussions, presentations , performances, role play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Consider and evaluate different viewpoints
Select and use appropriate registers for effective communication