

## Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ Create complex sentences</li> <li>▪ Use <b>relative clauses</b></li> <li>▪ Use verb ing openers</li> <li>▪ Create and punctuate <b>sentences</b> using simile starters,</li> <li>▪ Demarcate complex sentences using commas in order to clarify meaning.</li> <li>▪ Use commas to avoid <b>ambiguity</b>,</li> <li>▪ Identify and use commas to indicate <b>parenthesis</b>,</li> <li>▪ Identify and use <b>brackets</b> to indicate <b>parenthesis</b>,</li> <li>▪ Identify and use <b>dashes</b> to indicate <b>parenthesis</b>,</li> <li>▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>▪ Identify the audience and purpose.</li> <li>▪ Select the appropriate language and structures.</li> <li>▪ Use similar writing models.</li> <li>▪ Note and develop ideas.</li> <li>▪ Draw on reading and research.</li> <li>▪ Think how authors develop characters and settings (in books, films and performances).</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>▪ Select <i>appropriate</i> structure, vocabulary and grammar.</li> <li>▪ Blend action, dialogue and description within and across paragraphs.</li> <li>▪ Use different sentence structures with increasing control.</li> <li>▪ Use <b>devices to build cohesion</b>.</li> <li>▪ Use organisation and presentational devices e.g. <i>underlining, bullet points, headings</i>.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>▪ Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>▪ Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>▪ Ensure consistent subject and verb agreement.</li> <li>▪ Proofread for spelling and punctuation errors.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>▪ Use appropriate intonation and volume.</li> <li>▪ Add movement.</li> <li>▪ Ensure meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> <li>▪ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i>.</li> <li>▪ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.</li> <li>▪ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</li> <li>▪ Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive, receive</i>.</li> <li>▪ Recognise and spell words containing the letter-string <i>ough</i>.</li> <li>▪ To recognise and spell the suffixes <i>-al,- ary,- ic</i>.</li> <li>▪ To spell further suffixes, e.g. <i>ll in full becoming l</i>.</li> <li>▪ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>.</li> <li>▪ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</li> <li>▪ Spell homophones (e.g practice and practise, past, passed and past).</li> <li>▪ Spell other words that are often confused, (e.g advice and advise. device, devise).</li> <li>▪ Spell hyphenated words correctly , <i>to join a prefix to a root word</i>, (e.g co-ordinate)</li> <li>▪ To spell unstressed vowels in polysyllabic words, (e.g offering, familiar, definite, separate).</li> <li>▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>▪ Spell words from the H.W Year 5 list (selected from the statutory Year 5/6 word list).</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>▪ Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write fluently using a joined style as appropriate for independent writing.</li> <li>▪ Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address</i>.</li> </ul>

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| <ul style="list-style-type: none"><li>▪ Use devices to build <b>cohesion</b> within a paragraph</li><li>▪ Use expanded noun phrases to convey complicated information concisely</li><li>▪ Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility</li><br/><li>▪ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></li></ul> |  |  |  |
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