

Key Learning in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> ▪ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> ▪ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> ▪ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> ▪ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> ▪ Demarcate complex sentences using commas in order to clarify meaning. ▪ Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> ▪ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> ▪ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i> ▪ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Note and develop ideas. ▪ Draw on reading and research. ▪ Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▪ Select appropriate structure, vocabulary and grammar. ▪ Blend action, dialogue and description within and across paragraphs. ▪ Use different sentence structures with increasing control (see VGP). ▪ Use devices to build cohesion (see VGP). ▪ Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Ensure consistent and correct use of tense throughout a piece of writing. ▪ Ensure consistent subject and verb agreement. ▪ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▪ Use appropriate intonation and volume. ▪ Add movement. ▪ Ensure meaning is clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. ▪ Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i> ▪ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. ▪ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. ▪ Recognise and spell words with the <i>/i:/</i> sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i> ▪ Recognise and spell words containing the letter-string <i>ough</i>. ▪ To recognise and spell the suffixes <i>-al-, -ary-, -ic.</i> ▪ To spell further suffixes, e.g. <i>ll</i> in <i>full</i> becoming <i>l</i>. ▪ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i> ▪ To spell unstressed vowels in polysyllabic words. ▪ Develop self-checking and proof reading strategies. ▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ▪ Use a thesaurus. ▪ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Write fluently using a joined style as appropriate for independent writing. ▪ 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>

Key Learning in Writing: Year 5

- Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, this, subsequently*.
 - Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth*.
 - Explore, collect and use modal verbs to indicate degrees of possibility e.g. *might, could, shall, will, must*.
 - Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably*.
 - Use suffixes *-ate, -ise, -ify* to convert nouns and adjectives into verbs.
- Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-*.