

Year 5 Writing

Report

Recount

Instructions

Explanation

Persuasion

Narrative

Poetry

Composition

Pupils should be taught to:

- adapt sentence length and vocabulary to meet the need of the reader with a growing range of complex sentences
- use relative clauses beginning with *who, which, where, when, whose, that*, or with an implied relative pronoun
- use fronted adverbials of time place and number (later, nearby, secondly) for linking paragraphs
- use figurative language (onomatopoeia, similes, alliteration and personification) to create mood and atmosphere
- use modal verbs (might, should, will, must) or adverbs (perhaps, surely) to indicate degrees of possibility
- use devices to build cohesion within paragraphs (causal, opposite, sequential and explanation phrases)
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Children should plan by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Children should evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- proof-reading for spelling and punctuation errors linked to Year 5 expectations.

Text Structure

- Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).
- Use a wide range of devices to build cohesion within and across paragraphs.
- Begin to link the introduction and conclusion in non-fiction texts.
- Begin to link the opening and ending in fiction texts.
- Select appropriate grammar and vocabulary
- Write narratives describing settings, characters and atmosphere and integrating dialogue to convey character.
- Write by précising longer passages.
- Use bullet points to list information.

Handwriting

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task.

<p>Sentence Types</p> <ul style="list-style-type: none"> - 2A sentences - 4A sentences - Conjunction sentences - Short descriptive sentences - Time sentences - Speech sentences - Question sentences - List sentences (list of actions) - Short sharp sentences - Adverb sentences - As sentences - Preposition sentences - Simile sentences - Ing sentences - It was as if sentences - With/without sentences - Extra information sentences 	<p>Terminology</p> <p>These are the terms children should be introduced to in Year 5:</p> <ul style="list-style-type: none"> • modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity 	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. <p>Spelling work for Year 5/6 from English Curriculum Appendix 1</p>
<p>Grammar and Punctuation</p> <p>Children should be taught how to:</p> <ul style="list-style-type: none"> • convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • understand verb prefixes e.g. dis-, de-, mis-, over- and re- • indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • use adverbs for possibility (e.g. perhaps, surely, possibly) • use devices to build cohesion within a paragraph e.g. then, after that, this, firstly • link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before • use brackets, dashes or commas to indicate parenthesis • use commas to clarify meaning or avoid ambiguity. 		