

## Year 5 Writing

### 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 précisising 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><b>Sentence Types</b></p> <ul style="list-style-type: none"> <li>- Simple sentences (just a main clause)</li> <li>- Compound sentence using FANBOYS (<i>for, and, nor, but, or, yet, so</i>) conjunction to join two independent clauses</li> <li>- Complex sentences (main clause + subordinate clause/s) <ul style="list-style-type: none"> <li>o Use subordinating conjunctions (<i>as, when, because, while, until, if, which, then, so that, even though, although etc.</i>)</li> <li>o Use adverbials of time (<i>after the rain stopped, later in the day</i>), adverbials of manner (<i>cautiously, thoroughly, eagerly</i>) and adverbials of place (<i>in the distance, from the corner of the room, beyond the horizon</i>)</li> <li>o Use a non-finite clause at the beginning: -ing or -ed clauses. E.g. <i>Searching the land, ... Exhausted by the chase, ...</i></li> <li>o Use a relative clause introduced by a relative pronoun (<i>who, that, which, where, whose</i>). E.g. <i>The decaying building, <b>which cast a shadow upon the land</b>, could be seen for miles.</i></li> </ul> </li> <li>- Speech sentences</li> <li>- Question sentences</li> <li>- List sentences</li> </ul>	<p><b>Terminology</b></p> <p>These are the terms children should be introduced to in Year 5:</p> <ul style="list-style-type: none"> <li>• modal verb</li> <li>• relative pronoun</li> <li>• relative clause</li> <li>• parenthesis</li> <li>• bracket</li> <li>• dash</li> <li>• cohesion</li> <li>• ambiguity</li> </ul>	<p><b>Spelling</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <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> <p><b>Spelling work for Year 5/6 from English Curriculum Appendix 1</b></p>
<p><b>Grammar and Punctuation</b></p> <p>Children should be taught how to:</p> <ul style="list-style-type: none"> <li>• convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</li> <li>• understand verb prefixes e.g. dis-, de-, mis-, over- and re-</li> <li>• indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</li> <li>• use adverbs for possibility (e.g. perhaps, surely, possibly)</li> <li>• use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</li> <li>• link ideas across paragraphs using adverbials of <b>time</b> e.g. later, <b>place</b> e.g. nearby and <b>number</b> e.g. secondly or <b>tense choices</b> e.g. he had seen her before</li> <li>• use brackets, dashes or commas to indicate parenthesis</li> <li>• use commas to clarify meaning or avoid ambiguity.</li> </ul>		