

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 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.

Sentence Types

- Simple sentences (just a main clause)
- Compound sentence using FANBOYS (*for, and, nor, but, or, yet, so*) conjunction to join two independent clauses
- Complex sentences (main clause + subordinate clause/s)
 - o Use subordinating conjunctions (*as, when, because, while, until, if, which, then, so that, even though, although etc.*)
 - o Use adverbials of time (*after the rain stopped, later in the day*), adverbials of manner (*cautiously, thoroughly, eagerly*) and adverbials of place (*in the distance, from the corner of the room, beyond the horizon*)
 - o Use a non-finite clause at the beginning: -ing or -ed clauses. E.g. *Searching the land, ... Exhausted by the chase, ...*
 - o Use a relative clause introduced by a relative pronoun (*who, that, which, where, whose*). E.g. *The decaying building, **which cast a shadow upon the land**, could be seen for miles.*
- Speech sentences
- Question sentences
- List sentences

Terminology

These are the terms children should be introduced to in Year 5:

- modal verb
- relative pronoun
- relative clause
- parenthesis
- bracket
- dash
- cohesion
- ambiguity

Spelling

Pupils should be taught to:

- 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.

Spelling work for Year 5/6 from English Curriculum Appendix 1

Grammar and Punctuation

Children should be taught how to:

- 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.