

## 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"> <li>§ Create complex sentences by using <b>relative clauses</b> with <b>relative pronouns</b> <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></li> <li>§ Create complex sentences where the <b>relative pronoun</b> is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> <li>§ Create and punctuate complex sentences using <b>ed</b> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>§ Create and punctuate complex sentences using <b>ing</b> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></li> <li>§ Create and punctuate <b>sentences</b> using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></li> <li>§ Demarcate complex sentences using commas in order to clarify meaning.</li> <li>§ Use commas to avoid <b>ambiguity</b>, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</li> <li>§ Identify and use commas to indicate <b>parenthesis</b>, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> <li>§ Identify and use <b>brackets</b> to indicate <b>parenthesis</b>, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i></li> <li>§ Identify and use <b>dashes</b> to indicate <b>parenthesis</b>, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></li> <li>§ Link ideas across paragraphs using <b>adverbials</b> for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> </ul>	<p>As above and:</p> <p>Planning</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>Drafting and Writing</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 (see VGP).</li> <li>§ Use devices to build cohesion (see VGP).</li> <li>§ Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></li> </ul> <p>Evaluating and Editing</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>Performing</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>	<p>As above and:</p> <ul style="list-style-type: none"> <li>§ Investigate 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 <i>ei</i> after <i>c</i>, 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>§ To spell unstressed vowels in polysyllabic words.</li> <li>§ Develop self-checking and proof reading strategies.</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>§ 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> <li>§ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.</li> </ul>	<p>As above and:</p> <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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<p>§ Use devices to build <b>cohesion</b> within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>.</p> <p>§ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.</p> <p>§ Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</p> <p>§ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably</i>.</p> <p>§ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</p> <p>§ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</p>			
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