

English -Writing
Year 5

Word:	<ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes (eg <i>-ate -ise -ify</i>) • Verb prefixes (eg <i>dis- de- mis- over- re-</i>) • Ensure consistent and correct use of verb tense and subject verb agreement throughout pieces of writing <p><u>Spelling</u></p> <ul style="list-style-type: none"> • Accurately spell the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum • Accurately spell some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary
Sentence:	<ul style="list-style-type: none"> • Relative clauses beginning: <i>with, who, which, where, when, whose, that</i>, or an omitted relative pronoun • Indicating degrees of possibility using adverbs (eg <i>perhaps, surely</i>) or modal verbs (eg <i>might, should, will, must</i>)
Text:	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (eg <i>then, after that, this, firstly</i>) • Linking ideas across paragraphs using adverbials of time (eg <i>later</i>), place (eg <i>nearby</i>) and number (eg <i>secondly</i>) or tense choices (eg <i>he had seen her before</i>)
Punctuation:	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity
Handwriting:	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose which shape of a letter to use when given a choice and begin to decide, as part of their personal style, whether or not to join specific letters • Choose the writing implement that is best suited for a task

<p>Composition:</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> • Identify the audience and purpose for their writing, selecting the appropriate form and use other similar writing models for their own • Note and develop initial ideas, drawing on reading and research where necessary • In writing narratives, begin to consider how authors have developed characters and settings in what they have read, listened to or seen performed • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text • Begin to manipulate sentence structure for effect • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Begin to have precision in longer passages • Assess the effectiveness of their own and others' writing and suggest improvements - proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning • Begin to ensure the consistent and correct use of tense is used throughout a piece of writing • Proofread for spelling and punctuation errors • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear
<p>Terminology for pupils:</p>	<p><i>All KS1 and Lower KS2 terminology plus:</i> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>
<p>Greater Depth:</p>	<p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning
<p>Topic/Novel Link:</p>	

