

# Year 5 Writing

	Transcription	Handwriting	Composition: Composition and Effect	Composition: Text Structure and Organisation	Composition: Sentence Structure	Vocabulary, grammar and punctuation
Ongoing			<ul style="list-style-type: none"> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</li> </ul>			
Autumn Term	<ul style="list-style-type: none"> <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 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>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Identify audience for, and purpose of, the writing</li> <li>Select the appropriate form and use other similar writing as models for their own</li> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</li> <li>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make deliberate choices of sentence length and structure for impact on the reader</li> <li>Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ...</li> </ul>	<ul style="list-style-type: none"> <li>Proof-read for spelling and punctuation errors</li> <li>Use relative clauses beginning with who, which, where, when, whose, that</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</li> <li>Ensure correct subject and verb agreement when using singular and plural</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'</li> <li>Spell some words with 'silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere</li> <li>Choose the appropriate register for the audience and purpose (formal or informal)</li> <li>Viewpoint is established and generally maintained</li> <li>Use figurative language such as similes, alliteration, metaphors and personification in poetry</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</li> <li>Linking ideas across paragraphs through tense choice (he had seen her before)</li> </ul>	<ul style="list-style-type: none"> <li>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</li> <li>Use a wide range of clause structures, sometimes varying their position within the sentence</li> </ul>	<ul style="list-style-type: none"> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use modal verbs or adverbs to indicate degrees of possibility</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use a colon to introduce a list</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>		<ul style="list-style-type: none"> <li>Editing sentences by either expanding or reducing for meaning and effect</li> <li>Content is balanced e.g. between action/ description/ dialogue, fact and comment</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of devices to build cohesion within paragraphs</li> </ul>		<ul style="list-style-type: none"> <li>Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>