

## Year 5 Writing Expectations

-including all KS1, Y3 and Y4 expectations

### Y5: In addition to KS1 and lower KS2 knowledge:

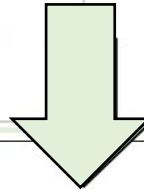
#### Component Knowledge

#### Pupils know that:

- A semi-colon can be used to join two independent and complete sentences together that are closely connected in their ideas. A semi-colon will often replace a conjunction.
- There is a wide range of subordinating conjunctions that form subordinating clauses.
- Brackets, hyphens or commas can be used for parenthesis. Parenthesis is a way of adding extra information to a sentence.
- Words such as *quite, fairly, rather, pretty* can modify an adjective or adverb.

#### Pupils know how to:

- Use a semi-colon as a silent connective.
- Make complex sentences using - *after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when(ever), where(ever), whereas, while, providing, so long as*
- Use variety of longer and shorter sentences.
- Use brackets, hyphens, commas for parenthesis.
- Select adverbs for degree of intensity.



#### Composite Knowledge

### Letter Formation

#### In addition to KS1 and lower KS2 knowledge, children know how to:

- confidently use diagonal and horizontal joining strokes when writing independently to increase fluency.
- begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.

### Planning, drafting and Editing

#### In addition to KS1 and lower KS2 knowledge, children know how to:

- plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing.
- proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details.
- link ideas across paragraphs using cohesive devices.
- proofread their work to assess the effectiveness of their own and others' writing, making corrections and improvements with purple pens

### Audience, Purpose and Structure

#### In addition to KS1 and lower KS2 knowledge, children know how to:

- produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.
- use dialogue to convey a character and to advance the action.
- perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
- Use figurative language (including metaphors and personification) to add more detail and to improve description

### Sentence Structure

- use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- ensure the consistent and correct use of tense throughout all pieces of writing.
- use a range of conjunctions accurately, varying the position within the sentence.
- use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).
- use relative clauses beginning with a relative pronoun with confidence.
- to use the passive voice.
- Use commas consistently to clarify meaning and avoid ambiguity
- Use brackets, dashes or commas to indicate parenthesis

- Use a colon or semi colon in lists to separate clauses

### Grammar Terminology

**In addition to KS2 terminology, recognise and use the terms:**

- Modal verb
- Relative pronoun
- Relative clause
- Parenthesis
- Brackets
- Dash
- Cohesion
- Commas for clarity

### Phonic & Whole word spelling

- To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).
- To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).
- To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).
- To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, bough, plough)

### Common Exception words

- To spell many of the Y5 and Y6 statutory spelling words correctly

### Prefixes and Suffixes

- To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).
- To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).
- To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).

### Further Spelling Conventions

- To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.
- To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

### Contexts (purpose) for Writing

- Balanced Argument (History)
- Narrative (Possible diary entry, based on art)
- Poetry (x2)
- Scientific report
- News report (Geography)
- Persuasive text (Speech based on history)
- Instructions (D&T)
- Explanation (Script based on science)
- Story (x2)
- Non-chronological report (Science)
- Informative writing (Fact file based on geography)

