

Year 5 Writing Expectations -including all KS1, Y3 and Y4 expectations

- 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.
- 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.

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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.

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
- Ambiguity

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

- **Writing to express and elicit feelings:** Settings description with specific plot
- **Writing to express and elicit feelings:** Character description
- **Writing to express and elicit feelings:** Poetry (spoken in silence)
- **Writing to inform:** Explanation text
- **Writing to Inform:** Informal and formal Letter
- **Writing to inform:** Non-Chronological report, with detailed sections
- **Writing to inform:** Newspaper report
- **Writing to Inform:** Biography
- **Writing to remember, revise and organise thinking-** thinking tools- see ACE document
- **Writing to Persuade:** detailed report with both viewpoints given, personal viewpoint expressed
- **Writing to Discuss:** Biased Argument , speech to discuss/persuade/convince/report