

Year 5 expectations – Writing

Transcription

- 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
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus
- Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-'
- Spell some words with 'silent' letters
- Continue to distinguish between homophones and other words which are often confused

Handwriting

- 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
- Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task

Composition – composition and effect

- Note and develop initial ideas, drawing on reading and research where necessary
- Identify audience for, and purpose of, the writing
- Select the appropriate form and use other similar writing as models for their own
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Evaluate and edit by assessing the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use expanded noun phrases to convey complicated information concisely
- Use a range of devices to build cohesion within and across paragraphs In narratives, describe settings, characters and atmosphere

Composition – text structure and organisation

- Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Linking ideas across paragraphs using adverbials of time (*later*), place (*nearby*) number (*secondly*)
- Linking ideas across paragraphs through tense choice (he had seen her before)
- Use a wide range of devices to build cohesion within paragraphs

Vocabulary, grammar and punctuation

- Proof-read for spelling and punctuation errors
- Use relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*
- Use commas to clarify meaning or avoid ambiguity in writing
- Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'
- Ensure correct subject and verb agreement when using singular and plural
- Use brackets, dashes or commas to indicate parenthesis
- Use the perfect form of verbs to mark relationships of time and cause
- Use modal verbs or adverbs to indicate degrees of possibility
- Ensure the consistent and correct use of tense throughout a piece of writing
- Use a colon to introduce a list
- Use and understand the grammatical terminology in English accurately and appropriately when discussing their writing and reading: *modal verb*, *relative pronoun*, *relative clause*, *parenthesis*, *bracket*, *dash*, *cohesion*, *ambiguity*