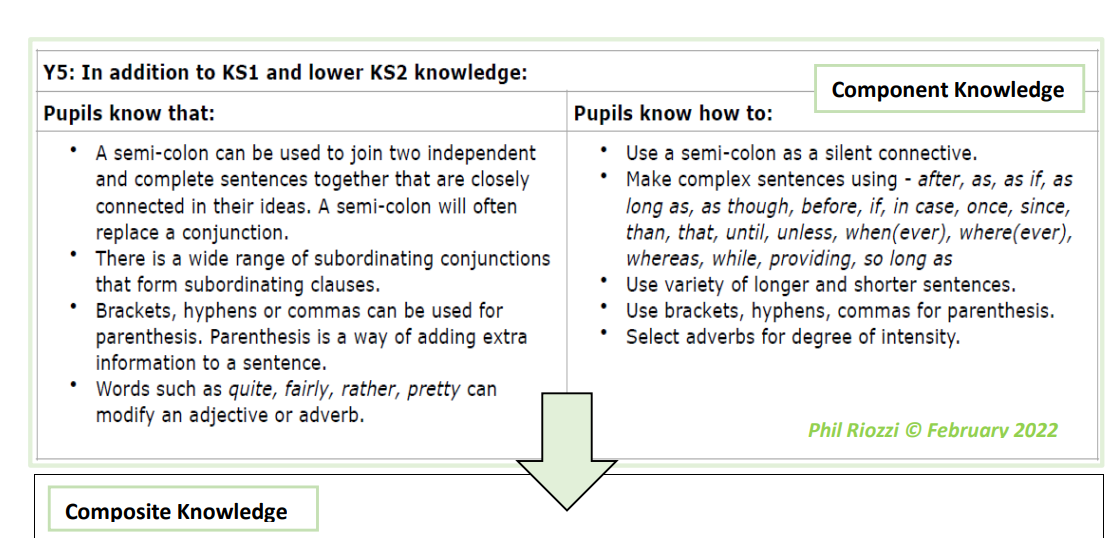
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**Year 5 Writing Expectations**-including all KS1, Y3 and Y4 expectations

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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 |

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| **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** |
| * **writing to describe –** RE – describe the beliefs and practices of Islam * **writing to inform –** Art Enquiry – writing and information leaflet for the exhibition * **Writing to express and elicit feelings-** Narrative – Diary entry (Bessie Coleman * **Writing to remember, revise and organise thinking-** thinking tools with the aid/support of teacher * **writing to entertain –** Poetry Enquiry – Writing a poem in the style of Carol Ann Duffy * **writing to explain –** Science – Explain forces/air resistance * **writing to persuade, giving a balanced argument and strongly justify own opinion and viewpoint –** History – Relationship between Cortes and Montezuma * **writing to develop greater awareness and campaign -** Geography – Persuasive speech on the effects of climate change on Guatemala |