Key Learning in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	**Composition**	**Spelling**	**Handwriting and Presentation**
As above and: ▪ Create complex sentences by using **relative clauses** with **relative pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.* ▪ Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.* ▪ Create and punctuate complex sentences using *ed* opening clauses e.g. *Exhausted from the race, Sam collapsed in a heap.* ▪ Create and punctuate complex sentences using *ing* opening clauses, e.g. *Grinning with anticipation, Paul launched himself from the diving board.* ▪ Create and punctuate **sentences** using simile starters, e.g. *Like a fish out of water, she conversed awkwardly with the other guests.* ▪ Demarcate complex sentences using commas in order to clarify meaning. ▪ Use commas to avoid **ambiguity**, e.g. *'Let's eat Grandma.'* and *'Let's eat, Grandma.'* ▪ Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.* ▪ Identify and use **brackets** to indicate **parenthesis**, e.g. in formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.* ▪ Identify and use **dashes** to indicate **parenthesis**, e.g. in less formal writing: *The cake was lovely – delicious in fact – so I had another slice.* ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*	As above and: **Planning** ▪ Identify the audience and purpose. ▪ Select the appropriate language and structures. ▪ Use similar writing models. ▪ Note and develop ideas. ▪ Draw on reading and research. ▪ Think how authors develop characters and settings (in books, films and performances). **Drafting and Writing** ▪ Select *appropriate* structure, vocabulary and grammar. ▪ Blend action, dialogue and description within and across paragraphs. ▪ Use different sentence structures with increasing control (see VGP). ▪ Use devices to build cohesion (see VGP). ▪ Use organisation and presentational devices e.g. *underlining, bullet points, headings.* **Evaluating and Editing** ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Ensure consistent and correct use of tense throughout a piece of writing. ▪ Ensure consistent subject and verb agreement. ▪ Proofread for spelling and punctuation errors. **Performing** ▪ Use appropriate intonation and volume. ▪ Add movement. ▪ Ensure meaning is clear.	As above and: ▪ Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*. ▪ Recognise and spell words ending in *–ant, –ance/–ancy, –ent, –ence/–ency.* ▪ Recognise and spell words ending in *–able* and *–ible.* ▪ Recognise and spell words ending in –ably and *–ibly.* ▪ Recognise and spell words with the /i:/ sound spelt ei after c, e.g. *deceive, receive.* ▪ Recognise and spell words containing the letter-string *ough.* ▪ To recognise and spell the suffixes *-al,- ary,- ic.* ▪ To spell further suffixes, e.g. *ll in full becoming l.* ▪ Spell some words with 'silent' letters, e.g. *knight, psalm, solemn*. ▪ To spell unstressed vowels in polysyllabic words. ▪ Develop self-checking and proof reading strategies. ▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ▪ Use a thesaurus. ▪ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below.	As above and: ▪ Write fluently using a joined style as appropriate for independent writing. ▪ Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. *printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.*

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▪ Use devices to build **cohesion** within a paragraph e.g. *firstly, then, presently, this, subsequently*. ▪ Use expanded noun phrases to convey complicated information concisely, e.g. *carnivorous predators with surprisingly weak jaws and small teeth.* ▪ Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* ▪ Explore, collect and use adverbs to indicate degrees of possibility e.g. *surely, perhaps, maybe, definitely, alternatively, certainly, probably*. ▪ Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. ▪ Investigate verb prefixes e.g. *dis-, de-, re-, pre-, mis-, over-*.			

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