

Year 5

Composition

plan	draft	evaluate	edit	perform & present
<p>To plan their writing by identifying the audience for & purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Discuss how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p>Select increasing appropriate vocabulary and sentence structures for the genre of writing</p> <p>Consistently make links across paragraphs to effectively control text.</p> <p>Use a wide range of devices to build cohesion within paragraphs</p> <p>Use a wider range of presentational and organisational devices to structure texts (e.g. headings bullet points, underlining).</p> <p>Describe settings and characters in detail using dialogue to convey character and advance the action.</p>	<p>Re-read to check for sense, structure and purpose (sentences and paragraphs are well-structured and sequenced).</p> <p>Assess effectiveness of their own and other's writing and suggest improvements to vocabulary, grammar and punctuation to enhance effects.</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Check for correct and consistent verb tense and forms throughout a piece of writing.</p>	<p>Perform their own compositions with appropriate intonation and volume, and some consideration of movement.</p>

Grammar

word	verbs	sentences	paragraphs	text
<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely), or modal verbs (e.g. might, should, will must).</p> <p>Choose synonyms & antonyms understanding how they are related by meaning (e.g. big, large, little).</p>	<p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Use tense choices to link ideas across sentences and paragraphs (e.g. Past perfect: he had seen her before).</p> <p>Begin to recognise passive verbs & how they affect the presentation of information in a sentence - e.g. I broke the window in the greenhouse vs The window in the greenhouse was broken (by me).</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing.</p>	<p>Organise paragraphs around a theme with a focus on more complex narrative structures.</p> <p>Use devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time or verb choices (e.g. secondly; he had seen her before).</p>	<p>Use a wide range of devices to build cohesion within and across a paragraph e.g. synonyms, conjunctions, pronouns (he, she, they, his, hers, their etc), determiners (the, a, that, this, those), relative pronouns (which, who, what), adverbials for where, when and how, and verb tense.</p>

Transcription – Punctuation

sentence demarcation	commas	inverted commas	apostrophes
<p>Use previous years' sentence demarcation consistently and accurately.</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use dialogue to show character and advance the action.</p>	<p>Use apostrophes consistently accurately.</p>

Transcription - Spelling

prefixes & suffixes	etymology & morphology
<p>Convert nouns or adjectives into verbs using suffixes [e.g. -ate; -ise; -ify]</p> <p>Use further verb prefixes (e.g. de-; over-)</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer.</p>	<ul style="list-style-type: none"> Words ending in shus spelt -cious -tious Words ending in shul spelt -cial or -tial Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. Words ending in -able, -ible, -ably and -ibly. Words with the /i:/ sound spelt ei after c (e.g. deceive, receive, conceive, perceive, ceiling). -ough letter string (e.g. thought, although, plough) Silent letters b, t Spell further homophones (e.g. aisle, isle; aloud, allowed) Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus

Transcription - Handwriting

<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <ul style="list-style-type: none"> choosing the writing implement that is best suited for a task.
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WORD

End Point

Remember what a nouns, adjectives and preposition are and where they come within a sentence.	Remember that a group of words can be used to express a noun (noun phrase), and that a determiner can expand a noun.	Expand a noun with adjectives (more than one to be separated with a comma), and prepositions (with, by, next to etc).	Use a range of different and appropriate expanded noun phrases to precisely describe.	Use expanded noun phrases to convey complicated information concisely.
Remember the function of verbs & adverbs. Know adverbs can show degrees of possibility (maybe, perhaps, probably, definitely, etc.)	Know that modal verbs describe likelihood and know how to use them with other verbs.	Use modal verbs and adverbs to indicate possibility.	Know a range of different modal verbs and understand their shades of meaning.	Indicate degrees of possibility using adverbs (e.g. perhaps, surely), or modal verbs (e.g. might, should, will, must).
Know what synonyms are and use synonyms with the same or similar meaning.	Use synonyms to extend vocabulary, avoid repetition within writing and add interest/precision. <i>Use thesauruses to support understanding.</i>	Use a range of synonyms and understand how they can convey shades of meaning.	Know what antonyms are and use them in writing to create contrast. <i>Use a thesaurus to support understanding.</i>	Choose synonyms & antonyms understanding how they are related by meaning (e.g. big, large, little).

VERBS

End Point

Write sentences that contain verb agreement. Proof read writing for verb agreement.	Ensure series of sentences use consistent and correct tense so that ideas are linked and cohesive.	Maintain appropriate and consistent tense across paragraphs.	Maintain appropriate and consistent tense across a text.	Ensuring the consistent and correct use of tense throughout a piece of writing.
Recap simple present/past/future, progressive and perfect verbs.	Understand how the different tenses can affect meaning.	Make decisions relating to tense for impact.	Select appropriate verb tense to relate ideas within and across paragraphs.	Use tense choices to link ideas across sentences and paragraphs (e.g. Past perfect: he had seen her before).

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Remember what the subject and the verb are and identify them within sentences.	Know the difference between the active and passive voice.	Know that in passive voice the order of the subject and object changes and that in passive voice the subject is acted upon by someone or something.	Know that the passive voice uses the auxiliary verb <i>to be</i> and the past participle (the ball was kicked), and that the passive voice can sometime use a prepositional phrase (by Liam).	Begin to recognise passive verbs & how they affect the presentation of information in a sentence - e.g. I broke the window in the greenhouse vs The window in the greenhouse was broken (by me).
Know how to form different tenses (regular and irregular past tense, past progressive, present perfect).	Know that the perfect forms use the auxiliary verb "to have" plus the past participle.	Create the perfect form in different tenses correctly.	Know when to use the perfect form as opposed to other verb forms	Using the perfect form of verbs to mark relationships of time and cause.

SENTENCES

End Point

Know what a <i>clause</i> is and know that a <i>relative</i> clause adds extra information to a sentence.	Know a range of relative pronouns (who, which, where, whose, that etc) and when these are used.	Know how to create an appropriate relative clause.	Know that restrictive relative clauses are not separated by commas (the house that he used to live in), whereas nonrestrictive relative clauses are (the items, which were expensive, were stolen).	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
Know that informal language often reflects people's personalities and the way people talk. Know examples of informal language may use dialect, figures of speech, slang, contractions or first-person pronouns.	Know that some forms of writing/speech use formal language (e.g. persuasion, official letters, explanation, information, debate, newspapers, instruction manuals).	Understand that correct grammar, full words, passive voice and factual language generate a more formal tone.	Write for informal and formal purposes and select the appropriate register.	Recognising vocabulary and structures that are appropriate for formal speech and writing.

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PARAGRAPHS

End Point

Remember themes we can group ideas by; aspects of character, part of story plot, numbered arguments.	Understand changes of time, place, subject can indicate the need for a new paragraph.	Use paragraphs to signal change of narrator (e.g. in a non-linear plot to show perspective).	Use paragraphs to show a shift in time or perspective (e.g. jumping back in time or movements between different perspectives).	Organise paragraphs around a theme with a focus on more complex narrative structures.
Know what cohesion is.	Remember different cohesive techniques (logical sequencing of ideas, correct use of tense, coordination & subordination, descriptive detail, different sentence types, accurate punctuation, appropriate vocabulary).	Use connecting adverbs and adverbials to join sentences within paragraphs.	Use taught cohesive devices, including use of adverbials (time, place and number), within paragraphs.	Use devices to build cohesion within a paragraph (then, after that, this, firstly).
Know what cohesion is.	Logically sequence and link ideas. Use tense appropriately.	Use connecting adverbs and adverbials to join sentences within paragraphs. Consider how verb choices can make connection with previous paragraphs..	Use connecting adverbs and adverbials to join sentences within paragraphs. Make verb choices to link back to previous events/ideas.	Linking ideas across paragraphs using adverbials of time or verb choices (e.g. secondly; he had seen her before).

TEXT

End Point

Know what cohesion is.	Use connecting adverbs and adverbials to join sentences and paragraphs.	Use relative clauses to develop cohesion and sentence follow-ons to link sentences within a paragraph.	Use taught cohesive devices, including use of adverbials, sentence openers and topic sentences within and across paragraphs.	Use a wide range of devices to build cohesion within and across a paragraph e.g. synonyms, conjunctions, pronouns (he, she, they, his, hers, their etc), determiners (the, a, that, this, those), relative pronouns (which, who, what). adverbials for where, when and how, and verb tense.
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PUNCTUATION

End Point

Use full stops, exclamation marks and question marks accurately to end sentences and close speech within sentences (where a comma is not needed).	Use commas in lists, with fronted subordination and after fronted adverbials correctly.	Use a comma after speech (when followed by a reporting clause and exclamation or question marks are not needed), or after the reporting clause if placed before the direct speech.	Use all of the previous punctuation accurately.	Use previous years' sentence demarcation consistently and accurately.
Remember how to use commas in a list and after a subordinate clause.	Remember how to use a comma after a fronted adverbial.	Remember how to use a comma after a reported clause.	Know and use commas for non-restrictive relative clauses.	Use commas to clarify meaning or avoid ambiguity.
Know what parenthesis is.	Know what brackets are and how they are used, and use brackets for parenthesis within writing.	Know what commas are and how they are used and use commas for parenthesis within writing.	Know what dashes are and when they are used and use dashes for parenthesis within writing.	Use brackets, dashes or commas to indicate parenthesis.
Add dialogue between characters to their writing.	Select which dialogue to include and when. <i>Know that extended back & forth dialogue can be difficult to follow and should be avoided when it does not add to a story/ recount.</i>	Be selective in their use of dialogue to enhance characters/events.	Use dialogue to reveal aspects of character or an event.	Use dialogue to show character and advance the action.
Remember that apostrophes are used to indicate contraction and possession & understand the difference between these.	Know whether a noun is plural or possessive and needs an apostrophe (e.g. several cats, the cats' centre).	Understand whether the possessive noun is singular or plural (e.g. the girl's bag, the boys' toilet).	Indicate singular and plural possession with correctly placed apostrophes.	Use apostrophes consistently accurately.