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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.
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| **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
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| **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
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|  **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
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| **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
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| **Common Exception words** |
| * To spell many of the Y5 and Y6 statutory spelling words correctly
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| **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).
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| **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
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| **Contexts (purpose) for Writing** |
| **Autumn Term**Poetry -Pansy Boy and poetry celebrating diversity –RSHE Informative writing- Geography and migrationScience Report– Earth, Space and Forces ScienceInformative/reflective writing – DTNarrative – whole school enquiry linked to Christmas**Spring Term**Balanced Argument – Aztecs/History- Explanation /powerpoint SCIENCEInfographic/biography of Frida Kahlo-ArtNarrative - Ice Bear and A Series of Unfortunate Events **Summer Term**Debate - GEORGRAPHYPersuasive Writing- Lifecycles/scienceNon chronological report- HistoryFactual report -my body RHSECritical report - ART |