

Key Learning in Writing: Year Five

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> • Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> • Create and punctuate complex sentences using <i>ed</i> openers • Create and punctuate complex sentences using <i>ing</i> openers • Create and punctuate complex sentences using simile starters • Demarcate complex sentences using commas and explore ambiguity of meaning • Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i> • Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i> • Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i> • Identify and use brackets and dashes • Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs • Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i> 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience and purpose • Selecting the appropriate language and structures • Using similar writing models • Noting and developing ideas • Drawing on reading and research • Thinking how authors develop characters and settings (in books, films and performances) <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting <i>appropriate</i> grammar and vocabulary • Blending action, dialogue and description within and across paragraphs • Using devices to build cohesion (see VGP column) • Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of own and others' writing in relation to audience and purpose • Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning • Ensuring consistent and correct use of tense throughout a piece of writing • Ensuring consistent subject and verb agreement • Proofreading for spelling and punctuation errors 	<ul style="list-style-type: none"> • Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. • Use further prefixes and suffixes and understand the guidelines for adding them • Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i> • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the spelling and meaning of words • 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 suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs • Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i> 	<ul style="list-style-type: none"> • Write fluently • Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram</i>

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	<p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none">• Using appropriate intonation and volume• Adding movement• Ensuring meaning is clear		
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