



Year 5 Writing

Composition

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

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader.



<p>Editing</p>	<p><i>Evaluate and edit by:</i></p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p>Punctuation</p>	<p>Understand the need for punctuation as an aid to the reader. E.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list.</p> <p>Use commas to clarify meaning/avoid ambiguity.</p> <p>Use commas to mark grammatical boundaries within sentences. Link this to work on editing and revising own writing.</p> <p>Understand and use parenthetical brackets.</p> <p>Understand and use bullet points.</p>




	<p>Understand and use semi colons. (In its simplest form, as an alternative to a full stop), e.g. I like chocolate; chocolate may be one of the unhealthiest foods on the planet.</p> <p>Understand and use colons. (In its simplest form, to use a colon before a list).</p> <p>Understand the difference between direct and reported speech (e.g. She said, " I am going " and She said she was going) e.g. through Finding and comparing examples from reading. Discussing contexts and reasons for using particular forms and their effects. Transform direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added.</p> <p>Understand and use hyphens: to sub-divide words where two words are used as one (as in sub-divide) OR to mark boundaries between independent clauses as in 'I laughed – it really was funny.'</p> <p>Understand and use parenthetical dashes.</p>
Sentence	<p>Investigate clauses through: Identifying the main clause in a long sentence. Investigating sentences which contain more than one clause examples of subjunctive clauses.</p> <p>Understand how clauses are connected (e.g. by combining 3 short sentences into 1).</p> <p>Understand and use relative clauses: who, which, where, why, whose, that, used as connectives to link in a clause.</p> <p>Understand and use a subjunctive clause. the use of a 'that...' clause and a conditional 'if...' clause are examples of subjunctive clauses.</p> <p>Understand and use conditionals. (if, then, might, could, would)</p>



	<p>Investigate word order by examining how far the order of words in sentences can be changed:</p> <p>Which words are essential to meaning Which can have deleted without damaging the basic meaning. Which words or groups of words can be moved into a different order. Identify and understand semantic cohesion. Identify and understand grammatical cohesion.</p> <p>Subject / verb agreement Grammar: Singular / plural noun / tense of verb match</p>
Word Structure	<p>Use affixes to convert word classes.</p> <p>Use affixes to change meanings.</p>
Parts of speech	<p>Understand and use modal verbs or adverbs (can, could, may, might, must, shall, should, will, would 'It can be hard to...' 'You could ask someone...' 'She may be likely to...')</p> <p>Understand and use adverbs. (perhaps, surely)</p> <p>Understand and use adverbs for cohesion.</p> <p>Understand and use the relative pronoun.</p> <p>Understand and use determiners/articles* Often a noun needs a word in front of it to make the grammar correct. The most common determiners are 'a', 'an' and 'the'.</p> <p>Identify, understand and use synonyms.</p>



	<p>Understand and use the term “preposition” appropriately and to understand the function of prepositions in sentences through: Searching for, identifying and classifying a range of prepositions Experimenting with substituting different prepositions and their effect on meaning</p> <p>Extend knowledge, understanding and use of verbs, focussing on: Tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will Forms: active, interrogative, imperative Person: 1st, 2nd, 3rd. Identify and classify examples from reading. Experimenting with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning. Identify the subject and object in a sentence.</p> <p>Identify the imperative form in instructional writing and the past tense in recounts. Can children use this awareness when writing for these purposes.</p>
<p>Standard English</p>	<p>Understand the basic conventions of standard English and consider when and why standard English is used: agreement between nouns and verbs consistency of tense and subject avoidance of double negatives avoidance of non-standard dialect words</p>
	<p>Capital letter, full stop, comma, question marks, exclamation, apostrophe, possessive apostrophe, speech marks, statement, question, exclamation, noun phrase, simple clause, coordination, subordinate clause, connective, adverb, adverbial, possessive pronoun, conjunction, connective, preposition, determiner, adjective, verb, fronted adverbial, semi colon, colon, hyphen, article, expressive, figurative, adjectival phrase, comparative, superlative, subject, object, singular, plural, parenthetical brackets, bullet points, parenthetical dashes, direct and reported speech, affixes, model verbs, relative pronoun, synonym, auxiliary verb, double negative</p>