

Key Learning in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling <i>(see also the Lancashire Supporting Spelling document for further detail and advice)</i>	Handwriting
<p>As above and:</p> <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>As above and:</p> <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 appropriate 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. headings, sub headings, bullet points, diagrams, text boxes. <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. <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. 	<p>As above and:</p> <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>. 	<p>As above and:</p> <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>