

## English: Writing Teaching Year 5

Planning compositions	To use reading as an inspiration for writing, including stylistic, grammar, layout and language elements
	To explore a range of planning strategies, deciding which are most appropriate to the task
	To consider how authors have developed characters and settings in what pupils have read, listened to or seen performed*
	To adapt and change planning and writing throughout to improve the final piece
	To plan writing in an effective way that supports a cohesive final text*
	To summarise a passage, picking out the main points
	To create extended piece, including creating a longer piece of writing over several days
Composition	To logically develop the opening, development and conclusion of their story
	To use the appropriate form of writing and seeks to interest the reader*
Evaluating and editing compositions	To proof-read for spelling and punctuation errors*
	To assess the effectiveness of own and other's writing*
	To propose changes to grammar and vocabulary to improve consistency and clarify meaning*
	To perform writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*
Word Level	To investigate verb prefixes (for example, dis-, de-, mis-, over- and re-)*
	To convert nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify)*
Vocabulary	To use the terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity*

## End of Year 5 writing expectations

Handwriting	To produce legible handwriting*
	To write legibly, fluently and with increasing speed*
	To know that q, x capital letters and letters after apostrophes are best left un-joined*
	To maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters at speed
Composition and structure	To adapt writing for different audiences and purposes
	To describe settings and characters
	To use a wide range of vocabulary in writing to avoid repetition
	To show awareness of the formality required by a task
	To select vocabulary and grammatical structures that reflect the level of formality required (mostly correctly)
	To further use organizational and presentational devices to structure texts and guide reader e.g. bullet points, headings and underlining
Linking	To use paragraphs to organise ideas
	To use coordinating conjunctions
	To use subordinating conjunctions
	To use some cohesive devices within and across sentences (repetition, pronouns, connectives, adverbials, etc.)
	To use ordering connectives to create cohesion across paragraphs e.g. then, after that, next, firstly, to begin with, on second thoughts, finally, in conclusion
	To link ideas across paragraphs using adverbials of time, place and number
	To link ideas across paragraphs using tense choice e.g. he had seen her before
Speech	To use inverted commas mostly correctly
	To use speech punctuation with new lines for each speaker
	To integrate dialogue to convey character and advance the action
Grammar	To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
	To use a variety of sentence structures
	To show more confident and varied use of noun phrases
	To show more confident and varied use of adverbial phrases
	To begin to use the passive form
	To use different verb forms mostly appropriately
	To proof-read for spelling and punctuation errors
	To indicate degrees of probability using adverbs e.g. perhaps, surely, rarely often, never
	To indicate degrees of possibility using modal verbs e.g. might, could should, would, will, must
Punctuation	To apply capital letters, full stops and question marks (mostly correctly)
	To begin to use brackets, dashes or commas to indicate parenthesis
	To secure use of the apostrophe for omission/contraction
	To secure use of the apostrophe for possession
	To use a colon to introduce a list
	To use commas to mark clauses
	To use commas to mark lists