

Key Learning in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling (see also the Lancashire Supporting Spelling document for further detail and advice)	Handwriting
As above and: ■ 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>.	As above and: Plan their writing by: ■ 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). Draft and write by: ■ 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. <i>headings, sub headings, bullet points, diagrams, text boxes</i>. Evaluate and edit by: ■ 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. Perform own compositions for different audiences: ■ Using appropriate intonation and volume. ■ Adding movement. ■ Ensuring meaning is clear.	As above and: ■ 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>.	As above and: ■ Write fluently. ■ Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram</i>.