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| A close up of a sign  Description automatically generated Writing Overview  Year 5 | | | |
| Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | | | |
| **Transcription** | **Handwriting** | **Composition** | **Vocabulary, Grammar and Punctuation** |
| * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * 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, as listed in [English appendix 1](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf) * use dictionaries to check the spelling and meaning of words * use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus | Write legibly, fluently and with increasing speed by:   * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task | 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   + précising 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 [for example, headings, bullet points, underlining]   Evaluate and edit by:   * + assessing the effectiveness of their own and others’ writing   + proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning   + ensuring the consistent and correct use of tense throughout a piece of writing   + ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proofread for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is | Develop their understanding of the concepts set out in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) by:   * + recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms   + using passive verbs to affect the presentation of information in a sentence   + using the perfect form of verbs to mark relationships of time and cause   + using expanded noun phrases to convey complicated information concisely   + using modal verbs or adverbs to indicate degrees of possibility   + using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun   + learning the grammar for years 5 and 6 in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)   Indicate grammatical and other features by:   * + using commas to clarify meaning or avoid ambiguity in writing   + using hyphens to avoid ambiguity   + using brackets, dashes or commas to indicate parenthesis   + using semicolons, colons or dashes to mark boundaries between independent clauses   + using a colon to introduce a list   + punctuating bullet points consistently * use and understand the grammatical terminology in [English appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) accurately and appropriately in discussing their writing and reading |