

Composition		Transcription	
Vocabulary, grammar and punctuation (underlined statements MUST be met to achieve Expected)	Composition (underlined statements MUST be met to achieve Expected)	Spelling (12/16 of all statements MUST be met to achieve Expected)	Handwriting (underlined statements MUST be met to achieve Expected)
<ul style="list-style-type: none"> Create complex sentences by <u>using relative clauses</u> with <u>relative pronouns</u> <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 thief broke into the house which stood on the top of the hill.</i> Create complex sentences where the <u>relative pronoun</u> is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> Create and punctuate <u>complex sentences</u> using <u>ed</u> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> Create and punctuate complex sentences using <u>ing</u> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> Create and punctuate <u>sentences</u> using <u>simile</u> starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid <u>ambiguity</u>, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate <u>parenthesis</u>, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> Identify and use <u>brackets</u> to indicate <u>parenthesis</u>, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> Identify and use <u>dashes</u> to indicate <u>parenthesis</u>, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> Link ideas across paragraphs using <u>adverbials</u> for time, place and numbers e.g. <i>later, nearby, secondly.</i> 	<p>Planning</p> <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> Select <u>appropriate</u> structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Use <u>devices to build cohesion</u> (see VGP). Use <u>organisation and presentational devices</u> e.g. <u>underlining, bullet points, headings.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure <u>consistent and correct use of tense throughout a piece of writing.</u> Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation and volume. Add movement. Ensure meaning is clear. 	<ul style="list-style-type: none"> Use verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i> Recognise and spell words ending in <i>-able</i> and <i>-ible.</i> Recognise and spell words ending in <i>-ably</i> and <i>-ibly.</i> Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive.</i> Recognise and spell words containing the letter-string <i>ough.</i> To recognise and spell the suffixes <i>-al-, -ary-, -ic.</i> To spell further suffixes, e.g. <i>ll in full becoming l.</i> Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i> Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). Spell homophones (e.g. <i>practice</i> and <i>practise, past, passed</i> and <i>past</i>). Spell other words that are often confused, (e.g. <i>advice</i> and <i>advise, device, devise</i>). Spell hyphenated words correctly, <i>to join a prefix to a root word</i>, (e.g. <i>co-ordinate</i>) To spell unstressed vowels in polysyllabic words, (e.g. <i>offering, familiar, definite, separate</i>). Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Spell words from the H.W Year 5 list (selected from the statutory Year 5/6 word list). <p>-----</p> <ul style="list-style-type: none"> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. 	<ul style="list-style-type: none"> Write fluently using a <u>joined style</u> as <u>appropriate for independent writing.</u> Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i>

Hawksworth Wood Key Learning in Writing: Year 5

Pupil Name:

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| <ul style="list-style-type: none">▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i>▪ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i>▪ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i>▪ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> | | | |
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