



Year 5 Writing Expectations

Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar and Punctuation	<p>Re-cap Year 4 Narrative speech and all the components. Spoken words go in between inverted commas.</p> <p>Spoken word starts with a capital letter.</p> <p>Appropriate punctuation before the closing of the inverted commas.</p> <p>Who said the words?</p> <p>New speaker, new line.</p> <p>Identify spoken words in a text.</p> <p>Identify the subject of a sentence; pronouns, proper nouns and nouns can all be subjects of a sentence. A main clause has a subject and a verb.</p>	<p>Revisit subordinating conjunctions.</p> <p>Start a sentence with a subordinate clause and use a comma to separate the subordinate clause.</p> <p>Embedded subordinate clause with an 'ed' with a comma to demarcate meaning.</p> <p>Sentence types for effect; focus on combining compound and complex clauses to create a sentence.</p> <p>Move the clause round in the sentence for effect.</p> <p>Fronted prepositional phrases for effect</p>	<p>What is a semi-colon? When and how to use a semi-colon to mark boundary between two independent clauses.</p> <p>What is parenthesis? When to use brackets. How to use brackets. When to use dashes. How to use dashes. When and how to use commas for parenthesis.</p> <p>Revise expanded noun phrases.</p> <p>Use expanded noun phrases to embellish simple sentences.</p> <p>Sentence starters; depending on text</p>	<p>What cohesive devices can we use to link the ideas across sentence?</p> <p>Using adverbials to link ideas across paragraphs.</p> <p>Tense choices to link paragraphs.</p> <p>Adverbs to indicate degrees of possibility; <i>perhaps, surely</i>.</p> <p>Modal verbs to indicate degrees of possibility; <i>might, should, will, must</i></p> <p>What is a colon? When and how to use a colon to mark the boundary between two independent clauses.</p> <p>Revisit and review Gap analysis</p>	<p>Explore the difference between reported speech (indirect speech – no inverted commas used) and direct speech (inverted commas used.)</p> <p><i>"I heard glass smash," explained a local dog walker.</i> A local dog walker explained that she heard glass smash.</p> <p>Use of tense in reported speech, changing from present simple tense, to past simple tense.</p> <p>Adverbs and prepositional phrases to explain how, when and where the words were spoken.</p> <p>Revisit and review Gap analysis</p>	<p>Revisit and review Gap analysis</p>

	<p>Revise co-ordinating conjunctions, and when to use them. Write compound sentences using co-ordinating conjunctions. Ensure this skill is secure.</p> <p>Revisit and review Gap analysis</p>	<p>(eg) throughout the stormy winter.</p> <p>What is a relative pronoun? (who, which, that, whom, whose)</p> <p>What is a relative clause?</p> <p>Write sentences with relative clauses at the beginning. (who, which, were, when, whose, that)</p> <p>Consolidate adverbs and adverbials. Manipulate for effect.</p> <p>Revisit and review Gap analysis</p>	<p>types/effect we want our writing to have.</p> <p>Beginning with 'ed' expanded clause, beginning with an adjective.</p> <p>Ensure secure use of commas for fronted adverbials.</p> <p>Perfect form to mark relationships of time and cause.</p> <p>Revisit and review Gap analysis</p>			
<p>Handwriting</p>	<p>• Many children will arrive at year 5 already using a pen and confident with cursive script but below is an indication of what will be followed to consolidate skills.</p>	<p>• cursive script; anti clockwise letters</p> <p>a, c, g, d, o, q</p> <p>• the vowels</p> <p>a, e, i, o, u</p>	<p>• tall letters</p> <p>b, d, f, h, k, l, t</p>	<p>• long letters</p> <p>f, g, j, p, q, y,</p>	<p>• lumpy letters</p> <p>h, m, n, r</p> <p>• All other letters</p> <p>v, w, x, z</p>	<p>Writing is legible. Letters are gaining in consistency of size and formation.</p> <p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and</p>

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