



## Year 5 Writing Expectations

### Grammar, Punctuation, Spelling, Handwriting

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Grammar and Punctuation</b>	<p><b>Re-cap Year 4</b></p> <p>Questions Nouns Verbs</p> <p>Identify nouns in multi-clause sentences.</p> <p>Identify the subject of sentence; pronouns, proper nouns and nouns can all be subjects of a sentence. A main clause has a subject and a verb.</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>Revise subordinating conjunctions.</p> <p>Start a sentence with a subordinate clause and use a comma to separate the subordinate clause.</p> <p><b>Revisit and review</b> <b>Gap analysis</b></p>	<p>Revisit subordinating conjunctions.</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 (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>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>Revise speech in narrative.</p> <p>Sentence starters; depending on text types/effect we want our writing to have. Beginning with 'ed' expanded clause,</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><b>Revisit and review</b> <b>Gap analysis</b></p>	<p>Consolidate all year 5 learning</p> <p><b>Revisit and review</b> <b>Gap analysis</b></p>	<p>Consolidate all year 5 learning</p> <p><b>Revisit and review</b> <b>Gap analysis</b></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><b>Revisit and review Gap analysis</b></p>	<p>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><b>Revisit and review Gap analysis</b></p>			
<b>Spelling</b>	<p>Week 1- cious endings Week 2- tious or ious Week 3- i spelt y Week 4- l spelt with y Week 5- homophones and near homophones Week 6- homophones and near homophones Week 7- REVIEW WEEK</p>	<p>Week 1- silent letters Week 2- silent letters Week 3 – Modal verbs Week 4- words ending in ment Week 5- Adverbs of possibly and frequency Week 6- Statutory challenge words Week 7- REVIEW WEEK</p>	<p>Week 1- Suffix ity Week 2- suffix ness Week 3 – suffix ship Week 4- homophones and near homophones Week 5- homophones and near homophones Week 6- homophones and near homophones Week 7- REVIEW WEEK</p>	<p>Week 1- or Week 2- or spelt au Week 3 – suffix ate Week 4 – suffix ise Week 5 – suffix ify Week 6- suffix en Week 7- REVIEW WEEK</p>	<p>Week 1- ough Week 2- ough Week 3 – Adverbials of time Week 4- Adverbials of place Week 5- ear sound spelt ere Week 6 – Statutory challenge words Week 7- REVIEW WEEK</p>	<p>Week 1- unstressed vowel in polysyllabic words Week 2- de and re prefix Week 3- prefix over Week 4 – suffix ful Week 5- suffix ive Week 6- suffix al Week 7- REVIEW WEEK</p>
<b>Handwriting</b>	<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>• 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>Writing is legible. Letters are gaining in consistency of size and formation.</p>

	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pen or pencil comfortably and correctly.</li> <li>• Form capital letters.</li> <li>• Form lower-case letters in the correct direction</li> </ul>	<ul style="list-style-type: none"> <li>• the vowels</li> </ul> <p>a, e, i, o, u</p>			<ul style="list-style-type: none"> <li>• All other letters</li> </ul> <p>v, w, x, z</p>	<p>Capital letters are the correct size relative to lower case.</p> <p>Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</p> <p>Appropriate letters are joined, according to the school's handwriting approach.</p> <p>Children are using cursive script and writing in pen.</p>
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