



Year 5 Writing Expectations

Grammar	Sentence Construction	Punctuation	Spelling	Amount
<ul style="list-style-type: none">* Use pronouns to avoid repetition.* Use basic Standard English, i.e. agreement between verb & noun; consistency of tense.	<ul style="list-style-type: none">* Write complex sentences, selecting and using a wide range of subordinators. e.g. <i>Jack, filled with curiosity, asked the stranger about the magic beans. Meanwhile, Jack's mother was wondering how long it would be before he returned from market.</i>* Use subordinate clauses to add extra information, to give reasons and to explain.* Start and join sentences with 'although' 'however' 'besides' 'even though'. o Begin to start sentences with adverbs.* Awareness of audience.* Paragraphs	<ul style="list-style-type: none">* Use Y4 punctuation marks to independently and accurately demarcate all sentences.* Use commas and hyphens to clarify meaning or avoid ambiguity in writing* Use a colon to introduce a list* Use of inverted commas and other punctuation to indicate direct speech: <i>"Now, young man," whispered the strange man, "how would you like to exchange your old cow for a handful of magic beans?"</i>	<ul style="list-style-type: none">* KS2 spelling objectives Statutory Year 5 word list and spelling rules.* Use dictionaries to check spelling and meaning of words* Use the first three or four letters of a word to look up words in a dictionary* Words with silent letters* Morphology /etymology	<ul style="list-style-type: none">* 1 to 1 ½ sides of A4 in 45 minutes.
Handwriting	<ul style="list-style-type: none">* Handwriting is fluent and legible* Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters* Letters and words are usually appropriate in size and position			

Spelling rules

Teachers continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

SPELLING RULES FOR YEAR 5



Words ending **-cious** and **-tious**
(as in 'delicious' and 'superstitious').

Words ending **-cial** and **-tial**
(as in 'special' and 'partial').

Words ending **-able** / **-ably** and **-ible** / **-ibly** (as in 'comfortable' / 'comfortably' and 'horrible' / 'horribly').

Adding **-ing** / **-ed** to words ending **-fer**, (as in 'prefer', 'preferring' and 'preferred').

Words containing **ough** and looking at the different sounds this grapheme makes in different words (as in 'enough', 'through', 'although', 'plough').

Words with the **/i:/** sound spelt **l** before **e** except after **c** (such as 'deceive' and 'receive').

Homophones/ Near homophones.

Such as: advice / advise;
affect / effect; aisle/ isle;
allowed/aloud; altar / alter;
ascent/assent; bridal / bridle;
cereal/serial;
compliment/complement.
device/devise; licence/license;



Glossary

Adjectival Phrase A phrase built around an adjective - for example 'bright red', 'frighteningly bad'.

Ambiguity A sentence contains ambiguity if it could be open to more than one meaning. Pupils are taught to use hyphens to avoid ambiguity; for example, the sentence 'Jaws is about a man eating shark' could be ambiguous, but with the insertion of a hyphen becomes much clearer: 'Jaws is about a man-eating shark.'

Cohesion A sentence will have cohesion if all its parts fit together, for example if tenses and pronouns are consistent and determiners refer to the correct noun.

Embedded clause A clause used in the middle of another clause. It is usually marked by commas. For example, 'The man, wearing a grey jacket, whistled a tune to himself'.

Future tense A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will'. For example, 'Tomorrow I will go to London.'

Brackets / Parenthesis

A punctuation mark used to set a non-essential section of a sentence apart. Also known as parenthesis. For example, 'My friend Chloe (who is three months older than me) is coming to my house tonight'.

Dash

Used in a similar way to brackets or parentheses to set information apart in a sentence. For example, 'My cousins - Sally and Jack - are coming on holiday with us'.

Modal verb A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You should clean the cage'), possibility (e.g. 'I might watch a film'), ability (e.g. 'You can have pizza'), or permission (e.g. 'You may go to the park').

Relative clause A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which). For example, 'He ate too many cakes, which made him feel ill'.

Relative pronoun A pronoun used in a relative clause (who, that, which).

Second person A sentence is written in the second person if it is written from the point of view of a person being spoken to - in other words, using the pronoun 'you'.

Third person A sentence is written in the third person if it is written from the point of view of a person being spoken about - in other words, using the pronouns 'he', 'she', 'it' or 'they'.