



Moorland Primary School –Writing overview – YEAR 5

Year	Composition	Vocabulary, Grammar and Punctuation	Spelling & Handwriting
5	<p>Children can plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models (e.g. text type prompts & scaffolds)</p> <p>Children can plan noting and developing initial ideas drawing on reading and research where necessary.</p> <p>Children can select appropriate grammar and vocabulary for meaning and impact understanding how choices can change and enhance meaning (including historical settings and themes)</p> <p>Children can use a range of persuasive techniques.</p> <p>Children can select appropriate grammar and vocabulary to reflect.</p> <p>Children can draft & write by using a range of devices to build cohesion within and across paragraphs.</p> <p>In narratives, children can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Children can use organisational and presentational devices to structure a text and guide the reader (eg headings, bullet points and underlining)</p> <p>Children can evaluate and edit by assessing the effectiveness of own and others' writing.</p> <p>Children can evaluate & edit by proposing changes to vocab, grammar and punctuation to enhance effects and clarify meaning.</p>	<p><u>Vocabulary, Grammar and Punctuation</u> Children can begin to identify relative pronouns and how to use them in my writing (who, which, that)</p> <p>Children can use brackets or commas to indicate parenthesis.</p> <p>Children can begin to use embedded clauses</p> <p>Children can use the perfect form of verbs</p> <p>Children can use expanded noun phrases to convey complicated information concisely</p> <p>Children can use modal verbs</p> <p>Children can use commas to clarify meaning or avoid ambiguity in writing</p> <p>Can use inverted commas securely to punctuate speech.</p>	<p><u>Spelling</u> Children can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Children can use a thesaurus for alternative word choices.</p> <p>Children can use further prefixes and suffixes and understand they can add them to root words (applying the guidelines).</p> <p>Children can spell some words with silent letters.</p> <p>Children can continue to distinguish between homophones & other words often confused.</p> <p><u>Handwriting</u> Children can write legibly, fluently and with increasing speed and consistency.</p>



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	<p>Children can evaluate & edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Children can proof-read for spelling and punctuation errors.</p> <p>Children can perform their own compositions using appropriate tone, volume and action.</p>	<p>Children can use & understand the year five grammatical terminology</p> <p>Children can use adverbs.</p> <p>Children can correctly use commas in lists.</p>	<p>Children can maintain legibility in joined handwriting when writing at speed.</p>
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