



Hillcross Primary School
Parent and Carer's guide

The Year 5 Writer

In year 5 your child will continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should support the decisions about the form the writing should take (such as a narrative, an explanation or a description).

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Vocabulary, Grammar and Punctuation

By the end of year 5, children should begin to:

- ✓ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- ✓ Use passive verbs to affect the presentation of information in a sentence
- ✓ Use the perfect form of verbs to mark relationships of time and cause
- ✓ Use the correct subject and verb agreement when using singular and plural
- ✓ Maintain tense consistently and where change in tense does occur, begin moving between past, present and future with some confidence
- ✓ Use expanded noun phrases to convey complicated information
- ✓ Use modal verbs or adverbs to indicate degrees of possibility
- ✓ Use a range of conjunctions and adverbials
- ✓ Use relative clauses beginning with who, which, where, when, whose
- ✓ Vary sentence structures in their writing single clause sentences and multi-clause sentences (using coordinating conjunctions) and multi-clause sentences (using subordinating conjunctions)
- ✓ Use vocabulary choice, word order, sentence length, sentence complexity and punctuation for effect
- ✓ Place commas, mostly accurately, to clarify meaning
- ✓ Use hyphens
- ✓ Use brackets, dashes or commas for parenthesis e.g. asides, additional information
- ✓ Use semi-colons, colons or dashes to mark boundaries between independent clauses
- ✓ Uses a colon to introduce a list
- ✓ Punctuate bullet points consistently
- ✓ Use pronouns to avoid repetition where appropriate



Composition

When planning, drafting and writing, year 5 children should begin to:

- ✓ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ✓ Plan writing by noting and developing initial ideas, drawing on reading and research where necessary
- ✓ Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ✓ Draft and write by précising longer passages
- ✓ Draft and write by using a wide range of devices to build cohesion within and across paragraphs e.g. adverbials: shortly, afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming

When writing, year 5 children should begin to:

- ✓ Make consistent use of style, appropriate to form, subject or audience to maintain interest
- ✓ Engage the reader and sustain interest in narrative and non-fiction
- ✓ Construct appropriate introductions and conclusions in non-fiction and varies opening and endings in narrative e.g. opening with dialogue or action; closing with a reflective comment or moral

When writing fiction, year 5 children should begin to:

- ✓ Plan writing by considering how authors have developed characters and settings
- ✓ Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ✓ Maintain appropriate balance between dialogue and narrative
- ✓ Develop some aspects of characterization through what characters say and do
- ✓ Use expressive and figurative language
- ✓ Experiment with writing poetry using different forms
- ✓ Experiment with form in narrative writing e.g. flashbacks; concurrent events, alternative perspectives
- ✓ Control the length, pacing and detail in their writing; vary pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g. He dashed to the waiting limo, wrenched the door open and leapt into the driver's seat

When writing non-fiction, year 5 children should begin to:

- ✓ Draft and write by using further organisational and presentational devices to structure the text and to guide the reader
- ✓ Consider and evaluate different viewpoints (own and others, biased and balanced)

When editing and improving their writing, year 5 children should begin to:

- ✓ Evaluate and edit by assessing the effectiveness of their own and others' writing for purpose and audience, with guidance
- ✓ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ✓ Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- ✓ Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguish between the language of speech and writing and choose the appropriate register



- ✓ Proof read for spelling and punctuation errors

When presenting and performing their work, year5 children should begin to:

- ✓ Perform their own compositions, use appropriate intonation, volume and movement so that meaning is clear

Handwriting – year 5 children should begin to:

- ✓ Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- ✓ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

Glossary of terms

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

