

When children start Year 5, they should be able to:

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| • Spell the Year 3/4 words from the word list    | • Identify main and subordinate clauses | • Use all Year 4 punctuation consistently and accurately, including <b>all</b> speech punctuation |
| • Meet expectations of the Y4 spelling programme | • Use fronted adverbials, with commas   | • Organise paragraphs around a theme  |

It is important that these skills are embedded for automaticity as early as possible into Year 5 if not already. This should inform intervention teaching alongside the quality first teaching of Y5 objectives.

	Skills progression	Example	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	narratives, newspaper and chronological reports, diaries, letters, recounts, advertising, persuasive leaflets, discussion, explanation, instructions, poetry	Compose and rehearse more complex sentences before writing, including dialogue
2	Write sentences with the subordinate clause at the start and the end of the sentence	<b>Listening to the sounds of her sleeping family</b> , she lay still as her heartbeat slowed. She lay still as her heartbeat slowed, <b>listening to the sounds of her sleeping family</b> .	Explore and use their own techniques to note ideas, drawing on research where necessary
3	Use commas to separate main and subordinate clauses		Control plots:
4	Indicate degrees of possibility using modal <b>verbs</b>	could, would, should, might, may, will	➤ Use of foreshadowing
5	Indicate degrees of possibility using modal <b>adverbs</b>	possibly, certainly, maybe, perhaps, surely	➤ Dialogue to move the action on
6	Use embedded clauses	Tom knew, <b>as he stared into the darkness</b> , that his fate was sealed.	Extend and refine their use of narrative language features:
7	Use brackets and dashes to mark parenthesis	Tom knew (he wasn't sure how but he did) that his fate was sealed. Tom knew – without a shadow of a doubt – that his fate was sealed.	➤ Reported speech instead of direct
8	Use dashes for afterthoughts	Tom knew it was all over this time – without a doubt.	➤ Repetition for effect
9	Use a range of cohesive devices <b>within</b> paragraphs	repetition for effect, tense, pronoun chains, connectives	➤ 'Power of three' linked to grammar expectations:
10	Use a range of devices <b>between</b> paragraphs	fronted adverbials, repetition for effect, tense	- The wind whistled through the trees, tickling the autumn leaves, as the night drew in.
11	Use relative pronouns	who, which, were, when, that, whose	Use a range of figurative language:
12	Use defining and non-defining relative clauses – <b>Defining</b> : provide essential information, no commas needed <b>Non-defining</b> : provide additional information, need commas	The wise man who showed Peter the way warned him to be careful. ( <b>defining</b> : several wise men, defines which one warned Peter) The wise man, who showed Peter the way, warned him to be careful. ( <b>non-defining</b> : only one wise man, <u>who showed Peter the way</u> is extra info)	➤ similes (...as angry as an erupting volcano) ➤ metaphor (He was an erupting volcano.) ➤ personification (Gnarled fingers stretched out from the tree's body..)
13	Use commas to mark non-defining relative clauses		➤ allusion (It was a Pandora's box of horrors..)
14	Develop settings and atmosphere in detail	links between the place, weather, time, character's reactions	➤ idioms (Tom had been feeling under the weather for weeks.)
15	Develop characterisation by drawing on their reading	description, actions, thoughts, motives, back story, others' reactions to them	Extend and refine their use of non-fiction language features:
16	Write with appropriate levels of formality for audience and purpose		➤ technical vocabulary linked to the topic
17	Use a dictionary and thesaurus effectively	By 3 <sup>rd</sup> /4 <sup>th</sup> letter, appropriate word choices	➤ precise description
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations		
19	Proof-read and edit their writing		

20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear		<p>Effective use of organisational features in fiction and non-fiction:</p> <ul style="list-style-type: none"> <li>➤ balancing action, description and dialogue</li> <li>➤ balancing fact and opinion</li> <li>➤ bullet points</li> <li>➤ tables, charts, diagrams</li> </ul> <p>Use a range of verb forms:</p> <ul style="list-style-type: none"> <li>➤ progressive</li> <li>➤ perfect</li> <li>➤ modal</li> </ul> <p>Provide a range of opportunities to write for varying levels of formality:</p> <ul style="list-style-type: none"> <li>➤ a formal persuasive letter to a company</li> <li>➤ an informal letter/email to a friend</li> <li>➤ a friendly-formal information text</li> <li>➤ formal and informal sets of instructions</li> <li>➤ a formal police/eye-witness report</li> </ul> <p>Attempts made to show an alternative point of view or to engage reader with an unexpected approach in their writing</p> <p>Paragraphs:</p> <ul style="list-style-type: none"> <li>➤ are clearly constructed, guiding reader through text</li> <li>➤ clearly signal changes in time, place and/or events</li> </ul>
21	Spell many words from the Year 5 word list and use these accurately in their own writing	See National Curriculum	
22	Meet the Y5 expectations from the chosen spelling scheme		
23	Use legible, joined writing consistently		
GD1	Begin to use semi-colons to separate main clauses		
GD2	Adapt sentence structure by re-ordering or embedding clauses and use different sentence lengths to create effects		
GD3	Expanded noun phrases and sentence starters with effective word choices add detail		
GD4	Manipulate formality in different types of writing		
GD5	Begin to experiment using the passive voice		
GD6	Writing is clearly structured and organised according to the text type		
GD7	Commas are used accurately to mark grammatical boundaries and proofreading checks that they help to clarify meaning		
GD8	Editing process can involve taking out or simplifying rather than just adding or amending		
GD9	Consistently use vocabulary from across the curriculum in their writing		
GD10	Consistently apply Y5 spelling expectations across their writing		