

## YEAR 5 WRITING

### 1 Transcription

- Correctly spell homophones that are often confused (there, their and they're; weather and whether)
- Use the first few letters of a word to check its spelling in a dictionary
- Spell some words correctly from the Year 5/6 list
- Use a thesaurus to improve word choice

### 2 Handwriting

- Write quickly and neatly, joining most of the letters

### 3 Composition and Effect

- Alter writing to suit different audiences and purposes
- Describe settings, choosing some words carefully to create atmosphere
- Describe characters, using some dialogue (speech) to show their personality and move the story on
- Use figurative language such as similes, metaphors and personification
- Use formal language successfully in non-fiction writing
- Make improvements to writing before the teacher checks it; this should include better words choices which give the reader more information

### 4 Text Structure and Organisation

- Organise each paragraph carefully, using a main idea to begin each paragraph and adding more sentences related to the main idea
- Use words to build cohesion within a paragraph (then, after, that, this)
- Create cohesion between paragraphs using adverbs of time (later), place (nearby) and number (secondly) or tense choices (he *had* seen her before)
- Present work clearly to the reader by using headings, bullet points, underlining and other features

### 5 Sentence Structure

- Vary the way sentences are started (SPACE = 'ing' words, similes, prepositions adverbs, connectives, 'ed' words)
- Use subordinate clauses at the beginning and end of sentences
- Use relative clauses in the middle of sentences
- Include relative clauses with relative pronouns (that, which, who, whose)
- Include relative clauses without using relative pronouns (They received a post card we sent from Spain)

### 6 Vocabulary, Grammar and Punctuation

- Expand noun phrases using adjectives and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Use brackets, dashes or commas for parenthesis
- Use commas to make writing clear or avoid confusion
- Show how possible something is using modal verbs (might, should, will, must) or adverbs (perhaps, surely)
- Check work for spelling and punctuation errors