Writing End Points – Year 5

Component Knowledge

Y5: In addition to KS1 and lower KS2 knowledge:	
Pupils know that:	**Pupils know how to:**
• A semi-colon can be used to join two independent and complete sentences together that are closely connected in their ideas. A semi-colon will often replace a conjunction. • There is a wide range of subordinating conjunctions that form subordinating clauses. • Brackets, hyphens or commas can be used for parenthesis. Parenthesis is a way of adding extra information to a sentence. • Words such as *quite, fairly, rather, pretty* can modify an adjective or adverb.	• Use a semi-colon as a silent connective. • Make complex sentences using - *after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when(ever), where(ever), whereas, while, providing, so long as* • Use variety of longer and shorter sentences. • Use brackets, hyphens, commas for parenthesis. • Select adverbs for degree of intensity.

Composite Knowledge

Letter formation / Handwriting

In addition to KS1 and lower KS2 knowledge, children know how to:

- confidently use diagonal and horizontal joining strokes when writing independently to increase fluency.
- begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.

Transcription

- write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.

Planning, Drafting and Editing

In addition to KS1 and lower KS2 knowledge, children know how to:

- plan their 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.
- consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing.
- proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details.
- link ideas across paragraphs using cohesive devices.
- proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements using blue editing pens.

Audience, Purpose and Structure

In addition to KS1 and lower KS2 knowledge, children know how to:

- produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.
- use dialogue to convey a character and to advance the action.

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- perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Sentence Structure (Including punctuation and grammar)

- use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
- ensure the consistent and correct use of tense throughout all pieces of writing.
- use a range of conjunctions accurately, varying the position within the sentence.
- use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).
- use relative clauses beginning with a relative pronoun with confidence.
- to use the passive voice.
- use commas consistently to clarify meaning or to avoid ambiguity.
- use brackets, dashes or commas to indicate parenthesis.
- to use a colon and semi colon in lists to separate clauses.

Terminology

Recognise and use the terms:

- Modal verb
- Relative pronoun
- Relative clause
- Parenthesis
- Brackets
- Dash
- Cohesion
- Ambiguity

Phonic & Whole word spelling

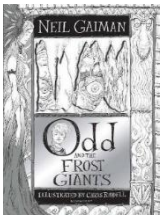
- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

Other word building spelling

- use further prefixes and suffixes and understand the guidance for adding them
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Contexts for writing (Genre & Purpose)

Autumn 1

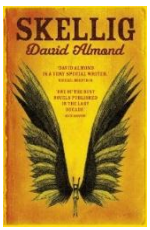


Genre

Writing to entertain: Myth – The story of Thor and his Hammer

Writing to Inform: Non Chronological Reports – All About the Frost Giants

Spring 1



Genre

Writing to entertain: Overcoming the Monster - Skellig

Writing to persuade: Persuasive speech to the community

Summer 1

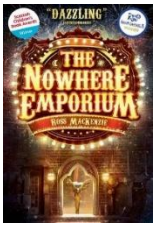
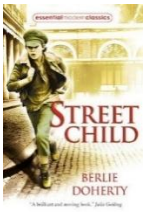


Genre

Writing to entertain: Quest Story – how to escape the silver-eyed men

Writing persuade: Formal complaint letter to a factory owner.

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Context Odd and the Frost Giants by Neil Gaiman is a magical adventure story that would be great for Year 5 story writing because it inspires children to create imaginative characters, settings and exciting adventures. It also links with the children's previous learning on Vikings in Year 4.	**Context** Skellig by David Almond is a mysterious, captivating story about a boy who discovers a strange creature making it ideal for quest writing. It encourages children to use rich vocabulary, create suspense, overcome challenges and take their characters on an exciting journey.	**Context** Cogheart by Peter Bunzl is an exciting adventure about a girl and her mechanical fox searching for her missing father, making it ideal for quest writing as it inspires children to create brave characters, face challenges and build suspense. It also links with the children's previous learning on The Victorians. .
Autumn 2  **Genre** **Writing to entertain:** Character Description – Julian, Jack and Auggie. **Writing to discuss:** Balanced Argument – Should all children be treated exactly the same? **Context** Wonder by R.J. Palacio is an accessible and engaging story for children that provides a strong link to PSHE through themes of friendship, kindness, empathy and accepting differences, while its main character, Auggie, is close to the children's own age, making it easy for them to relate to his experiences and use the book as inspiration when writing a detailed character description.	**Spring 2**  **Genre** **Writing to entertain:** Portal Story **Writing to Inform:** Recount – Daniels first visit to the emporium. **Context** The Nowhere Emporium by Ross MacKenzie is a magical story about a mysterious shop that appears in Glasgow, making it ideal for portal story writing as it inspires children to create imaginative worlds, magical gateways and exciting adventures.	**Summer 2**  **Genre** **Writing to entertain:** Setting description – the workhouse **Writing to inform:** Biography – Dr Barnardo **Context** Street Child by Berlie Doherty vividly portrays the harsh conditions faced by children in Victorian London, making it a useful book for writing a workhouse setting description through its powerful details of poverty, overcrowding and grim surroundings.