

Writing End Points – Year 5

Y5: In addition to KS1 and lower KS2 knowledge:

Component Knowledge

Pupils know that:

- 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.

Pupils know how to:

- 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.

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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.

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

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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 (Purpose)

- **Writing to entertain:** Setting description
- **Writing to entertain:** Character description
- **Writing to entertain:** Poetry (spoken in silence)
- **Writing to inform:** Explanation text
- **Writing to Inform:** Informal Letter
- **Writing to inform:** Non-Chronological report
- **Writing to inform:** Newspaper report
- **Writing to Inform:** Biography
- **Writing to Persuade:** Advertisement
- **Writing to Discuss:** Biased Argument