

Y5	Punctuation	Vocabulary & Grammar	Writing Composition	Handwriting
Year 5 Knowledge	- Know that parenthesis is “extra” information added into the sentence, and that the sentence must make sense without it - Know that brackets, dashes and commas are used to indicate parenthesis - Understand & explain how adding or removing commas can alter the meaning of a sentence or the way it is read	- Understand that adding suffixes can change the word class (e.g. beauty → beautiful → beautify) - Understand verb prefixes (e.g. dis-, de-, mis-, over- and re-) and how these change the meaning of words - Know that who, which, where, when whose & that are relative pronouns - Know that relative clauses give more information about a noun - Know modal verbs: might, could, should etc. and the degree of possibility that they indicate - Understand how adverbs can be used to indicate degree of possibility - Know some cohesive devices, such as adverbials, and identify how they are used to link ideas in existing texts	AUDIENCE & PURPOSE - Know & understand a wide range of different text types, and be able to identify the audience and purpose of these - Know how vocabulary & grammar may be adapted to suit different audiences & purposes, with guidance or by seeing modelled examples - Know which layout features may be best suited for different types of writing and how these can support & guide the reader, with guidance or by seeing modelled examples - Through discussion & feedback, be able to understand and explain the impact that my language choices, layout or chosen form might have on the reader PLANNING - Know strategies for planning and developing ideas - e.g. sharing ideas with peers, asking for feedback from peers or adults, using modelled examples or existing piece and use these under guidance. - Understand that a range of sources can be used to inspire settings and characters; such as books, plays or films. WRITING - Have a very secure understanding of the Grammar, Vocabulary & Punctuation skills required at Y5 and know how to apply these/proof-read and check that these have been applied correctly - Know features that I can use to create an effective setting or character description - Understand how dialogue can be used to convey character and advance the action EDITING - Know what effective proof-reading and editing looks like, giving reasons for changes PERFORMING - Understand how volume, intonation, speed, movement can be used for effective delivery, based on high-quality models	- Know that there are different letter formations & know which letters should be left unjoined - Understand that different writing implements may be better suited to different tasks: e.g. drafting vs publishing

Key Vocabulary	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity			
Year 5 Skills	• Use brackets, dashes & commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity	• Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify • Use relative clauses beginning with who, which, where, when, whose, that to add extra information to sentences • Indicate degrees of possibility using adverbs or modal verbs • Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), and number (e.g. secondly).	AUDIENCE & PURPOSE • Change writing style to fit audience and purpose, considering my vocabulary & grammar choices PLANNING • Use existing writing shared by my teacher as models for my own • Plan writing by recording initial ideas, then building upon these, drawing on collaboration, reading & research where necessary • Use plays, stories, films as inspiration when developing my own detailed characters and settings WRITING • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Draft and write by accurately précisising longer passages. • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. EDITING • Evaluate and edit by assessing the effectiveness of his/her own and others' writing. Propose reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Evaluate and edit by ensuring the consistent and correct use of tense, correct subject and verb agreement, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling errors linked to spelling statements for Year 5. Proof-read for punctuation errors, including use of Y5 punctuation. PERFORMING • Confidently perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• Write increasingly legibly & fluently, even when writing at speed • Make improving choices about which shape of a letter to use and when deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task