

Year 5 Expectations: Composition (continued)

- Distinguish between the language of speech and writing.
- Distinguish between formal and informal language.

Year 5 Exceeding Expectations: Writing

- Use paragraphs to show changes in time, place and events in a story.
- Use changes in time and place to guide the reader through the text.
- Use paragraphs to organise information logically and structure a non-fiction text effectively.
- Sustain and develop ideas within a paragraph.
- Start a paragraph with a sentence that makes the main idea clear.
- End a text with reference to the opening.
- Re-order sentences to create impact on the reader.
- Use well thought-out, detailed description (e.g. the enormous mansion at the end of the narrow lane).
- Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses.
- Use speech effectively and punctuate it accurately.

A **phoneme** is the **smallest unit of sound**. This chart shows all the phonemes used when speaking English.

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Lammack Primary

School



End of

year

expectations

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Year 5

Writing

This booklet has been produced as an aid to help you and your child with the skills that are required this year, these are the expectations for the end of year. In class, we will be working towards these goals throughout the year and would appreciate your help and support in doing this. These skills would be useful to refer to when supporting your child with their homework. Thank you.

Transcription: representation of language in written form (handwriting, spelling)

Composition: the mechanics of writing (language knowledge, organisation, grammar)

Writing

Year 5 Expectations: Transcription

- Form verbs with prefixes following appropriate rules (e.g. displace, misunderstand, overrun).
- Following appropriate rules, change nouns or adjectives into verbs by adding a suffix (e.g. alienate, finalise).
- Spell some words with 'silent' letters (e.g. knight, solemn).
- Distinguish between homophones (words that sound the same but differ in meaning or spelling) and other words which are often confused.
- Spell commonly misspelt words.
- Use the first three or four letters of a word to check spelling, meaning or both in a dictionary.
- Use a thesaurus.
- Use a range of spelling strategies.
- Develop a personal style of handwriting by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choose writing equipment best suited to a task (e.g. quick notes, letters).

Year 5 Expectations: Composition

- Know the purpose of a piece of writing and the intended audience.
- Use the appropriate features and structures of different text types.
- Use appropriate grammar and vocabulary for particular text types.
- Start sentences in different ways.
- Start sentences in a way that highlights the main idea.
- Develop characters through action and speech.
- Display a point of view through commenting on characters or events.
- Show how grammar and vocabulary choices have an impact on the reader.
- Choose vocabulary that engages and impacts on the reader.
- Use stylistic devices, such as simile, metaphor or personification, for effect.
- Add well-chosen detail to interest the reader.
- Summarise a paragraph or event.
- Organise writing into paragraphs to show different information or events.
- Link ideas within paragraphs.
- Use modal verbs or adverbs to show likelihood or possibility (e.g. might, will, definitely).
- Use clauses beginning with who, which, where, when, whose or that.
- Use commas to clarify meaning in writing.
- Use brackets, dashes or commas to indicate additional information.
- Assess the effectiveness of their own and others' writing.
- Use vocabulary, grammar and punctuation to add effect and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.
- Use correct subject and verb when using singular and plural.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, considering expression, volume and movement, so that the meaning is clear.