

# What I need to know: Writing Y5



Name:

Class:

As well as neatly joined writing at speed, you need to show these things by the end of Year 5.

What I will show consistently in a range of texts	✓	Start	End
1. Every sentence starts with a <b>capital letter</b> and ends with either a <b>full stop</b> (.), a <b>question mark</b> (?) or an <b>exclamation mark</b> (!). A capital letter is used for proper nouns & pronouns.		<input type="radio"/>	<input type="radio"/>
2. <b>Commas</b> to divide items in a list, after a fronted adverbial.		<input type="radio"/>	<input type="radio"/>
3. <b>Apostrophes</b> used to show contraction (missing letters) or possession.		<input type="radio"/>	<input type="radio"/>
4. A well-paced, clearly sequenced plot / structure with a new <b>paragraph</b> for each change of time, place, topic or speaker.		<input type="radio"/>	<input type="radio"/>
5. Appropriate levels of <b>formality</b> for the <b>purpose</b> and <b>audience</b> .		<input type="radio"/>	<input type="radio"/>
6. Detailed description of <b>settings</b> and <b>character</b> using appropriate devices.		<input type="radio"/>	<input type="radio"/>
What I will show with increasing accuracy			
7. <b>Commas</b> used to divide <b>main and subordinate clauses</b> and to clarify meaning.		<input type="radio"/>	<input type="radio"/>
8. <b>Direct speech</b> correctly punctuated within <b>Inverted commas</b> with a comma, question mark or exclamation mark ending the <b>direct speech</b> .		<input type="radio"/>	<input type="radio"/>
9. Additional information placed within <b>parenthesis (brackets, commas or dashes)</b> .		<input type="radio"/>	<input type="radio"/>
10. Correct and consistent use of an appropriate <b>tense</b> , with <b>regular and irregular verb endings</b> used correctly.		<input type="radio"/>	<input type="radio"/>
11. <b>Subject / verb agreement</b> for singular and plurals.		<input type="radio"/>	<input type="radio"/>
12. Use of correct <b>homophones</b> . there / their / they're your / you're are / our whether / weather where / wear		<input type="radio"/>	<input type="radio"/>
13. A variety of <b>simple, compound and complex sentences</b> .		<input type="radio"/>	<input type="radio"/>
14. Use of <b>relative clauses</b> and <b>relative pronouns</b> .		<input type="radio"/>	<input type="radio"/>
15. A wide range of devices to build cohesion within and across paragraphs e.g. <b>conjunctions, adverbials, pronouns and prepositional phrases</b> .		<input type="radio"/>	<input type="radio"/>
16. A range of text appropriate <b>devices</b> to progress writing, eg show not tell, figurative language, dialogue, persuasive devices, adverbs and modal verbs.		<input type="radio"/>	<input type="radio"/>
17. The <b>viewpoint</b> of the writer, narrator or character remains consistent and controlled.		<input type="radio"/>	<input type="radio"/>
18. Ambitious vocabulary, including technical/topic specific vocabulary, used thoughtfully, precisely and for deliberate effect.		<input type="radio"/>	<input type="radio"/>
19. Correct spelling of <b>homophones</b> , high frequency words, statutory Year 3-5 words and correct use of <b>prefixes</b> and <b>suffixes</b> .		<input type="radio"/>	<input type="radio"/>
20. Evidence of <b>evaluation</b> and <b>redrafting</b> that has led to improvement.		<input type="radio"/>	<input type="radio"/>

Opportunities to support writing
<ul style="list-style-type: none"> <li>• Ask &amp; answer questions about the use of grammar in the text</li> <li>• Ask and answer questions about the structure of the text (clauses, sentences and paragraphs)</li> <li>• Curriculum – writing opportunities in other subjects each week</li> <li>• Extended Learning – writing competitions</li> </ul>