



# **Writing and SPaG**

## **Year 5**

## Year 5 - Writing

<b>W</b>	<b>Transcription</b>	
1	Use further <b>prefixes</b> and <b>suffixes</b> and understand the guidelines for adding them	
2	Use a range of spelling strategies independently	Spell some words with silent letters Spell identified commonly misspelt words from Y5 word list
3	Continue to tell the difference between <b>homophones</b> and other words which are often confused	hear, here some, sum
4	Use dictionaries to check the spelling and meaning of words	As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of <b>morphology</b> and <b>etymology</b> to spell correctly
5	Begin to use a thesaurus	
	<b>Composition</b>	
6	Plan writing by: identifying the audience for and purpose of the writing	Think aloud to generate ideas, draft and re-read to check that the meaning is clear
7	Plan own narratives by looking at how other authors have developed character and setting and use examples to integrate speech, action and dialogue	
8	Choose appropriate grammar and vocabulary	understand how these choices affect meaning
9	Describe settings, characters and atmosphere in narratives	
10	Evaluate own writing and other peoples writing and understand how vocabulary and grammar choices can have an effect on the reader.	Distinguish between the formal and informal spoken and written language.
11	Check own work for spelling and punctuation errors and edit accordingly	
12	Perform own written work using actions	Adopt, create and sustain a range of roles, responding to others in role (both verbally and non-verbally). Create improvised, devised and scripted drama for each other and a range of audiences Rehearse, refine, share and respond thoughtfully to drama and theatre performances.

13	Use effectively and cover the following writing genres through the year; Narrative, Recount, Report, Persuasion, Discussion, Instruction, Explanation	
	<b>Handwriting</b>	
14	Write clearly and quickly, knowing when not to join letters	
15	Choose the most suitable writing tool for the task	

## Year 5 - SPaG

<b>S</b>	<b>Assessed</b>	<b>Examples</b>
	<b>Word</b>	
1	Convert nouns or adjectives into verbs using suffixes	_ate, _ise, _ify
2	Use verb prefixes	dis-, de-, mis-, over- and re-
	<b>Sentence</b>	
3	Write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	The snarling beast roared with all his might becomes - The snarling beast, <b>whose breath smelled like rotting eggs</b> , roared with all his might.
4	Indicate degrees of possibility using <b>adverbs</b> (e.g. perhaps, surely) or <b>modal verbs</b>	e.g. might, should, will, must
	<b>Text</b>	
5	Use devices to build structure within a paragraph (e.g. then, after that, this, firstly)	
6	Link ideas across paragraphs using <b>adverbials</b> of time, place and number	time ( later), place (e.g. nearby) and number (e.g. secondly)
	<b>Punctuation</b>	
7	Use brackets, dashes or commas to indicate an afterthought / extra information	
8	Use commas to clarify meaning or avoid ambiguity	
	<b>Language (add to the language from previous stages)</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity	