

St Erth Writing Overview

YEAR 5

<p><u>Super Spelling:</u></p> <ul style="list-style-type: none">✓ *Spells some of the Year 5 & 6 word list, including common exception words*✓ Spells words with the endings -able, and -ible, -ably and -ibly✓ Spells words with the endings -ant, -ance/-ancy, -ent, -ence/ -ency, -cious and -tious✓ Spells words with the ending -cial and -tial✓ Adds suffixes beginning with vowel letters to words ending in -fer✓ Spells homophones and other words that are often confused.	<p><u>Organisation:</u></p> <ul style="list-style-type: none">✓ Uses a range of connectives to link paragraphs together✓ Uses conjunctions and adverbials to build cohesion within paragraphs that link sentences together	<p><u>Purpose:</u></p> <ul style="list-style-type: none">✓ Develop ideas at the planning stage taking into account of research and text models✓ Plans and writes to entertain: story and poetry✓ In narrative, demonstrates ability to describe settings, characters and atmosphere.✓ Beginning to integrate dialogue to show character and advance the action✓ Plans and writes to inform: recount, information, instructions and explanation✓ Plans and writes to persuade: persuasion and discussion
<p><u>Creativity:</u></p> <ul style="list-style-type: none">✓ Begins to use adverbs and adverbials (where, when & how) to add description and precision to writing.✓ Use relative clauses with who, which, where, why, whose and that✓ Beginning to experiment with sentence structure (i.e. change where adverbials and sub-ordinate clauses go in a sentence)✓ Use powerful verbs to show a feeling (i.e. He trudged to school.)✓ Use expanded noun phrases to convey information concisely.✓ Use alternative synonyms of previously used words.	<p><u>Grammar:</u></p> <ul style="list-style-type: none">✓ Uses the correct tense consistently, throughout a piece of writing✓ Uses the modal verb (i.e. must, could, might.)✓ Use the passive voice (i.e. The whistle was blown by the referee.)✓ Use contractions in narrative dialogue (i.e. didn't)✓ Use reported speech in writing.✓ Use perfect form of verbs to mark relationships of time and cause.	<p><u>Punctuation:</u></p> <ul style="list-style-type: none">✓ Use commas to separate adverbials and subordinate clauses from the rest of the sentence.✓ Use semi-colons to link 2 clauses together.✓ Uses a colon to introduce a list and semi-colons to separate phrases in a list✓ Uses brackets, dashes or commas to indicate parenthesis✓ Uses hyphens to avoid ambiguity
<p><u>Handwriting:</u></p> <ul style="list-style-type: none">✓ Chooses whether or not to join specific letters and chooses the writing implement that is best suited for the task	<p><u>Speaking & Listening:</u></p> <ul style="list-style-type: none">✓ Performs own compositions, using appropriate intonation, volume and movement✓ Suggests changes to vocabulary, grammar and punctuation to enhance the effect and clarify meaning✓ Assesses the effectiveness of own and other people's writing	
<p>Notes:</p>		