Year 5 Writing Disciplinary Knowledge

	Year 5: Transcription		
	Autumn	**Spring**	**Summer**
Spelling	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - words ending in –able and –ible - words containing the letter-string ough - words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1: Years 5 and 6 Word list) • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary **Write from memory sentences dictated by the teacher that include words and punctuation taught so far.**	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - words ending in –ably and –ibly - homophones and other words that are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1: Years 5 and 6 Word list) • use a thesaurus **Write from memory sentences dictated by the teacher that include words and punctuation taught so far.**	**Apply spelling rules and strategies** • apply simple spelling rules and guidance, as listed in English Appendix 1: Years 3 and 4 Spelling - endings which sound like /əs/ ʃ spelt –cious or –tious - endings which sound like /ʃəl/ spelt -cial or -tial - words ending in –ant, –ance/–ancy, –ent, –ence/–ency - homophones and other words that are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1: Years 5 and 6 Word list) **Write from memory sentences dictated by the teacher that include words and punctuation taught so far.**
Handwriting	• write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	• write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	• write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

	Year 5: Composition		
	Autumn	**Spring**	**Summer**
Planning	• plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting and writing	• draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters - using a wide range of devices to build cohesion within and across paragraphs	• draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing atmosphere and - using a wide range of devices to build cohesion within and across paragraphs	• draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, integrating dialogue to convey character and advance the action - using a wide range of devices to build cohesion within and across paragraphs
Editing and evaluating	• evaluate and edit by: - ensuring the consistent and correct use of tense throughout a piece of writing • proof-read for spelling and punctuation errors	• evaluate and edit by: - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	• evaluate and edit by: - assessing the effectiveness of their own and others' writing
Presenting and performing			• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

	Year 5: Vocabulary, Punctuation and Spelling		
	Autumn	**Spring**	**Summer**
Word Structure		• converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • verb prefixes [for example, dis–, de–, mis–, over– and re–]	
Sentence Structure	• using expanded noun phrases to convey complicated information concisely	• relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	• indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
Text Structure		• linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] • using the perfect form of verbs to mark relationships of time and cause	
Punctuation	• use of commas to clarify meaning or avoid ambiguity	• brackets, dashes or commas to indicate parenthesis	