Writing Skills and Knowledge
Expected by the End of Year 5

Phonics and Spelling	Letter Formation, Placement and Positioning
- To spell words with endings that sound like / shuhs/ spelt with -cious - To spell words with endings that sound like / shuhs/ spelt with –tious or -ious - To spell words with 'silent' letters - To spell words containing the letter string 'ough' - To spell many of the Y5 and Y6 statutory spelling words correctly. - To convert nouns or adjectives into verbs using the suffix -ate (- To convert nouns or adjectives into verbs using the suffix -ise - To convert nouns or adjectives into verbs using the suffix -ify - To convert nouns or adjectives into verbs using the suffix -en - To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. - To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. - To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. - To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.
Planning, Writing and Editing	**Awareness of Audience, Purpose and Structure**
- To 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. - To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. - To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. - To consistently link ideas across paragraphs. - To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. - To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. - To regularly use dialogue to convey a character and to advance the action. - To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

Sentence Construction and Tense	Use of Phrases and Clauses
• To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. • To ensure the consistent and correct use of tense throughout all pieces of writing.	• To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). • To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)
Punctuation	**Use of Terminology**
• To use commas consistently to clarify meaning or to avoid ambiguity. • To use brackets, dashes or commas to indicate parenthesis.	• To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.