

Year 5 Writing Knowledge Organiser – Autumn Term

	Working Towards	Expected Standard	Greater Depth
Composition	Write for an increasing range of purposes and audiences with support, selecting some taught language features appropriately, drawn mainly from the y3/4 PoS (e.g. expanded noun phrases in descriptive writing, fronted adverbials in non-fiction) In narratives, create settings, characters and plots, with increasingly less reliance on known stories Include dialogue in narratives with increasing success and purpose With support, begin to select some taught vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility) Organise paragraphs loosely around a theme, with series of coherent sentences, and demarcated paragraphs	Write effectively for a growing range of purposes and audiences, selecting some taught language features appropriately (e.g. time adverbials in instructions, 1st person in diary), with increasing awareness of the reader In narratives, describe settings, characters and create increasingly coherent plots with appropriate shifts in time and place Begin to integrate dialogue in a small number of narrative pieces to convey character or advance the action. These attempts may be disjointed. Select taught vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately some of the time (e.g. using contracted forms in dialogues in narrative; using modal verbs to suggest degrees of possibility) Begin to use some devices and strategies to build cohesion within paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, topic sentences followed by logically sequenced, elaborating sentences)	Write confidently and effectively for a range of purposes and audiences across the curriculum, selecting many taught language features that show good awareness of the reader (e.g. time adverbials in instructions, 1st person in diary) In narratives, describe settings, characters and atmosphere (e.g. using noun phrases/sensory vocab/emotive and figurative language), and begin to create coherent plots with shifts in time and place Integrate dialogue in narratives to convey character and advance the action, and begin to include significant interaction between characters through action, description and characters' responses Select an increasing range of taught vocabulary and grammatical structures that reflect what the writing requires, doing this appropriately most of the time and to increasingly great effect (e.g. using contracted forms in dialogues in narrative; using modal verbs) Use a growing range of devices and strategies to build cohesion within paragraphs and begin to build cohesion across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, topic sentences followed by logically sequenced, elaborating sentences).
Punctuation	Use the full range of KS1 and lower KS2 punctuation mostly correctly: • Full-stops and capital letters [KS1] • Question marks when required [KS1] • Exclamation marks when required [KS1] • Commas to separate items in lists [KS1] • Apostrophes for possession (singular and plural) and contraction [KS1/y4] • Commas after fronted adverbials [y4] • Inverted commas and other speech punctuation [y3/4]	Use the full range of punctuation taught in KS1 and lower KS2 mostly correctly, and use a growing range of y5 punctuation taught so far with increasing success: • Full-stops, capital letters, exclamation marks, question marks and commas for lists [KS1] • Apostrophes for possession and contraction [KS1] • Inverted commas and other speech punctuation (including comma/?/!) • before the closing inverted comma and a capital letter to begin dialogue) [y3 & 4] • Use of commas after fronted adverbials [y4] • Commas to clarify meaning or avoid ambiguity [y5] • Brackets, dashes or commas to indicate parenthesis [y5]	Use the range of punctuation taught in KS2 so far mostly correctly, and use it precisely to enhance meaning and avoid ambiguity: • Full-stops, capital letters, exclamation marks, question marks and commas for lists • Apostrophes for possession and contraction • Inverted commas and other speech punctuation (including comma/?/!) • before the closing inverted comma and a capital letter to begin dialogue) • Commas to clarify meaning or avoid ambiguity • Brackets, dashes or commas to indicate parenthesis
Grammar	Use verb tenses correctly in some writing, with some inconsistencies, including beginning to use present perfect forms of verbs (e.g. she has written; I have worked) Extend the range of sentences with more than one clause by using a range of conjunctions from y3/4, (e.g. when, if, because, although)	Use verb tenses consistently and correctly with only minor errors, including present perfect forms of verbs (e.g. she has written; I have worked) in contrast to the past tense (e.g. she wrote; I worked) Use a range of clause structures. Start to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun in some writing	Use verb tenses consistently and correctly throughout their writing, including both the <u>present perfect form</u> of verbs (e.g. He <u>has gone</u> out to play contrasted with He went out to play) and Standard English forms of verbs ; the use of past perfect forms of verbs with increased consistency (e.g. He <u>had seen</u>; we <u>had walked</u>; I <u>had listened</u>) Use a range of clause structures which vary in position across a range of writing; use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun across a range of writing, and begin to vary these in position
Spelling	Spell correctly approximately half the words from the y3/4 spelling list (Spelling Appendix 1) and begin to use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Spell correctly some words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	Spell correctly many of the words from the y5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Handwriting	Write legibly and consistently	Write increasingly legibly, fluently and with increasing speed, usually with joined-up handwriting	Maintain legibility in joined handwriting when writing at speed