

Parent/carer document - end of year expectations for writing



Year 5

Handwriting

- All children should be joining their letters cursively as demonstrated by the handwriting document below

Spelling rules

- Please see the link attached for the spelling appendix on the government website which will give you a list of spelling rules for each year group.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf#page=39&zoom=100,76,76

Common exception words mat for Year 5 and 6 are attached below

Fundamentals

- Using a full range of punctuation from other year groups: full stops, capital letters, exclamation marks, commas in a list, apostrophes for singular and plural possession, contractions and using commas after fronted adverbials (please see other parent guides for further information)
- Use a range of parenthesis
- Punctuating direct speech correctly
- Paragraphs used to group ideas

Punctuation and grammar

- Using a range of parenthesis

Parenthesis is a way to add extra information. This can be done in three ways-

- 1) Use of brackets eg: John (in Year 4) walked to the hall.
- 2) Use of dashes eg: John - in Year 4 - walked to the hall.
- 3) Use of commas eg: John, in Year 4, walked to the hall.

- Use commas for clarity

- 1) Adding commas to make your sentence clearer. For example: 'Let's eat Callum!' 'Let's eat, Callum!'
- 2) Adding extra information (please see parenthesis section above)

- use time and place adverbials to link ideas across paragraphs

e.g. following that, minutes later, finally, nearby, in a distant kingdom.

- add information to sentences using relative clauses starting with: who, when, which, where, whose, that.

Benjamin, whose arm bands were yellow, enjoyed swimming in the pool.

The swimming pool, which was in Twickenham, was full of lovely children.

- use modal verbs in my writing: might, could, should, may, should etc.

These are verbs that indicate likelihood, ability, permission or obligation. For example, 'The boy should go to the park today.'

Example piece of work

Den, a young bow boy, lived in a forest next to a small stream in a small hut. His mother died when he was only six. She died ~~by~~ when she was cutting down a tree for the fire. When Den saw the tree falling she was too late, he heard a scream and then he saw his mother, under-neath a tree, dead.

3 years later, Den is now nine and he knows how to live on his own. He has all the characteristics ^{as well}: strength, sma tall, fast and is a smart

Handwriting Scheme

a c o b e d g u

p i j l m n h s

t k h v w z x

f

abcdefghijklmnopno

pqrstuvwxyz

The quick brown fox jumped
over the lazy dogs.

Year 5 and 6 spelling list

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht