



**Year 5 Writing Curriculum – South Failsworth Primary School**

Vocabulary, Grammar and Punctuation	Composition	Sentence Construction
<ul style="list-style-type: none"> <li>• Create complex sentences by using <b>relative clauses</b> with <b>relative pronouns</b> <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> <ul style="list-style-type: none"> <li>• Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> <li>• Create and punctuate complex sentences using <b>ed</b> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>• Create and punctuate complex sentences using <b>ing</b> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></li> <li>• Create and punctuate <b>sentences</b> using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></li> <li>• Demarcate complex sentences using commas in order to clarify meaning.</li> <li>• Use commas to avoid <b>ambiguity</b>, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></li> <li>• Identify and use commas to indicate <b>parenthesis</b>, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> <li>• Identify and use <b>brackets</b> to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></li> <li>• Identify and use <b>dashes</b> to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></li> <li>• Link ideas across paragraphs using <b>adverbials</b> for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> <li>• Use devices to build <b>cohesion</b> within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></li> <li>• Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i></li> <li>• Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></li> <li>• Explore, collect and use <b>adverbs</b> to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></li> <li>• Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>• Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</li> </ul> </li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose.</li> <li>• Select the appropriate language and structures.</li> <li>• Use similar writing models.</li> <li>• Note and develop ideas.</li> <li>• Draw on reading and research.</li> <li>• Think how authors develop characters and settings (in books, films and performances).</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>• Select <i>appropriate</i> structure, vocabulary and grammar.</li> <li>• Blend action, dialogue and description within and across paragraphs.</li> <li>• Use different sentence structures with increasing control (see VGP).</li> <li>• Use devices to build cohesion (see VGP).</li> <li>• Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>• Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure consistent subject and verb agreement.</li> <li>• Proofread for spelling and punctuation errors.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Use appropriate intonation and volume.</li> <li>• Add movement.</li> <li>• Ensure meaning is clear.</li> </ul>	<p><b>Drop in a relative clause using: who/whom/which/whose/that</b> e.g.  <i>The girl, whom I remember, had long black hair.</i>  <i>The boy, whose name is George, thinks he is very brave.</i>  <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i></p> <p><b>Start with a simile</b>  e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i>  <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Expanded –ed clauses as starters</b> e.g.  <i>Encouraged by the bright weather, Jane set out for a long walk.</i>  <i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Expanded -'ing' clauses as starters</b> e.g.  <i>Grinning menacingly, he slipped the treasure into his rucksack.</i>  <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Elaboration of starters using adverbial phrases</b> e.g.  <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i>  <i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in –'ing' clause</b> e.g.  <i>Jane, laughing at the teacher, fell off her chair.</i>  <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p><b>Drop in –'ed' clause</b> e.g.  <i>Poor Tim, exhausted by so much effort, ran home.</i>  <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Sentence of 3 for action</b> e.g.  <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i>  <i>The Romans enjoyed food, loved marching but hated the weather.</i></p> <p><b>Repetition to persuade</b> e.g.  <i>Find us to find the fun</i></p> <p><b>Use of rhetorical questions</b>  <b>Outside (inside) sentences</b>    <b>De:de sentences</b>  <b>Some;others sentences</b></p>