

Year 5 Writing Focus: Sentence Structure

Year 4 Summer	Autumn	Spring	Summer
Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause + subordinate clause as well as subordinate clause + main clause, using a comma) • Demonstrate correct and consistent choice of present and past tense throughout writing • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then,	<u>Pupils to be reminded of during every unit of writing:</u> • Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we	<u>Pupils to be reminded of during every unit of writing:</u> • Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of I was, or I did instead of I done). <u>To revisit as 'Writing Opportunities':</u>	<u>Pupils to be reminded of during every unit of writing:</u> • Continued use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write sentences using co-ordinating conjunctions and subordinating conjunctions (starting with the main clause • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of I was, or I did instead of I done). <u>To revisit as 'Writing Opportunities':</u>

next, soon, therefore), or prepositions (eg, before, after, during, in, because of). • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").	were instead of we was, or I did instead of I done). To revisit as 'Writing Opportunities': • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Write sentences using a subordinate clause as well as subordinate clause + main clause, using a comma) • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of). • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Write sentences using a subordinate clause as well as subordinate clause + main clause, using a comma) • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of). • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). New learning:	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). • Write sentences using a subordinate clause as well as subordinate clause + main clause, using a comma) • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of). • Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). New learning: • Sentence (Relative Clauses) - Omit relative pronoun where possible
---	---	--	---

New learning: • Fronted adverbials (e.g. Later that day, I heard the bad news.). • Use of commas after fronted adverbials. • Appropriate choice of pronoun or noun within and across sentence	contrasted with He went out to play). • Noun phrases expanded by the addition of modifying adjectives, nouns, preposition phrases and quantifiers • Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!"). New learning: • Sentence (Relative Clauses) - Introduce basic relative clauses who, which, that • Sentence (Adverbs and Modal Verbs) - Introduce adverbs & modal verbs; discuss certainty and possibility (surely, perhaps, might, could) • Text (Cohesion) - Identify verb tenses; revise present and past	• Sentence (Relative Clauses) - Embed relative clauses using where, when, whose; vary clause position • Sentence (Adverbs and Modal Verbs) - Expand vocabulary; use in different sentence positions (probably, definitely, should, must) • Text (Cohesion) - Identify verb tenses; revise present and past • Text (Linking ideas across paragraphs) - Use variety of adverbials across paragraphs (Place / cause-effect) [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Punctuation - Commas to clarify meaning in longer sentences (<i>Let's eat, Grandma!</i> vs <i>Let's eat Grandma!</i>) • Punctuation - Teach brackets and dashes (<i>The animal (a rare breed) was calm.</i> <i>The house — freshly painted — looked new</i>)	• Sentence (Adverbs and Modal Verbs) - Combine adverbs and modals for precision in tone and meaning (almost certainly, might possibly) • Text (Cohesion) - Identify verb tenses; revise present and past • Text (Linking ideas across paragraphs) - Use purposefully in multi-paragraph writing (Consequently, in addition, beyond the trees) • Punctuation - Avoid ambiguity (After the test, students who finished early could leave.) • Punctuation - Vary use depending on tone/style (Combine brackets, commas, dashes appropriately)
---	---	--	--

	• Text (Linking ideas across paragraphs)- Introduce basic linking words within paragraphs (Time number) [for example, then, after that, this, firstly] • Punctuation - Introduce commas in lists and after fronted adverbials (Later, we went to the shop.) • Punctuation - Introduce commas for extra information (The book, a bestseller, was amazing.)		
On-going Skills			
<u>Dictation</u> • Write from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
<u>Handwriting</u> • 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 • Choosing the writing implement that is best suited for a task			
<u>Composition</u> 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 Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <u>Evaluate and edit by:</u> - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensuring the consistent and correct use of tense throughout a piece of writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proofread for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
--	---

Progression in spelling rules mapped following Grammarsaurus scheme

Handwriting progression for specific letters and families planned following Letter Join Scheme