

Year 5 Writing Framework (Sept 2025)

In Year 5, children will expand the range of more complex sentence structures to include relative clauses and embedded clauses. This necessitates the punctuation and control of parenthesis. With guidance, they will identify the use of the active and passive voice and choose the grammar and vocabulary to suit formal and informal writing. They will consolidate their knowledge of further word classes introduced in Years 3 and 4, and their understanding of different verb forms.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Handwriting	Handwriting pens in all writing subjects. Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.	Write legibly, fluently and with increasing speed. Handwriting lesson to improve letter formation and presentation daily. Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.	Write legibly, fluently and with increasing speed. Handwriting lesson to improve letter formation and presentation daily. Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.	Write legibly, fluently and with increasing speed. Handwriting lesson to improve letter formation and presentation daily. Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.	Write legibly, fluently and with increasing speed. Handwriting lesson to improve letter formation and presentation daily. Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.	Write legibly, fluently and with increasing speed. Handwriting lesson to improve letter formation and presentation daily. Write dictated sentences which include modal verbs provide dictated sentences which require decisions about punctuation.
Spelling <i>Spelling Shed</i>	Words ending in ‘-tious’ and ‘-ious’ Words ending in ‘-cious’ Words ending in ‘-cial’ Words ending in ‘-tial’ Words ending in ‘-cial’ and ‘-tial’	Words ending in ‘-ant’ Words ending in ‘-ance’ and ‘-ancy’ Words ending in ‘-ent’ and ‘-ence’ Words ending in ‘-able’ and ‘-ible’ Words ending in ‘-ably’ and ‘-ibly’	Words ending in ‘-able’, where the ‘e’ from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in ‘-fer’ Words with ‘silent’ first letters Words with ‘silent’ letters	Words with ‘ie’ after ‘c’ Words where ‘ei’ can make an /ee/ sound Words where ‘ough’ makes an /or/ sound Words containing ‘ough’ Adverbs of possibility and frequency	Words that are homophones or near homophones Words that are homophones	Words with hyphens Revision of all spelling rules.
Grammar	Use determiners, pronouns and possessive pronouns. Revise key word classes. Evaluate own and others’ writing to check for variation of sentence types (questions, commands, exclamations). Identify rhetorical questions. Model relative clauses with relative pronouns. Identify modal verbs and revise regular and irregular past tense verbs. Use commas to separate clauses. Use commas with relative clauses, discuss ambiguity. Revise 1 st and 3 rd person.	Use expanded noun phrases. Revise sentence types and rhetorical questions. Relative pronouns and conjunctions in writing (which, who, that). Edit sentences or short paragraphs that mix tenses incorrectly. Know the present perfect / past perfect. Use commas in a list. Possessive apostrophe for singular, regular and irregular plural nouns. Use a colon to introduce a list. Use passive voice. Use a range of conjunctions and adverbials.	Find determiners in a sentence. Identify preposition phrases. Create questions and exclamations, punctuate correctly. Identify adverbials at the start and in the middle of sentences. Discuss moving the adverbial. Time connectives. Practise formal language when speaking and writing. Use correct and varied tenses, adjusting if necessary. Use parenthesis in writing (using commas, dashes or brackets).	Use determiners and link paragraphs with adverbials. Use a range of suffixes. Colons to introduce a list. Using commas to clarify meaning or avoid ambiguity and at the end of fronted adverbials. Use parenthesis in writing. Convert writing between past and present tenses. Use two main clauses in the same sentence. Use passive voice. Use third person. Build cohesion across paragraphs using a range of devices. Revise modal verbs and progressive verbs.	Know pronouns, prepositions and determiners. Identify antonyms. Use possessive pronouns. Formal and informal sentences, with cohesive devices. Maintain tense in writing. Use bullet points where appropriate. Semi-colons, colons or dashes to mark boundaries between independent clauses. Use parenthesis in writing. Build cohesion across paragraphs using a range of devices. Relative conjunctions (e.g. that, which, who)	Use adverbials, fronted adverbials and relative clauses. Using commas to clarify meaning or avoid ambiguity and at the end of fronted adverbials. Use parenthesis in writing. Use correct and varied tenses, adjusting if necessary. Use two main clauses in the same sentence. Build cohesion across paragraphs using a range of devices. Compare types of poetry structures. Identify 1 st or 3 rd person. Use a range of punctuation where necessary.
Composition	Use expanded noun phrases to convey information. Choose nouns and pronouns to improve sentences.	Identify abstract commands and questions and use a variety of sentence types.	Create settings, characters and atmosphere and describe them effectively, whilst integrating dialogue. Use ideas from authors.	Set out non-fiction texts appropriately with appropriate choices of conjunctions.	Identify abstract commands and questions and use a variety of sentence types.	Use dialogue alongside narratives. Create settings, characters and atmosphere and describe them

	<p>Use a range of sentence types to show character or advance the action.</p> <p>Vary position of the main clause.</p> <p>Assess effectiveness of own and others' writing. Edit and improve effectively.</p> <p>Range of sentence structures whilst maintaining cohesion.</p> <p>Use notes, plans and drafts with evidence of developing initial ideas. Use proof-reading to edit final pieces.</p> <p>Develop characters, settings and plots and describe effectively.</p> <p>Use headings and subheadings.</p> <p>Write poems in different forms.</p> <p>Experiment with new vocabulary taken from texts.</p> <p>Orally rehearse what is to be written down and check for effect.</p> <p>Use formal and informal styles.</p>	<p>Use a variety of tenses correctly and consistently.</p> <p>Write dialogue alongside a narrative.</p> <p>Use two main clauses in the same sentence.</p> <p>Create settings, characters and atmosphere and describe them effectively, whilst integrating dialogue. Use ideas from authors.</p> <p>Maintain cohesion through careful vocabulary choices.</p> <p>Use the correct subject and verb agreement when using singular and plural.</p> <p>Use notes, plans and drafts to develop initial ideas, refer back to these when proof-reading.</p> <p>Vary sentence length for effect.</p> <p>Create poems in different forms (haiku, list, free verse, narrative poetry).</p> <p>Create a summary of longer passages.</p> <p>Use formal and informal styles.</p> <p>Assess effectiveness of own and others' writing. Edit and improve effectively.</p> <p>Use dialogue alongside narratives.</p>	<p>Use the correct subject and verb agreement when using singular and plural.</p> <p>Use notes, plans and drafts to develop initial ideas, refer back to these when proof-reading.</p> <p>Vary sentence length for effect.</p> <p>Create poems in different forms (haiku, list, free verse, narrative poetry).</p> <p>Maintain cohesion through careful vocabulary choices.</p> <p>Create a summary of longer passages.</p> <p>Use formal and informal styles.</p> <p>Assess effectiveness of own and others' writing. Edit and improve effectively.</p> <p>Use dialogue alongside narratives.</p>	<p>Use a range of presentational devices (headings, subheadings, bullet points, underlining).</p> <p>Organise information from beginning to end.</p> <p>Create settings, characters and atmosphere and describe them effectively, whilst integrating dialogue. Use ideas from authors.</p> <p>Use the correct subject and verb agreement when using singular and plural.</p> <p>Use notes, plans and drafts to develop initial ideas, refer back to these when proof-reading.</p> <p>Vary sentence length for effect.</p> <p>Create poems in different forms (haiku, list, free verse, narrative poetry).</p> <p>Experiment with vocabulary and discuss the effect.</p> <p>Use formal and informal styles (including biographies and debates).</p> <p>Assess effectiveness of own and others' writing. Edit and improve effectively.</p>	<p>Use dialogue alongside narratives. Create settings, characters and atmosphere and describe them effectively, whilst integrating dialogue. Use ideas from authors.</p> <p>Use the correct subject and verb agreement when using singular and plural.</p> <p>Use notes, plans and drafts to develop initial ideas, refer back to these when proof-reading.</p> <p>Vary sentence length for effect.</p> <p>Experiment with vocabulary and discuss the effect.</p> <p>Use a range of presentational devices (headings, subheadings, bullet points, underlining). Include these independently.</p> <p>Use a wide range of conjunctions and adverbials to improve cohesion, and to improve sentences.</p> <p>Organise information from beginning to end.</p> <p>Write in formal ways.</p> <p>Assess effectiveness of own and others' writing. Edit and improve effectively.</p>	<p>effectively, whilst integrating dialogue. Use ideas from authors.</p> <p>Use the correct subject and verb agreement when using singular and plural.</p> <p>Use notes, plans and drafts to develop initial ideas, refer back to these when proof-reading.</p> <p>Vary sentence length for effect.</p> <p>Use a range of presentational devices (headings, subheadings, bullet points, underlining). Include these independently.</p> <p>Create poems in different forms (haiku, list, free verse, narrative poetry).</p> <p>Organise information from beginning to end.</p> <p>Use other texts as models for their own writing.</p> <p>Experiment with vocabulary and discuss the effect.</p> <p>Write in formal ways.</p> <p>Assess effectiveness of own and others' writing. Edit and improve effectively.</p>
Vocabulary	<p>Set of nouns made from adjectives e.g. tolerance.</p> <p>Discuss effective vocabulary in text.</p>		<p>Define and spell adjectives with the suffix 'ious'.</p> <p>Define a range of homophones.</p> <p>Discuss effect of adverbials.</p> <p>Collect new vocabulary in a journal.</p>			
Standard English	<p>Revise correct use of subject/verb agreement. E.g. did it / done it.</p>		<p>Identify, discuss and correct sentences with a double negative e.g. not doing nothing.</p>			

End Points for Year 5 & 6

By the end of Year 5 & 6, children at the expected level should...

Spelling (see English Appendix 1)

Use further prefixes and suffixes and understand the guidance for adding them.
 Spell some words with 'silent' letters [for example, knight, psalm, solemn].
 Continue to distinguish between homophones and other words which are often confused.

<p><i>National Curriculum, 2014.</i></p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary .</p> <p>Use a thesaurus.</p> <p>Handwriting and Presentation</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters .</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Composition</p> <p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><u>Draft and write by:</u></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others’ writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Grammar</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence .</p> <p>Using the perfect form of verbs to mark relationships of time and cause .</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2.</p> <p>Commas to clarify meaning or avoid ambiguity in writing.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses .</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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