

Supporting Writing in Year 5

All Year 5 children are expected to be able to read and accurately spell most of the following words on the Year 5/6 statutory spelling list, though this confidence will be built in year 6:

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

However, Year 5 children should also be able to accurately read and spell all words in the lower Key Stage 2 word lists:

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Children should be able to add these features to their writing:

Expanded noun phrases (two adjectives to describe a noun)

The beautiful, blue sky looked lovely.

Adverbial phrases of time/place/manner – describe verbs

Time – In the middle of the night,

Place – Above the grassy plains,

Manner – Surprisingly,

Coordinating Conjunctions – to join two simple sentences

and, so, but, then, because, or

Subordinating Conjunctions – to join a main clause to a subordinate clause

if, since, although, when, as, whilst, until, because, even though

Using formal and informal language as appropriate in a piece of writing.

Linking ideas across paragraphs using a range of cohesive devices.

Using **brackets, commas and dashes** to indicate parenthesis, for example;

Neil Armstrong (**who was thoroughly trained**) was the first man to step onto the moon.

Jupiter – **the largest of the gas giants** – is the fifth planet from the sun.

Apollo II, **the most sophisticated spacecraft of the decade**, was world renowned.

Using relative clauses to add additional information.

A kind of subordinate clause connected to the main clause with a **relative pronoun** (who, whom, which, that, where etc.).

For example;

Odysseus, **who was a favourite of Athena**, fought in the Trojan War.