




Year Five English – Writing Grammar, Spelling & Punctuation	Intent	Implementation	Impact
	The ability to communicate effectively through writing is a skill we at St. John Vianney believe is critical to children's futures. We aim to ensure that the children learn to write clearly, with neat and legible handwriting, to spell and punctuate accurately and to write in grammatically correct sentences. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.	Grammar, vocabulary and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as standalone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.	Through the teaching of grammar, vocabulary and punctuation at St. John Vianney our pupils develop the skills to effectively communicate and express themselves with the written word. Pupils will enjoy writing across a range of genres. They will have a wide vocabulary that they use within their writing. Pupils will have a good knowledge of how to adapt their writing based on the context and audience. The children are well-prepared to move into secondary school and to further develop their skills to tackle more challenging tasks. They have a well-developed attention to detail for grammar, vocabulary and punctuation.
Spelling	Grammar & Vocabulary	Punctuation	Grammar Terminology
I can spell some words with 'silent' letters.	I can use the perfect form of verbs to mark relationships of time and cause.	I can use commas to clarify meaning or avoid ambiguity in writing.	<ul style="list-style-type: none">• modal verb• relative pronoun• relative clause• parenthesis• bracket, dash• cohesion• ambiguity
I can distinguish between homophones and other words which are often confused.	I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	I can use brackets, dashes or commas to indicate parenthesis.	
I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (see attached)	I can convert nouns or adjectives into verbs.		
I can use further prefixes and suffixes and understand the guidance for adding them.	I can use verb prefixes.		





I can use dictionaries to check the spelling and meaning of words.	I can use devices to build cohesion, including adverbials of time, place and number.		
I can use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.	I can use a thesaurus.		
	I can use expanded noun phrases to convey complicated information concisely.		
	I can use modal verbs or adverbs to indicate degrees of possibility.		
	Year 5 Outcomes:		

