



## Year 5 Writing Knowledge Organiser

KSS top 10	
1	To understand Year 5 spelling rules (including silent letters.)
2	To spell most words from the Year 5 and 6 spelling list
3	To use relative clauses beginning with who, which, where, when, whose, that or with an implied/omitted relative pronoun
4	To use commas to clarify meaning and avoid ambiguity.
5	To use brackets, dashes and commas for parenthesis.
6	To use adverbs and modal verbs to indicate possibility and certainty.
7	To plan their writing, understanding what the audience and purpose is.
8	In narratives, carefully select their grammar and vocabulary to describe settings, character and atmosphere.
9	In non-narratives, use organisational and presentational devices to structure their writing
10	To propose changes to their vocabulary, grammar and punctuation to enhance effect and clarify meaning



Powerful knowledge and skill (previous learning highlighted)

Narrative	Recounts(Newspaper article, biography/ autobiography, Diary entries	Poetry	Argument and Debate	Instructions	Explanations	Report
<ul style="list-style-type: none"> <li>• Openings for effect (aquestion, a noise or speech for example).</li> <li>• Build Up</li> <li>• Climax / Problem</li> <li>• Resolution</li> <li>• Ending – Character change, lesson learned, find evidence</li> <li>• Conjunctions</li> <li>• Adjectives</li> <li>• Powerful Verbs ('doing' words)</li> <li>• Adverbs ('how' someone is doing something)</li> <li>• Speech – 5 max. Speech rules</li> <li>• PAST tense – LINK TO VERBS</li> <li>• Similies</li> <li>• Some Complex Sentences</li> <li>• Show not tell sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Paragraph (who, where, what, why, when?)</li> <li>• Chronological Order</li> <li>• Paragraphs to show chronological order</li> <li>• Past Tense</li> <li>• First Person / Third Person</li> <li>• Time Conjunctions – structure chronological order</li> <li>• Conclusion – Closing statement Apply recount skills to write a drama recount based around 'a day in the life of'</li> </ul>	<ul style="list-style-type: none"> <li>• Half or near rhyme</li> <li>• Internal rhythm</li> <li>• Alliteration &amp; onomatopoeia</li> <li>• Use of Structure, Patterns and repetition</li> <li>• Select words linked to senses.</li> <li>• Make each word count</li> <li>• Opening and Closure <i>recognising simple recurring literary language in stories and poetry</i></li> <li>• <i>expressing views about a wide range of contemporary and classic poetry</i></li> </ul>	<ul style="list-style-type: none"> <li>• Introduction – what are we discussing</li> <li>• For and Against clearly separated – paragraphs</li> <li>• Each argument stated clearly and <b>BACKED UP with EVIDENCE</b></li> <li>• Conjunctions – especially Adding and Opposing</li> <li>• Fact – no personal opinions</li> <li>• Present Tense</li> <li>• Third person (some would say...others would argue that...)</li> <li>• Formal Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• 'How to' Title</li> <li>• Introduction</li> <li>• List of equipment / ingredients + bullet points with quantities/ measurements stated clearly</li> <li>• Chronological order – Numbering</li> <li>• Present Tense</li> <li>• Sentences which are 'bossy' Imperative Verbs.</li> <li>• Time Conjunctions</li> <li>• Adverbs – used for CLARITY, not effect</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Title – Introduces topic – question (?)</li> <li>• Introduction – overview / purpose of process / general statement to open</li> <li>• Paragraphs – series of steps in order</li> <li>• Present Tense</li> <li>• Time and Causal Conjunctions (move text along + how and why)</li> <li>• Technical / Scientific Vocabulary</li> <li>• Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Subheadings</li> <li>• Paragraphs</li> <li>• Present Tense (not Historical Reports)</li> <li>• Technical Vocabulary</li> <li>• Facts, not opinion</li> <li>• Conjunctions to add information</li> <li>• Conclusion – summary of information</li> </ul>