

Year 5

Writing

Breadth of Study

Develop positive attitudes towards and stamina for writing

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events

Writing poetry

Writing for different purposes

Pupils should be taught to:

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 writing. 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

precising longer passages

Use 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]

Evaluate and edit by

Assessing the effectiveness of their own and others' writing

Proposing changes to vocabulary, grammar and punctuation †

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

Proof-read for spelling and punctuation errors

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Grammar	Possible genre links
<ol style="list-style-type: none"> Use of the colon to introduce a list and use of semicolons within lists. Punctuation of bullet points to list information. Use of the semicolon, colon and dash to mark the boundary between independent clauses. 	<p>Instructional Information text</p>
<ol style="list-style-type: none"> Possessive apostrophe with plural words Pronouns: relative pronouns; possessive pronouns; personal pronoun and to select pronouns appropriately for clarity and cohesion (e.g. <i>The pupils will be visiting the activity centre. They will try all the activities it has to offer.</i>) To use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun 	<p>Letter Journalistic Debate Narrative Biographic</p>
<ol style="list-style-type: none"> Indicating degrees of possibility using adverbs (for e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>) 	<p>Poetry Information text Debate Letter Biography</p>
<ol style="list-style-type: none"> Use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely. 	<p>Narrative Information text Debate Journalistic</p>
<ol style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>). Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, use of adverbials (e.g. <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis. 	<p>Explanation Recount Information text Debate Journalistic Narrative</p>

4. Using the perfect form of verbs to mark relationships of time and cause.	
<ol style="list-style-type: none"> 1. Simple past, simple present, perfect past, perfect present tense. 2. Passive voice and active voice and the placement of subject and object within the sentence. 3. Present progressive and past progressive tense: use of the progressive form of verbs in the present and past tense to mark actions in progress. 	Debate Journalistic Letter Narrative Poetry
<ol style="list-style-type: none"> 1. To understand and avoid ambiguity. 2. Use of commas to clarify meaning or avoid ambiguity. 3. How hyphens can be used to avoid ambiguity. 4. Brackets, dashes or commas to indicate parenthesis. 	Persuasion Information Text Explanation Instructional Debate Biographical Journalistic Narrative Poetry
<ol style="list-style-type: none"> 1. Formal and informal structures and the difference between structures typical of informal speech and writing, and structures appropriate for formal speech and writing. 2. To use subjunctive verb forms to express wishes, possibilities and more formal commands and recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. 	Letter/email Debate Persuasion Journalistic Poetry Narrative

Spelling

L&L Practise spelling book 5

Words with silent letter 'b'

Words ending in 'ible'

Words ending in 'able'

Words with silent letter 't'

Revise

Core words - spell Year 5 core words correctly.

L&L Practise spelling book 5

Words ending in 'shul' spelt 'cial' or 'tial'

Words ending in 'ibly' and 'ably'

Homophones

The letter string 'ough'

Words ending in 'ent'

Words ending in 'ence'

Revise

Core words - spell Year 5 core words correctly.

L&L Practise spelling book 5

The 'ee' sound spelt 'ei'

Words ending in 'ant' 'ance' 'ancy'

Words ending in 'shus' spelt 'cious'

Words ending in 'shus' spelt 'tious'

Revise

Core words - spell Year 5 core words correctly.

Handwriting

Pupils should be taught to 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, e.g. e.g. quick notes or a final handwritten version.
 Children should be taught to use an unjoined style in some situations, e.g. for labelling a diagram or data, writing an email address, or for algebra and capital letters, e.g. for filling in a form.

Composition

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

Create and describe settings, characters and plot in narrative writing. Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Integrate dialogue to convey character and advance the action.

Select vocabulary and grammatical structures that reflect what the writing requires (using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Use a range of devices to build cohesion within and across paragraphs - conjunctions, adverbials of time and place, pronouns, synonyms.

Use verb tenses consistently and correctly throughout their writing.

Use a range of punctuation taught in KS2 mostly correctly - commas after fronted adverbials; singular and plural possession; using an ellipsis; inverted commas for speech; colons, semicolons and bullet points (lists); brackets to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colon, semicolon and dashes to mark the boundary between clauses.

- Semi-colon in between clauses: I am in the dressing room with the music ringing in my ears; the small room is bustling with tall skinny girls chattering and giggling. AND in a list of phrases: They need a lot of care, e.g. rosin for non-slip; extra elastic; complex ribbon tying; box breaking etc.

Spelling most Year 5 and 6 core words correctly in independent writing.

Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Vocabulary

Synonyms and antonyms: how words are related by meaning.

Suffixes:

How words are changed with the suffixes -ment, -ness, -ful, -less and -ly are added.

How nouns are formed by using suffixes such as -ness, -er

How adjectives are formed by using suffixes such as -ful, -less

How nouns or adjectives are converted into verbs using suffixes (e.g. -ate, -ise, -ify)

Singular and plural (e.g. 1 sheep= sheep/ more than 1 still = sheep)

Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the nouns

Children to know word families based on common words, showing how words are related in form and meaning

Use dictionaries to check the spelling and meaning of words.

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing, exposing them to new, challenging words daily.

Use a thesaurus to develop vocabulary.

Teachers should expose children to new, challenging words daily, ensuring meaning is clear and put into context.

Consolidate Learning End Of Half Term Quiz/Presentation.

Chn to be tested on all the core words (inc - days of the week) which have been sent home for homework so far.

Chn to be given the opportunity to present a piece of extended writing.

Quiz - Colons and Semicolons- chn to be tested on when and how colons and semicolons are used.

Key Vocab - colon, semi-colon, parenthesis.

Chn to be tested on all the core words (inc - days of the week) which have been sent home for homework so far.

Chn to be given the opportunity to present a piece of extended writing.

Quiz - Tense- chn to sort sentences into past tense, present tense, past progressive tense and present progressive tense.

Chn to be tested on all the core words (inc - days of the week) which have been sent home for homework so far.
Chn to be given the opportunity to present a piece of extended writing.

Quiz - Cohesive Devices

Key Vocab - ellipsis, adverbial, repetition.

	Key Vocab - past tense, present tense, past progressive tense, present progressive tense.	
--	--	--

Children must be able to use and understand all highlighted terminology accurately and appropriately when discussing their writing and reading.

More Able

Unicef Articles	
Article 31	Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.
Article 29	Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.
Article 17	Every child has the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information they are getting is not harmful, and help them find and understand the information you need.