Writing

Year Five Curriculum Overview

Masefield Primary School

Intent for Writing at Masefield

At Masefield we believe that a high-quality education will teach pupils to speak, write, listen, and read fluently so that they can communicate their ideas and emotions to others. Reading allows pupils to develop in a cultural, emotional, intellectual, social, and spiritual way. Additionally, they acquire knowledge to build on what they have already learnt. All skills of the English language are essential to participating fully as a member of society.

We teach children to read, write and speak well as these are skills they will need in being successful future citizens. We have high expectations for all children's English ability, that we will enable them with skills that will allow them to communicate and express themselves in an ever-changing society.

Communication skills are taught throughout the whole school curriculum especially in English through high quality texts and themes for writing. In all areas, speaking and listening is key and drama is something that we believe makes our school stand out. Early reading led by phonics and reading for pleasure are integral to promoting high expectations and standards across the school.

Topics contextualise SMSC in many areas of the curriculum and English; through texts, drama and social aspects of stories teaching ideas related to British Values. Resilience, respect and team work are transferable skills taught and applied across the curriculum through strong listening skills and clarity in communication.

In English, children have the opportunity to write for a range of purposes. We create opportunities for work to be celebrated e.g. publishing writing, sharing with other classes, writing to different organisations and people. We work to inspire a love of writing. Staff are reading role models and actively promote reading for pleasure ultimately helping students to become interesting in reading.

Through reading a range of high quality texts with relevant themes, we teach children about social injustice and how it can be overcome. We teach children to be respectful and effective communicators.

The school's curriculum for Writing sets out the content of teaching within in each year group and this demonstrates learning outcomes within the development of Writing. The curriculum details how this content is developed over a series of lessons.

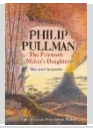
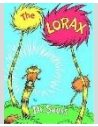
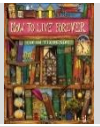
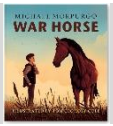
The organisation of the Writing curriculum provides structured opportunities:

1. To encourage children to write independently.
2. To heighten motivation to write by providing an environment conducive to pleasurable writing.
3. To ensure that all pupils have equal access to a writing programme.
4. To raise pupils' levels of attainment/achievement in writing throughout the school.
5. To enable the pupil to obtain and use relevant information in their own writing.
6. To demonstrate, through writing, the feelings and experiences of themselves and others.
7. To enable the pupil to reflect on and edit the content they have produced.
8. To develop awareness of different types of writing genres and their purposes.
9. To understand and use the language terms used in the structure of the English Language.

Writing Journey – The Teaching Sequence

	Part 1	Part 2	Part 3	Part 4	Part 5
Focus	<u>Reading</u> Reading the stimulus around what is being written about.	<u>Sentences</u> Sentence, grammar and punctuation level work from English Procedures Curriculum	<u>Scaffolded writing</u> using teacher modelling	<u>Independent Writing</u> based on modelled work from previous lessons Talk, plan, draft, edit, publish.	<u>Perform or/and Disciplinary Literacy</u> Writing linked to wider curriculum content from Foundation subjects e.g. What were the causes of the Second World War?
Reason	**Real writers read.** They do so because they hear the voice of fellow writers.	Pupils are learning to develop automaticity in writing sentences. Pupils will practise until they can't get these wrong. Practice makes permanent	Pupils are learning how to construct a coherent piece of writing using the sentence knowledge from previous teaching Scaffolded application of sentence knowledge.	Pupils are developing their knowledge of the writing process. Further independent application of sentence knowledge	Pupils are learning to understand the conventions of writing in a range of different subject disciplines including relevant structure of entire text. Additional opportunity to apply sentence knowledge
Talk	Fluency work around text – echo and choral reading.	Pupils orally rehearse sentences before writing	Pupils orally rehearse sentences before writing	Pupils discuss their ideas for their writing in the initial phases of planning	Pupils discuss their writing and read aloud to a partner to check their writing
Key Questions	What might the author mean here? How does this connect with what we have read before? Why might the author have written this? Does this remind you of anything? What do you like and not like about this? How does the author want us to feel at this point? How do you know?	Can pupils write these sentences with 100% accuracy? Can pupils use grammatical terminology accurately to describe the structure of their sentences?	Do pupils understand how to use their knowledge of sentences to build a coherent piece? Do pupils understand how authors select specific vocabulary and literary devices for effect?	Can pupils apply what they know about sentence structure, vocabulary and literary devices to produce a more independent piece? Are pupils explicitly taught to discuss, plan, draft and edit their work?	Can pupils write in a range of different subject domains retaining the specific features of each discipline? Is the vocabulary, grammar and structure of pupils' writing in keeping with the discipline?
In books	Reading tasks	Daily sentence level work including sentence expansion and sentence combining activities.	Scaffolded models	Planning, drafting and editing pupils' independent work	Extended writing on a specific subject

Year Five Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Class Novel		Class Novel		Class Novel	
	Revision of Previous Year Basic Skills	Performance Poetry	Revision of Previous Term Basic Skills	Narrative	Revision of Previous Term Basic Skills	Poetic Form: Cinquains/ Spoken Word/Rap
Unit 2						
	Newspaper	Narrative: Re-tell of story	Persuasive Letters	Non-Chronological Report: America	Narrative – Graphic Novels and Comic Strips	Balanced Argument: War Horse Narrative
Unit 3						
	Narrative based on the style of the author	Letter to Persuade: Deforestation	Narrative		Persuasive Speech: RWP: The Villainous Speech	Recount Information Text

Year Five Literature Spine

Autumn 1 Unit 1 – Year Five

The Man Who Walked Between the Towers

Written by Mordicai Gerstein

National Curriculum Objectives

Grammar Knowledge:

- Nouns and tenses generally agree.
- Write in paragraphs, establishing links between them.
- Use grammar and vocabulary to create an impact on the reader.
- Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning.

Punctuation Knowledge:

- Use commas to clarify meaning or avoid ambiguity.
- Use expanded noun phrases and fronted adverbials punctuated accurately.
- Use a wide range of punctuation including: A . , ? ! ' … ""

Sentence Knowledge:

1. Identify and write sentences using a range of fronted adverbials punctuated accurately.
2. Identify and write dialogue punctuated correctly.

Spelling Knowledge:

- Follow the Spelling Shed scheme of learning
- Spell all of the commonly mis-spelt words from the Y3/4 word list
- Spell words with prefixes, suffixes and silent letters.

Features of a newspaper report:

- Include the name of the newspaper, the headline, reporter's name and pictures/captions about the event.
- Written in the third person and in the past tense
- Include direct and reported speech.

Sequence of Learning

READING

Step 1

Learning Objective: Make predictions and ask questions about the text.

- I can use the front cover and the title to make predictions about the text.
- I can ask questions about the text to find out information.

Step 2

Learning Objective: Discuss vocabulary

- I can read through the text to highlight unfamiliar words.
- I can define unfamiliar words from the text and use them in my work.

Step 3

Learning Objective: Infer meaning using evidence from the text (AYRR Strand 4)

- I can give my impression of Philippe Petit
- I can find evidence from the text to support my impression.

Step 4

Learning Objective: Shared Write - Sequence the text (AYRR strand 1/2)

- I can use a timeline to sequence key events from the text.
- I can use hashtags to summarise each event in my timeline.

Step 5

Learning Objective: Explore key events from the text (AYRR Strand 5)

- I can identify important parts of the text.
- I can order each part from most to least important.
- I can justify my decision.

Sequence of Learning

SENTENCE LEVEL

Step 1

Learning Objective: Write sentences using a range of fronted adverbials

- I can identify fronted adverbials from the text
- I can correct the error in the fronted adverbials given

Step 2

Learning Objective: Write sentences using a range of fronted adverbials

- I can write fronted adverbials by completing the sentence
- I can use the vocabulary provided to create fronted adverbials

Step 3

Learning Objective: Explore the difference between direct and reported speech

- I can identify direct speech from the text provided
- I can identify reported speech from the text provided
- I can explain the difference between the two styles.

Step 4

Learning Objective: Write sentences using direct and reported speech

- I can identify examples and non-examples of direct and reported speech.
- I can correctly punctuate direct and reported speech in dictated sentences

Step 5

Learning Objective: Edit and improve sentences that use direct and reported speech

- I can highlight the mistakes in each sentence
- I can correct the mistakes and rewrite each sentence
- I can unjumble the sentences to create examples of direct and reported speech

Sequence of Learning

WRITING

Step 1

Learning Objective: Identify features of a newspaper report

- I can list key features of a newspaper report
- I can identify key features within an example report.

Step 2

Learning Objective: Shared Write – Newspaper report

- I can use the features of a newspaper report.
- I can include fronted adverbials in my writing
- I can use direct and reported speech.

Step 3

Learning Objective: Plan newspaper report

- I can plan what to include in my newspaper report.
- I can use my plan to draft my opening paragraph.

Step 4

Learning Objective: Independent Write – Newspaper report

- INDEPENDENT WRITE

Sequence of Learning

PERFORMANCE

Step 1

Learning Objective:
- X
- X
- X

Step 2

Learning Objective:
- X
- X
- X

Step 3

Learning Objective:
- X
- X
- X

Sentence Knowledge Teaching Tools to secure automaticity

We can take the brilliant complexity of sentences for granted. Each sentence written in the classroom is a distillation of a near-infinite number of complex moves.

For pupils, practising one sentence brilliantly may be worth a hundred sentences written in haste.

Too often, in the classroom, sentences are modelled, but pupils don't have a strong concept of difference sentence level moves, their functions, and how to manipulate them. Instead of tackling lots of different genres and undertaking lots of error strewn 'big writes', we should be explicit in deliberately practising crafting great sentences.

Name of Activity	Description	Example
1. Explicit Modelling	At the start of the teaching sequence, teachers will dissect a number of model sentences with the class indicating the grammatical features as described in the sentence knowledge curriculum document. Teachers will model writing sentences and 'thinking out loud' about what they need to focus on. All sentence focused teaching begins with this and must be revisited throughout the week.	n/a
More Scaffolded Teaching Tools (used early on in teaching sequence)		
2. Examples and Non-Examples	Teachers will present a number of sentences to the class. Some will follow the correct structure of the sentence type being studied while others will not. Pupils must identify the examples and non-examples and explain why they have been selected. Pupils may then go on to the 'Fix the error' activity with the non-examples.	Conjunctions to list nouns • The nurse helped Jack and Sophie and Abdul. • The shop sold bread sweets crisps. Which is incorrect? Why?
3. Missing words	Sentences are presented to children with one or more words missing. Pupils then write the sentence in full, filling in the missing information.	Adverbs that modify adjectives The _____tall girl entered the room. (Pupils can then add in an adverb such as 'incredibly') Note that the missing word is the key aspect of the sentence. It would not be as effective if the missing word had been 'girl' in this instance.

4. Dictation	Teachers read an example of a well-crafted sentence they have prepared in advance one word at a time. Pupils must transcribe the sentence with accurate punctuation and spelling. This activity will work best with sentences that require specific punctuation.	Commas in lists 'The nurse helped Jack, Sophie and Zain.' When using dictation, it would be helpful to include some of the spelling words from the current week or from previous weeks to give pupils an additional chance to retrieve this from memory.
5. Fix the error	Pupils are presented with a sentence containing one or more errors to correct. The error should usually focus on the specific grammar aspect being studied.	Direct speech The teacher said that girl is very kind. Pupil writes - The teacher said, "That girl is very kind."
6. Sentence Jumble	Pupils are given a sentence in jumbled up form and must construct it so that it makes sense. The sentence can be broken into individual words or phrases depending on the focus of the teaching.	Two adjectives after state of being verb happy, excited, and, was, Sam. Pupils write 'Sam was happy and excited' or 'Sam was excited and happy' OR Semi-colons to link sentences Pupils are given… • consequently • he yawned • the man felt tired. They then construct 'The man felt tired; consequently, he yawned.'
7. Complete the sentence	Pupils are given a sentence starter which they can use to write a sentence in the form being studied. Pupils can then underline the key grammatical aspect being studied if relevant. Providing a sentence ending may also work here.	Main and subordinate clauses 'The girl fell over because…' Pupil writes – The girl fell over because <u>she tripped over the step.</u>

8. Sentence Expansion	Beginning with a short single clause sentence, pupils must expand the sentence adding further detail or additional clauses linked with conjunctions. The sentence must maintain the form being studied.	Complex sentences opening with main clause and followed by subordinate clause. The teacher provides the sentence 'The girl fell over because she tripped over the step.' Pupils expand this without allowing the sentence to become clunky and without losing the structure being studied. E.g., 'The <u>fastest</u> girl fell over because she tripped over the steps <u>near the kitchen</u>.'
9. Sentence combining	Pupils are given 2 or 3 short sentences which they must combine to produce a single multi-clause sentence following the format being studied. Pupils can then consider the effectiveness of different ways of combining sentences.	Multi-clause compound sentences The teacher provides 2 or 3 short sentences such as 'Rain lashed the freezing playground. We ventured outside. Everyone played football together.' The pupil then combines these to write 'Rain lashed the freezing playground, **yet** we ventured outside, **and** everyone played football together.'
Less Scaffolded Teaching Tools (for use later in the teaching sequence)		
10. Use the vocab	Teachers provide 1 or 2 words drawn from other aspects of the curriculum including foundation subjects or the current novel they are reading. Pupils must then use this to construct a sentence in the form being studied. Pupils may then underline the key grammatical element of the sentence, if relevant.	Extended noun phrases The teacher provides the word *vicious* from the class novel "The Lion, the Witch and the Wardrobe" Pupils write sentences such as '<u>The vicious wolf with blood-stained fur</u> crept towards the children.' They may underline the noun phrase.
11. Picture Prompt	Teachers present a picture to the class as a prompt for pupils to construct and write their own sentence(s) following the sentence type being studied. Pupils should orally rehearse their sentence with their partner or an adult before writing.	Write commands Pupil writes 'Stop running in the corridor.' A variation on this activity would be to use a sound effect, short video clip or piece of music as stimulus.

12. Subject Knowledge Sentences	Pupils write sentences based on curriculum content using the specific sentence type being studied. Content may be drawn from any curriculum area including history, geography, science, art etc. You could also write sentences about the novel currently being studied.	Multi-clause complex sentences After class discussion about content, pupils independently write - As the economic depression worsened, Hitler grew in power, and became unstoppable.

Example Daily structure of teaching lesson

Sentence Level Activities

Slowly removing the scaffolding over time...

1. Explicit Modelling
2. Examples and Non-examples
3. Missing Words
4. Dictation
5. Fix the Error
6. Sentence Jumble
7. Complete the sentence
8. Sentence Expansion
9. Sentence Combining
10. Use the Vocab
11. Picture Prompt
12. Subject Knowledge Sentences

6.1: Identify and write multi-clause compound sentence with two different coordinating conjunctions

Day 1	Day 2	Day 3
Explicit modelling 1. Missing words 2. Examples and non-examples 3. Fix the error	**Explicit modelling** 1. Complete the sentence 2. Sentence combining 3. Sentence expansion	**Explicit modelling** 1. Picture prompt 2. Use the vocab 3. Subject knowledge sentences

Example Lesson Structure

1.	**Explicit Modelling** and teaching of the sentence knowledge
2.	**Activity 1 - I do, we do, you do** 'We do' can be done on whiteboards together 'You do' can be done in exercise books (e.g. 2 to 4 sentences to practise applying their knowledge)
3	**Activity 2 - I do, we do, you do (as above)**
4.	**Activity 3 - I do, we do, you do (as above)**

One Page Overview – Y1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Full stop Capital letter (I and names) Question mark Exclamation mark Finger spaces	Commas in a list Apostrophe for contraction Apostrophe for singular possession	Inverted commas	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Pair of dashes, commas and brackets for parenthesis Commas to avoid ambiguity	Colon Semi-colon Dash (single) Bullet points Hyphens
Sentence Structure	'and' (to join phrases and clauses)	'and, or, but' co-ordinating conjunctions 'because, if, when' subordinating conjunctions Noun phrases 4 forms of sentence	'when, before, after, so, because' to show time, place, cause 'next, soon, therefore' adverbs 'before, after, during, because of' prepositions	Fronted adverbials Expanded noun phrases	Relative clauses Adverbs and modal verbs to indicate degrees of possibility	Active and passive form Subjunctive form
Coherence and Cohesion	As above Understanding what a sentence is	As above Understanding what the 4 forms of sentences are – statement, command, question, exclamation Present, past tense & progressive form of verbs	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition	Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs	Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)
Composition and Effect	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (explicit) Audience identified where appropriate	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure
Proof-reading and Editing	Say it, count it, write it, check it Modelled proof reading Modelled editing	Say it, count it, write it, check it Modelled & application of proof reading Modelled and application of editing	Scaffolded editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing
Word Classes		Adjective Adverb Noun Verb	Preposition Conjunction Word family	Determiner Pronoun Possessive pronoun	Revision of previous learning	Revision of previous learning
Spelling	Plural suffixes 's', 'es' Verb suffixes 'ing, ed, er' Prefix 'un' Common exception words Spelling Appendix	Suffixes 'ness, er, est, ly' Adjectives 'ful, less' Homophones Common exception words Spelling Appendix	Prefixes 'super, anti, auto' Year group word list Spelling Appendix	Year group word list Spelling Appendix	Nouns & adjectives to verbs using suffixes 'ate, ise, ify' Verb prefixes 'dis, de, mis, over, re' Year group word list Spelling Appendix	Informal/formal vocabulary Synonyms & antonyms Year group word list Spelling Appendix
Handwriting	Finger spaces Form letters in the correct direction, start and finish in the right place	Spacing Form letters of the correct size (relative to one another) Begin to use some of the diagonal and horizontal strokes	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Legible Fluent Increasing speed	Legible Fluent Increasing speed

Year 5 Writing Progression

Transcription (Statutory Requirements)	
Spelling Pupils should be taught to: • 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 • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically • 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 • use a thesaurus.	**Year 5 Spelling Shed Scheme** 1. Spelling Rules: Words ending in '-ious.' 2. Spelling Rules: Words ending in '–cious.' If the root word ends in –ce the sound is usually spelled '-cious.' 3. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 4. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 5. Spelling Rules: Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 6. Challenge words 7. Spelling Rules: Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. 8. Spelling Rules: Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. 9. Spelling Rules: Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 10. Spelling Rules: Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' 11. Spelling Rules: Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably 12. Challenge Words 13. Spelling Rules: Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. 14. Spelling Rules: Adverbs of time (temporal adverbs) these are words to develop chronology in writing. 15. Spelling Rules: Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled. 16. Spelling Rules: Words with 'silent' letters at the start. 17. Spelling Rules: Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 18. Challenge Words 19. Spelling Rules: Words spelled with 'ie' after c. 20. Spelling Rules: Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. 21. Spelling Rules: Words containing the letter string 'ough' where the sound is /aw/. 22. Spelling Rules: Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. 23. Spelling Rules: Adverbs of possibility. These words show the possibility that something has of occurring. 24. Challenge Words

	25. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 26. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 27. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 28. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 29. Spelling Rules: These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 30. Challenge Words 31. Revision: Year 5 words 32. Revision: Year 5 words 33. Revision: Year 5 words 34. Revision: Year 5 words 35. Revision: Year 5 words 36. Revision: Year 5 words
<u>Handwriting</u> 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.	
<u>Grammar, Punctuation and Spellings (Statutory Requirements)</u> Pupils should be taught to: • develop their understanding of the concepts set out below by: o recognising vocabulary and structures that are appropriate for formal speech and writing o using the perfect form of verbs to mark relationships of time and cause o using expanded noun phrases to convey complicated information concisely o using modal verbs or adverbs to indicate degrees of possibility o using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun o learning the grammar for years 5 • indicate grammatical and other features by: o using commas to clarify meaning or avoid ambiguity in writing o using brackets, dashes or commas to indicate parenthesis o punctuating bullet points consistently • use and understand the 'terminology for pupils' accurately and appropriately when discussing their writing and reading.	
<u>Year 5 Detail of Content to be Introduced (Statutory Requirements)</u>	

Word	Sentence	Text	Punctuation	Terminology for Pupils
Converting nouns or adjectives into verbs using suffixes for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Writing Composition (Statutory Requirements)

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
  - noting and developing initial ideas, drawing on reading and research where necessary
  - in writing narratives, considering how authors have developed characters 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
  - précising longer passages
  - using 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 to 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.

Writing Assessment

Stage 5

X = Achieved / = Working Towards . = Not Achieved

			Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
			1	2	3	4	5	6	7	8	9	10	11	12
Autumn		I can write sentences using a range of sentence structures (e.g. short, compound and basic subordination)												
		Handwriting is fluent, joined, even in size and legible and adapted to a range of tasks												
		I can use expanded noun phrases and fronted adverbials accurately.												
		I can write relative clauses using the correct relative pronoun (who, that, which, whose, where or when)												
		I use correct subject and verb agreement when using singular and plural												
		I can link ideas across paragraphs using adverbials of time.												
		I can write dialogue punctuated accurately.												
		I can use brackets, dashes, or commas to indicate parenthesis.												
Spring & Summer		I can spell all of the common exception words from the Y5 word list												
		Identify and write an introductory paragraph in expositional writing												
		Identify and write a concluding paragraph in expositional writing												
		I use both formal and informal tones throughout my writing.												
		I can write adverbs and modal verbs to indicate a degree of possibility.												
		I can write using a range of subordinating conjunctions.												
		I can write using a range of co-ordinating conjunctions.												
		To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time												
		I can write sentences using prepositional phrases and adverbs.												
		I make an appropriate choice of pronoun and noun within and across sentences to avoid repetition and to support cohesion												
		To expand on direct speech with narrative to advance the plot												
		I can describe setting, characters, and atmospheres and advance the action in narratives.												
		I can edit to re-organise and improve my writing.												
		I can use a colon to introduce a list or in a sentence												
		Identify and write ellipsis as a stop mark and an incomplete thought												
		Identify and write ellipsis as a pause												
		I can accurately use colons and semi-colons												
		I can accurately use hyphens.												
		I can select vocabulary and grammatical structures that reflect the level of formality required												
		I can use devices to build cohesion between paragraphs across a range of genres												
		I can use a writer's voice in my writing.												
		I am confident in writing in all of the genres that have been taught and understand the features.												
		Total:												