

YEAR 5 WRITING COMPOSITION

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form (IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own (USE EXAMPLES)
 - noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING)
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (NARRATIVE SPECIFIC FOCUS)
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP)
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précisising longer passages (VCOP)
 - using a wide range of devices to build cohesion within and across paragraphs (VCOP)
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] VCOP
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing (AFL)
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL)
 - ensuring the consistent and correct use of tense throughout a piece of writing (AFL)
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL)
- proof-read for spelling and punctuation errors

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

YEAR 56 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.

YEAR 5 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, as listed in English Appendix 1
- 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