| **Year 5 WRITING** |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether, or not, to join specific letters
* I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).
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| **Spelling** | * I form verbs with prefixes, e.g., dis, de, mis, over and re.
* I use the first three or four letters of a word to check spelling, meaning or both in a dictionary.
* I begin to proof read my work for spelling and punctuation errors*.*
 | * I spell some words with ‘silent’ letter. *(e.g. knight, psalm, solemn)*
* I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.
* I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle)
 | * I can spell identified commonly misspelt words from Year 5 and 6-word list. *(Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)*
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| **Composition** | * I plan my writing by identifying the audience for and purpose of the writing and selecting the appropriate form.
* I can use other similar writing as models for my own writing.
* In writing narratives, I can considering how authors have developed characters and settings in books that I have read.
* In narratives, I can describe settings, characters and atmosphere.
* I organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (Paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)
 | * My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade.
* I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with))
* I develop characters through action, description and dialogue. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).
* I add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall……; the north coast beaches with the best surf…; a tiny kitten with its eyes barely open...’).
 | * My settings are used to not only create atmosphere, but also to indicate a change.
* Models from my reading are often used or integrated into my writing.
* I manage shifts in time and place effectively and guide the reader through my text.
* I can use organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
* I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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| **Grammar** | * I ensure the correct and consistent use of tense throughout a piece of writing.
* I start sentences in different ways. I use a thesaurus for alternative word choices.
 | * I use stylistic devices to create effects in writing. *(simile, metaphor, personification)*
* I use modal verbs or adverbs to indicate degrees of possibility. (There might be…. It could be….we may be…sometimes….possibly….occasionally…)
* I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)
* I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 | * I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.)
* I choose words for deliberate effect and I use them thoughtfully and with precision.
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| **Punctuation** | * I use commas to clarify meaning or avoid ambiguity in writing.
 | * I use colons to introduce a list.
* I use inverted commas and other punctuation to accurately indicate direct speech.
 | * I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about to charge).
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| **Working at a HIGHER STANDARD (Greater Depth)** |
| **YEAR 5 WRITING** |
| **Transcription** | **Composition** | **Grammar** | **Drafting, Editing and Proof Reading** |
| * I use commas accurately to clarify meaning and avoid ambiguity.
* I may use a colon or semi-colon to link separate clauses.
* I use brackets, dashes or commas to indicate parenthesis.
 | * When writing for a range of audiences and purposes, to inform, persuade or entertain, my writing is manipulated to create impact and to engage the reader.
* The dialogue I create between characters develops the reader’s understanding of my characters.
* I attempt to use hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.
* My Standard English is consistent and level of formality appropriate for the text.
 | * I use expanded phrases and clauses to add information or detail appropriate to the purpose and audience, including relative clauses.
* My words are carefully and deliberately selected and used precisely to clarify meaning, enhance effect, increase/slow pace and create mood.
* My paragraphs are clearly constructed and help to guide the reader through the text.
* In narrative writing, my paragraphs support the plot structure and clearly signal changes in time, place and events.
 | * I use drafting, re-drafting and editing process independently to make improvements to writing following evaluation of impact.
* My writing is proof read independently for accuracy and amendments made.
* During the editing process, I will sometime re-order sentences if I feel it impacts on the reader.
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