

Subject: English Writing Year 5

What are the aims and intentions:

That all the children:

- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Previous links :

- Phonics
- Spelling
- Sentence structure
- Writing process
- Presentation
- Handwriting
- Vocabulary , punctuation and grammar

Unit	Autumn	Spring	Summer
VPG	Uses <u>relative clauses</u> with/without a <u>relative pronoun</u> Selects words for effect to support purpose and engage readers' interest	Uses <u>modal verbs</u> to indicate degrees of possibility Uses <u>brackets, dashes</u> and commas to demarcate relative clauses Uses a thesaurus to refine word choice	Uses modal verbs and adverbs to indicate degrees of possibility Uses brackets, dashes and commas to indicate <u>parenthesis</u> Uses commas to clarify meaning or avoid <u>ambiguity</u> Chooses vocabulary to complement purpose
Writing process	Begins to build paragraphs around a topic sentence Demonstrates growing awareness of audience and purpose Begins to develop characters and settings through selection of effective vocabulary Summarises a paragraph Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing	Links 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>) Selects appropriate formats and forms to suit audience and purpose Uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere Edits own work and offers suggestions to others to improve the impact and effect of writing Proof reads own work for spelling and punctuation errors	Identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own Uses devices to build <u>cohesion</u> within and across paragraphs Shows a growing awareness of how authors develop character and setting, including through the use of dialogue Begins to précis longer passages Makes effective changes when editing own and others' work
Spelling	Uses a thesaurus	Spelling words with the /ee/ sound spelt <i>ei</i> after <i>c</i>	Spells some words from the National Curriculum word list for Years 5 and 6

	Spelling words containing the letter-string <i>ough</i>	Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>) Spelling verb prefixes (e.g. <i>dis-, de-, mis-, over-</i> and <i>re-</i>)	Uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Spell words ending in <i>-able</i> and <i>-ible</i> Spell words ending in <i>-ably</i> and <i>-ibly</i>
Handwriting	Knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms	Knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms	Knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms
Key vocabulary	Modal verb Relative clause Relative pronoun Cohesion Bracket parenthesis Ambiguity Cohesion	Key skills: Communication skills Organisational skills Research skills Editing Stamina	
Cultural capital	World book Day, National Literacy Day. World Poetry Day, National Library week, Childrens book week, Story telling week, links to all other areas of the curriculum.		