

Year 5 Writing Curriculum

Skills To Be Taught In Each Unit			
Composition			Power Statements
<p>Plan writing: -Identify audience and purpose, selecting appropriate form and use other similar writing as a model Note and develop initial ideas, drawing on reading and research where necessary -in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened, seen and performed</p>	<p>Drafting and writing - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning -use a wide range of devices to build cohesion within and across paragraphs -Precis longer paragraphs -In narratives describe settings, characters, and atmosphere and integrate dialogue to convey character and advance the action -Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)</p>	<p>Evaluating and editing -proof read for spelling, grammar and punctuation errors -Re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately and that there is correct subject and verb agreement when using singular and plural -Evaluate and edit, assessing the effectiveness of their own and others' writing -Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning -Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Spell at least half the words on the Y5/6 list Check their own work for errors in spelling and punctuation Spell some words with silent letters e.g. knight, psalm, solemn Usually spell homophones correctly Use all of the key words to explain the grammar in pieces of their own writing (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity) Use brackets, dashes or commas to show where additional information has been added to a text</p>
Grammar To Be Taught In Each Unit			
Word	Sentence	Text	Punctuation
<p>Y5 W1 Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) W2 Verb prefixes (dis-, de-, mis-, over- and re-)</p>	<p>Y5 S1 Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun S2 Indicating degrees of possibility using adverbs (perhaps, surely) S3 or modal verbs (might, should, will, must)</p>	<p>T1 Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] T2 Linking ideas across paragraphs using adverbials of time [for example, later], T3 place [for example, nearby] T4 and number [for example, secondly] T5 or tense choices [for example, he had seen her before]</p>	<p>P1 Brackets P2 dashes or commas to indicate parenthesis P3 Use of commas to clarify meaning or avoid ambiguity</p>
Spellings		Terminology For Children To Use	
<p>Continue to distinguish between homophones and other words which are often confused Use the first three or four letters of a word to check spelling meaning or both of these in a dictionary Use dictionaries to check the spelling and meaning of words Use a thesaurus Use prefixes and suffixes and understand the guidance for adding them Spell words with silent letters Use knowledge of morphology and etymology in spelling, understanding that the spelling of some words needs to be learnt specifically</p>		<p>Year 4 determiner pronoun, possessive pronoun adverbial</p>	<p>Year 5 modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>
		<p>Handwriting Write legibly, fluently with increasing speed by; Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for the task</p>	