

To analyse writing

- Use and understand grammatical terminology when discussing writing and reading: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

To present writing

- Perform compositions, using appropriate intonation and volume

In school, we will ensure that we take every opportunity to encourage the children to develop as writers.

Essential opportunities

Narrative

- Write stories set in places pupils have been.
- Write stories that contain mythical, legendary or historical characters or events
- Write stories of adventure
- Write stories of mystery and suspense
- Write letters
- Write plays
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum

Non-fiction

- Write instructions.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write non-chronological reports.
- Write biographies.
- Write in a journalistic style.
- Write arguments.
- Write formally.

Poetry

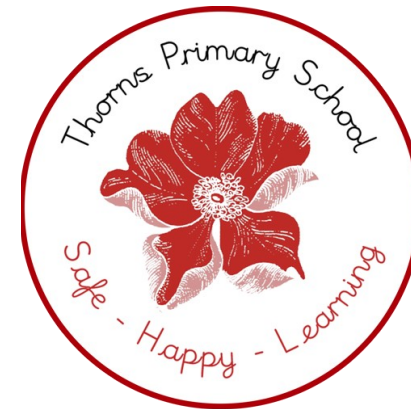
- Learn by heart and perform a significant poem.
- Write haiku.
- Write cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor.)

Please speak to your child's teacher if you have any questions or would like further help or advice.

Thorns Primary School

WRITING

YEAR 5



Thorns Primary School

Thorns Road

Quarry Bank

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Please keep this reference guide safe as it gives you an overview of the curriculum coverage for your child's year group.

Your child in Year 5

We want all of our children to develop their writing skills so that they can write fluently, adapting their language and style for a range of contexts, purposes and audiences with a wide knowledge of vocabulary and grammar.

At Thorns, we develop children's spelling and handwriting skills through specific phonics, spelling and handwriting sessions. Writing composition skills are taught through English sessions and developed in all areas of learning.

We would also encourage children to develop these skills at home so it is important that children learn any spellings that have been sent home.

At Thorns, we are developing a curriculum approach that is underpinned by Chris Quigley Essentials ©; in this way we aim to develop mastery and depth of learning, rather than a 'tick list' approach. For this reason, you will notice that expectations for children look the same in years 1 & 2, years 3 & 4 and years 5 & 6. This is deliberate and does not mean that children do the same things in each of two years, it simply means that they have opportunities to revisit learning and in this way develop it further.

During their time in school we want the children to become excellent writers.

Essential characteristics of excellent writers:

- *The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.*
- *A vivid imagination which makes readers engage with and enjoy their writing*
- *A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.*
- *Well organised and structured writing, which includes a variety of sentence structures.*
- *Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.*
- *A love of writing and an appreciation of its educational, cultural and entertainment values.*

The children will regularly be given opportunities to progress towards proficiency in the following objectives:

Essential learning objectives

- *To write with purpose*
- *To use imaginative description*
- *To organise writing appropriately*
- *To use paragraphs*
- *To use sentences appropriately*
- *To present neatly*
- *To spell correctly*
- *To punctuate accurately*
- *To analyse writing*
- *To present writing*

Essentials for progress: Milestone 3

To write with purpose

- *Identify the audience for writing*
- *Choose the appropriate form of writing using the main features identified in reading*
- *Note, develop and research ideas*
- *Plan, draft, write, edit and improve*

To use imaginative description

- *Use the techniques that authors use to create characters, settings and plots*
- *Create vivid images by using alliteration, similes, metaphors and personification*
- *Interweave descriptions of characters, settings and atmosphere with dialogue*

To organise writing appropriately

- *Guide the reader by using a range of organisational devices, including a range of connectives*
- *Choose effective grammar and punctuation and propose changes to improve clarity*
- *Ensure correct use of tenses throughout a piece of writing*

To use paragraphs

- *Write paragraphs that give the reader a sense of clarity*
- *Write paragraphs that make sense if read alone*
- *Write coherently at length*

To use sentences appropriately

- *Write sentences that include: relative clauses, modal verbs, relative pronouns, brackets, parenthesis, a mixture of active and passive voice, a clear subject and object, hyphens, colons and semi-colons, bullet points*

To present neatly

- *Write fluently and legibly with a personal style*

To spell correctly

- *Use prefixes. Applying guidelines for adding them*
- *Spell some words with silent letters (knight, psalm, solemn)*
- *Distinguish between homophones and other words that are often confused*
- *Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically*
- *Use dictionaries to check spelling and meaning of words*
- *Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary*

To punctuate accurately

- *Use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive*
- *Use the passive voice to affect the presentation of information in a sentence*
- *Use expanded noun phrases to convey complicated information concisely*
- *Use modal verbs or adverbs to indicate degrees of possibility*
- *Use relative clauses beginning with who, which, where, why or whose*
- *Use commas to clarify meaning or avoid ambiguity*
- *Use hyphens to avoid ambiguity*
- *Use brackets, dashes or commas to indicate parenthesis*
- *Use semi-colons, colons or dashes to indicate a stronger sub-division of a sentence than a comma*
- *Punctuate bullet points consistently*