

Writing Overview

Year Five

Writing Composition

Pupils should be taught to plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how expert authors have developed characters and setting.

Pupils should be taught to draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how many choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
- Précising longer passages.

Pupils should be taught to evaluate and edit by:

- Assessing the effectiveness of their own and others' writing.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Pupils should be taught to proof-read for spelling and punctuation errors.

Sentence Types

Revise the following sentence types:

- **List:** (noun phrases): The old man with the grey, straggly hair walked his dog.
- **Extra Information:** The old man, who was tired and grumpy, walked his dog.
- **3 ed:** Frightened, terrified, confused, the man walked his dog.
- **Verb, person:** Crying, Stanley walked his dog.
- **Ad, same ad:** He was a tired old man, tired of walking.
- **Short, sharp:** He had been walking the dog for miles. Suddenly he stopped.

Learn to write and then apply the following sentence types:

- **De:De:** (Description: Detail): The old man was exhausted: he hadn't slept for hours.
- **2 Pairs:** Exhausted and hungry, cold and fed up, the man walked his dog.
- **The more, the more:** The more he waked his dog, the more his dog whined and whinged.
- **Emotion word, (comma):** Exasperated, the old man walked his dog.

Grammar

Pupils should be reminded from Year 4 to:

- Extend the range of sentences they use with more than one clause by using a wider range of conjunctions/connectives, e.g when, if, because, although.
- Use both compound sentences (main clauses only) and complex sentences (main and subordinate clauses).
- Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.
- Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: Later that day..., Slowly..., Behind the shed...
- Use the term clause and subordinate clause (main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense).

Year 5 Pupils should be taught to:

- Use devices to build cohesion within a paragraph e.g. then, after, that, this, firstly etc.
- Link ideas across paragraphs using adverbials of time, later..., place, nearby..., and number, secondly.. or tense choices, he **had** seen her before.
- Use relative pronouns: who, whom, those, which, that etc
- Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g.. I have a friend **who** speaks five languages (no comma is used to separate the main clause from the relative clause).
- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.
- Use expanded noun phrases to convey complicated information concisely.

Spelling and Phonics	Punctuation	Key Vocabulary			
<ul style="list-style-type: none"> – Use further prefixes and suffixes and understand how to use them (see Appendix 1). – Words ending in ant, ance, ent, ence, ancy, ency, e.g. observant, hesitant, tolerance, innocence, frequency. – Words ending in -able, -ible, -ably, -ibly e.g. adorable, adorably, legible, legibly. – Add suffixes beginning with vowelsto words ending in –fer, e.g. transferred, referring. – Words with ‘e’ sound spelt ei after ‘c’ e.g. deceive, ceiling (plus all the exceptions to the rule). – Words containing the letter string ough, which can have many sound variations, e.g. dough, through, ought, plough, rough. – Silent letters e.g. doubt, knight, lamb. – Homophones and other words often confused (see Appendix 1). – Use a dictionary to checka spelling and meaning of words. – Use a thesaurus to checkantonyms and synonyms. 	<p>As Year 4:</p> <ul style="list-style-type: none"> – Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, The conductor shouted, end punctuation within inverted commas, “Sit down!” – Use of commas after fronted adverbials, During the night,....Below the table,... Slowly and calmly,.... <p>Year 5:</p> <ul style="list-style-type: none"> – Use of commas to clarify meaning and avoid ambiguity. E.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. – Use of brackets, dashes or commas to indicate parenthesis (additional information). – Use of semi-colons to separate main clauses within compound sentences. 	<p>Comma Noun Conjunction/connective Clause Subordinate Clause Direct speech Simile Determiner Modal Verb Relative pronoun Relative clause Parenthesis Bracket Dash</p>	<p>Verb Adjective Adverb Phrase Noun phrase Statement Question Command Tense (past & present). Pronoun Preposition Prefix Inverted commas Speech marks</p>		
	<th data-bbox="779 740 1442 790">Handwriting</th> <td colspan="2" data-bbox="1442 740 2101 1343"> <th data-bbox="1442 740 2101 790">Speaking and Listening</th> </td>	Handwriting	<th data-bbox="1442 740 2101 790">Speaking and Listening</th>		Speaking and Listening
	<ul style="list-style-type: none"> – Write legibly, fluidly and with increasing speed and style. – Develop a personal style. – Choose the appropriate writing implement best suited for the task. 	<ul style="list-style-type: none"> – Gain, maintain and monitor the interest of the listener(s); – Articulate and justify answers, arguments and opinions; – Ask relevant questions to extend their understanding and knowledge; – Speak audibly and fluently with an increasing command of Standard English; – Select and use appropriate registers for effective communication; – Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; – Participate in discussions, presentations, performances, role-play/improvisations and debates. 			