

Year 5 Writing

Relevant KS2 end points covered:

- To plan and write for a range of purposes and audiences.
- To use a range of devices to build cohesion within and across paragraphs.
- To use grammatical structures that reflect what the writing requires.
- To develop vocabulary appropriate to the audience.
- To describe settings, characters and atmosphere in narratives.
- To manipulate sentence structures.
- To maintain tense throughout a piece of writing.
- To use a range of punctuation for accuracy and effect.
- To spell most words correctly or to use resources quickly and efficiently in order to support spelling.
- To consistently join handwriting.

Key concepts:

- Composition
- Transcription

Strands

- Planning
- Structure
- Vocabulary
- Grammar
- Punctuation
- Spelling
- Handwriting

Prior Knowledge

Use of capital letters, full stops, question marks, exclamation marks, inverted commas and commas for lists and fronted adverbials. Use of apostrophes for possession and contraction accurately. Use of paragraphs to organise ideas. Correct subject and verb agreement when using singular and plural. Use of consistent, joined legible writing.

Year Group Terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Autumn 1		Autumn 2			Spring 1		Spring 2		Summer 1		Summer 2		
AROUND THE WORLD					REACH FOR THE STARS				THINKING BACK, LOOKING FORWARD				
Building Blocks Narrative Description	Recount	Narrative Description Setting	Poetry Cinquain	Non-chronological report	Biography	Persuasive Letter	Narrative	Balanced Argument	Journalistic Writing	Narrative A Quest	Persuasive Speech	Poetry Blackout poems	Review of School Year
Ongoing objectives: I can record and develop initial ideas, drawing on reading and research where necessary. I can identify the audience and purpose of the writing, choosing the level of formality appropriate to my audience. I can use a thesaurus efficiently. I can proof-read for punctuation errors. I can maintain legibility, fluency and speed in my handwriting.													
<p>I can use expanded noun phrases</p> <p>I can describe settings and create atmosphere by using carefully chosen vocabulary.</p> <p>I can proof read my work and that of my peers for punctuation errors.</p>	<p>I can identify the purpose of writing by writing in first person accurately.</p> <p>I can use a short sentence to add drama or tension.</p> <p>I can use adverbials of time as a cohesive device within a paragraph.</p> <p>I can maintain past tense confidently through a piece of writing.</p> <p>I can correctly punctuate adverbials of time.</p>	<p>I can use figurative devices: simile, personification and metaphor.</p> <p>I can use complex sentences followed by a simple sentence for effect.</p> <p>I can use commas as parenthesis.</p>	<p>I can choose vocabulary and use poetic devices suited to the structure of a poem.</p>	<p>I can understand and use fronted adverbials of time, manner and place.</p> <p>I can punctuate fronted adverbials of time, manner and place.</p> <p>I can use brackets as parenthesis</p> <p>I can use advanced organisational devices to structure texts and guide the reader.</p> <p>I can choose adventurous vocabulary related to my report to enhance meaning.</p>	<p>I can use adverbials of time to link across paragraphs.</p> <p>I can create sentences which contain a relative clause.</p> <p>I can accurately punctuate sentences with relative clauses where commas are necessary.</p>	<p>I can use expanded noun phrases to convey complicated information concisely.</p>	<p>I can create complex sentences by using fronted subordinating conjunctions in different places for variation.</p> <p>I can use a selection of modal verbs and adverbs (perhaps, surely) to suggest degrees of possibility.</p>	<p>I can structure a balanced argument to support both sides of a discussion.</p> <p>I can use adventurous conjunctions to develop a point and link sentences. E.g. Equally, in addition to this</p> <p>I can select appropriate tense to enhance a balanced discussion.</p> <p>I can use dashes as parenthesis.</p>	<p>I can accurately punctuate direct speech using a range of punctuation within inverted commas.</p> <p>I can use a variety of structural features used in a newspaper report.</p> <p>I can create complex sentences using a wider range of subordinating conjunctions correctly.</p>	<p>I can describe characters and create characterisation on using carefully chosen vocabulary.</p> <p>I can integrate dialogue into my narratives to advance the action.</p> <p>I can use adverbials of time and place as a cohesive device across a paragraph.</p> <p>I can accurately punctuate direct speech using a range of punctuation within inverted commas confidently.</p>	<p>I can use commas to clarify meaning or avoid ambiguity.</p> <p>I can use tense choice as a cohesive device.</p> <p>I am beginning to distinguish between formal and informal language and can use formal vocabulary to suit my audience.</p> <p>I can use different forms of parenthesis - brackets, dashes and commas.</p>	<p>I can identify vocabulary appropriate to intent.</p> <p>I can use carefully chosen vocabulary for effect.</p>	<p>In this unit, the children will present their writing in their own way using structural features appropriate to their chosen form and employing techniques learned throughout the year.</p>