

Year 5 Writing Programmes of Study

Purpose of Study:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Pupils should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Subject Content:

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. In addition, pupils should be taught how to plan, revise and evaluate their writing. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language'. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Sequential Learning:	Previous end point knowledge the pupils must remember to ensure learning stays in the long term memory. Please review previous learning to check pupils' understanding, identify and correct misunderstandings. This will ensure pupils embed key concepts in their long-term memory and apply them fluently. Revisiting previous learning will allow pupils to transfer key knowledge to long-term memory. Pupils should be assessed against the 'basics' (pre year group) to ensure these are secured before working through the PoS.
Current Knowledge & Skills	The new knowledge and skills must allow pupils to transfer key knowledge to long-term memory. New knowledge and skills will build on what has been taught before and pupils will work towards the clearly defined end points. In writing, pupils apply their knowledge and skills with growing awareness of their intended audience and purpose and with growing deliberate choice of the knowledge and skills they employ to meet the needs of the intended reader.
End Point of Unit	The collection of independent writing is assessed formally 3 times a year to check pupils' understanding and to help pupils embed and use knowledge fluently and develop their understanding. Teachers will update their assessments throughout the year to inform planning.

Year 5 WRITING

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of audiences and purposes, including combining these within the same piece.

VOCABULARY, GRAMMAR AND PUNCTUATION

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate.

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can use them accurately and appropriately to discuss their writing and reading.

Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.

Skill and Knowledge Content Development

How they will show and apply their new knowledge and skills

I will know how to write with accurate grammar and punctuation

- perfect form of verbs to mark relationships of time and cause
- modal verbs or adverbs to indicate degrees of possibility [for example, perhaps, surely / might, should, will, must]
- relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- commas to clarify meaning or avoid ambiguity in writing
- brackets, dashes or commas to indicate parenthesis

I will know how to explore the meaning of words:

- Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
- Verb prefixes [for example, dis-, de-, mis-, over- and re-]

Vocabulary:

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

End Point of Unit

Assessment of learning at end point

Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.

- use the perfect form of verbs to mark relationships of time and cause
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- use commas to clarify meaning or avoid ambiguity in writing
- use brackets, dashes or commas to indicate parenthesis

WRITING COMPOSITION

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing.

Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

Pupils should be taught to enhance the effectiveness of their writing as well as their competence.

There is a specific requirement for pupils to discuss what they are learning and to develop their wider skills in spoken language - pupil confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and

understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Over the course of the year, the children will develop the same skills with growing sophistication as applied to a broad range of texts of increasing complexity.

Pupils' learning focuses around how to write effectively for a broad range of audiences and purposes.

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Skill and Knowledge Content Development

How they will show and apply their new knowledge and skills

End Point of Unit

Assessment of learning at end point

I will know how to structure my writing to write cohesively:

Planning:

- select the appropriate form for audience and purpose and use other similar writing as models for my own notes and develop initial ideas, drawing on reading and research
- précis longer passages to summarise ideas concisely (*condense information into a shorter version, keeping main points and order*)

Text organisation:

- range of devices to build cohesion within a paragraph (*eg, then, after that, this, firstly*)
- link ideas across paragraphs using adverbials of time (*eg: later*), place (*eg: nearby*) and number (*eg: secondly*) or tense choices (*eg: he had seen her before*)
- organisational and presentational devices to structure text and to guide the reader (*eg headings, bullet points, underlining*)

I will know how to make deliberate choices for my intended audience and purpose:

- adapt writing for intended audience and purpose - including a combination of purposes at the same time
 - to entertain (*eg narrative descriptions, poetry, characters/settings*)
 - describe settings
 - create atmosphere
 - describe characters
 - convey character through dialogue (*through what the character says and how they say it*)
 - dialogue to advance the action (*a few powerful lines to say before, during and after moments where they're taking action rather than a long conversation back and forth*)
 - avoid cliché and overwriting
 - to inform (*eg report, recount, biography, newspaper article, essay*)
 - to persuade (*eg advertising, letter, speech, campaign*)

Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.

- select the appropriate form for audience and purpose
- plan writing: use other similar writing as models for my own notes and develop initial ideas, drawing on reading and research
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- use a range of devices to build cohesion within a paragraph (*eg, then, after that, this, firstly*)
- link ideas across paragraphs using adverbials of time (*eg: later*), place (*eg: nearby*) and number (*eg: secondly*) or tense choices (*eg: he had seen her before*)
- use organisational and presentational devices to structure text and to guide the reader (*eg headings, bullet points, underlining*) précis longer passages to summarise ideas concisely condense information into a shorter version, keeping main points and order)

- to discuss (eg *balanced argument, newspaper article, review*)
- poetry using different language forms and themes (eg *narrative poems, different dialects, alliteration and assonance, comic verse, nonsense verse, figurative and poetic language: similes, metaphors, personification, onomatopoeia, alliteration, assonance, language chosen for the sound of the words as well as the image*)
- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

I will know how to effectively edit and improve my writing:

- proof-read for spelling and punctuation errors (*including consistency and appropriateness of tense; subject/verb agreement - singular and plural; appropriate register*)
- propose and make effective changes to enhance effects and clarify meaning (*structure, language and vocabulary, punctuation and grammatical structures*)

SPELLING

Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.

Skill and Knowledge Content Development

How they will show and apply their new knowledge and skills

Sounds Write LTP Yr 5 Knowledge Content

- *A sound can be represented by more than one spelling and a spelling can represent more than one sound*
- *The most common spellings which represent the target sounds and the most common sounds represented by the target spelling*

I will know how to spell accurately:

- spell many words from the year 5 / year 6 spelling list
- use prefixes and suffixes and understand the guidance for adding them
- distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

End Point of Unit

Assessment of learning at end point

Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.

- spell many words from the year 5 / year 6 spelling list
- distinguish between homophones and other words which are often confused

HANDWRITING

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.

Skill and Knowledge Content Development How they will show and apply their new knowledge and skills	End Point of Unit Assessment of learning at end point
<p><i>I will know how to write with fluent handwriting</i></p> <ul style="list-style-type: none"> ● write legibly, fluently and with increasing speed ● write neatly with accurate formation of all letters and joins and consistency of shape and size <i>[eg, consistency of diagonal and horizontal strokes that are needed to join letters, ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</i> ● choose which shape of a letter to use when given choices and deciding whether or not to join specific letters ● choose the writing implement that is best suited for a task ● use an unjoined style for specific purposes <i>(eg labelling diagrams, maps or data, an email address, algebra, capital letters for filling in forms)</i> 	<p>Regular independent writing opportunities for assessment and to inform teaching and learning / determine next focus.</p> <ul style="list-style-type: none"> ● write legibly, fluently and with increasing speed ● write neatly with accurate formation of all letters and joins and consistency of shape and size

SPEAKING AND LISTENING	
<p><i>Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking performance and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with artistic practice of drama.</i></p>	
Skill and Knowledge Content Development How they will show and apply their new knowledge and skills	End Point of Unit Assessment of learning at end point
<p><i>I will know how to speak with confidence</i></p> <ul style="list-style-type: none"> ● use discussion in order to learn ● elaborate and explain clearly understanding and ideas ● be competent in the arts of speaking and listening, adapting language and structure to the intended audience and purpose <ul style="list-style-type: none"> ○ make formal presentations ○ demonstrate to others ○ participate in debate ○ adopt, create and sustain a range of roles, responding appropriately to others in role ○ improvise, devise and script drama for one another and a range of audiences ○ rehearse, refine, share and respond thoughtfully to drama and theatre performances. <p><i>I will know how to perform effectively:</i></p> <ul style="list-style-type: none"> ● perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear (and using different voices for narrator and characters.) 	<p>Regular independent opportunities for assessment and to inform teaching and learning / determine next focus.</p> <ul style="list-style-type: none"> ● competently adapt language and structure (Year 5 content) to the intended audience and purpose ● improvise drama ● control intonation, tone, and volume to clarify meaning and use different voices for characters and narrators in performances