

YEAR 5 WRITING CURRICULUM PROVISION 2015

COMPOSITION				SPAG		HANDWRITING
<i>Develop stamina and positive attitudes towards writing:</i>	Plan writing:	Cohesion in drafting and writing: to be selective, using known tools and devices when drafting/writing for chosen effect	Editing: evaluate and edit writing by reading aloud their own writing to check for cohesion and errors before editing	Spelling: phonics and word rules	Vocabulary, Grammar and Punctuation	Handwriting is joined, legible and is fluent at speed:
<i>Writing at length (appropriate to the task)</i>	identifies the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own notes and develops initial ideas, drawing on reading and research where necessary in writing narratives, considers how authors have developed characters and settings in what they have read, listened to or seen performed	uses devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	independently proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	spells previously taught and further homophones from the RWInc Spelling Programme Yr5.	uses relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	the down-strokes of letters are parallel and equidistant lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. uses diagonal and horizontal joins understands which letters, when adjacent to one another, are best left un-joined
		links ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	uses the consistent and correct use of tense throughout a piece of writing uses the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-reads for spelling and punctuation errors précis longer passages	spells words that are often misspelt (Orange words) from the RWInc Spelling Programme Yr5	indicates degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	
		in non-narrative material uses further organisational and presentational devices to structure text and to guide the reader, appropriate to task		spells some words with 'silent' letters from the RWInc Spelling Programme Yr5 spells words containing the taught letter strings; -ough, (making the sounds: uff/off/or/u) uses further suffixes and understands the guidance for adding them; -able, -ible, -ibly, -ably, -ent, -ence, -ant, -ance, -ancy, -cious, -tious, -cial, -tial knows and uses ee sound spelt -ei- pluralises a range of nouns such as those ending in -s, -ss, -x, -sh, -tch, -ch	uses brackets, dashes or commas to indicate parenthesis	
Teaching and Learning requirements: the teacher needs to give opportunities to....						
<i>Writing for different purposes; writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry</i>		composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures	assesses the effectiveness of their own and others' writing and suggesting improvements	<i>writes from memory sentences, dictated by the teacher, that include words and punctuation taught so far.</i>		
Terminology: uses and understands the grammatical terminology taught in the Nelson Grammar Scheme accurately and appropriately when discussing their writing and reading.						
Revise (Year 4): determiner pronoun possessive pronoun adverbial						
Teach (Year 5): modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity						