



## Year 5 Writing Curriculum

### Spoken language

#### Attainment Targets

Pupils should be taught to:

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

### Spelling

#### **Spelling in KS2 is taught progressively through streaming – these objectives should also be referred to during writing lessons**

Use further prefixes and suffixes and understand how to add them

Spell further homophones

Spell words that are often misspelt

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Use further prefixes and suffixes and understand the guidance for adding them

Spell some words with 'silent' letters [for example, knight, psalm, solemn]

Continue to 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, as listed in English Appendix 1



Use dictionaries to check the spelling and meaning of words  
 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  
 Use a thesaurus.

Genres for writing	Grammar	Grammatical Terminology	
Narrative Non-chronological report Diary Leaflet/Advert Explanation Argument Biography Letter GDS: <a href="#">Newspaper report</a>	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause 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, when, whose, that or with an implied (i.e. omitted) relative pronoun Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate bullet points consistently	Year 4: Determiner Pronoun Possessive pronoun Adverbial Progressive and perfect verb forms	Year 5: Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity
Composition: Crafting	Composition: Editing and remodeling	Composition: Performing	
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	



<p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Précise longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>	
<p><b>Handwriting</b></p>	<p><b>Working at a Greater Depth</b></p>	
<p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Write clearly structured texts in different contexts with a clear purpose and audience to fit the genre and engage the reader</p> <p>The level of formality is appropriate for the register of the text</p> <p>Paragraphs are linked to guide the reader through the text</p> <p>Paragraphs in narrative support the plot structure and clearly signal changes in time, place and events</p> <p>Adapt sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects such as mood and atmosphere</p> <p>Detail is often added by expanding noun phrases and sentence starters with precise word choices</p> <p>Commas are used accurately and to clarify intended meaning</p> <p>The edited process may involve taking out or simplifying rather than adding</p> <p>Understand the difference between direct and reported speech and use each effectively</p> <p>Understand and experiment with different verb forms</p>	



<p><b>Genre: Diary</b>  <b>Audience: Myself</b>  <b>Purpose: To reflect</b></p>	<p><b>Genre: Explanation</b>  <b>Audience: <i>Varies</i></b>  <b>Purpose: To explain</b></p>
<p>First person          Past tense/present tense          Colloquial style          Events in order of importance to writer          Emotive language          Most appropriate vocabulary chosen for informal effect</p>	<p>Present tense          Explains why something works or happens          Title may be a question          Text may begin with How or Why          Chronological order          Illustrations and diagrams where appropriate          Organisational devices, e.g. paragraphs, subheadings...          Technical vocabulary          Text answers the title question          Introductory/opening statement</p>
<p><b>Genre: Non-chronological report</b>  <b>Audience: <i>Varies</i></b>  <b>Purpose: To inform</b></p>	<p><b>DISCUSSION/BALANCED ARGUMENT</b>  <b>Genre: <i>Varies</i></b>  <b>Audience: <i>Varies</i></b>  <b>Purpose: To present arguments and information from differing viewpoints</b></p>
<p>Present tense (or past tense for historical reports)          Third Person          Organised thematically rather than chronologically          Optional diagram or illustration          Formal style          Organisational devices, e.g. paragraphs, numbered lists, subheadings...          Included a question for the reader, e.g. 'Did you know...?'          When necessary          Linked paragraphs within sub-sections          Clear explanations where needed</p>	<p>Introduction explains what the argument is about          Paragraphs for and against          Supported each point with evidence          Concluding paragraph          Examples of language of debate, e.g. 'some people believe' Personal opinion is not expressed          Mainly in present tense          Impersonal pronouns          Introduce more points, e.g. 'furthermore'          Give a balanced view, e.g. 'however'          Draw a conclusion, e.g. 'consequently'</p>



<p>Factual and accurate Where appropriate, quotation marks used correctly</p>	<p>Third person</p>
<p><b>Genre: Letter</b> <b>Audience: <i>Varies</i></b> <b>Purpose: To inform/explain/persuade</b></p>	<p><b>Genre: Leaflet/Advert</b> <b>Audience: <i>Varies</i></b> <b>Purpose: To inform/explain or persuade</b></p>
<p>Correct layout Appropriate greeting and sign off Formal/informal tone Use past/present and future tenses accurately Adverbial phrases e.g. furthermore, on the other hand Links between paragraphs are created Persuasive features where necessary</p>	<p>Clearly subtitled sections Illustrations support the information Where appropriate, key information easily identified through use of: colour, shaded boxes, bold and italic Language which is clear and exact with no ambiguity Technical vocabulary Questions Where appropriate, persuasive features evident:</p> <ul style="list-style-type: none"> <li>- slogans and wordplay</li> <li>- alliteration</li> <li>- repetition and rhyme</li> </ul>
<p><b>Genre: Biography</b> <b>Audience: <i>Varies</i></b> <b>Purpose: To inform</b></p>	<p><b>PERSUADE</b> <b>Genre: <i>Varies</i></b> <b>Audience: <i>Varies</i></b> <b>Purpose: To argue a case or point of view</b></p>
<p>Introductory paragraph Organised thematically or chronologically Past/Present tense Third Person Reported speech Optional illustration Formal style Organisational devices, e.g. paragraphs, subheadings... Linked paragraphs within sub-sections Clear explanations where needed Factual and accurate Key events from their life including dates</p>	<p>Introduction stating the issue and opinion Emotive language Rhetorical questions Structure the argument e.g. first/finally Making opinions sound like facts Undermining the alternative Backed up argument with relevant evidence and detail, including facts and statistics Logical cause and effect connectives to link arguments and paragraphs Summarised arguments Modal verbs Mainly in present tense</p>



# Ashdene Primary School

*passionate about learning*

Pronouns	
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