

| Year 5 | | |
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| Writing | | |
| Skills | Objectives | Terminology |
| Spelling RWI <i>Get spelling</i> | <ul style="list-style-type: none"> Endings which sound like /shu/ spelt -cious or -tious. Words ending in <i>shul</i> spelt -cial or -tial Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. Words ending in -able and -ible. Words ending in -ably and -ibly. The <i>ee</i> sound spelt <i>ei</i> Words containing the letter-string ough. Words with 'silent' letters. (b and t) Homophones Years 5 word list. | Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, Cohesion, ambiguity |
| Handwriting <i>Nelson</i> | - write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. | |
| Planning for writing <i>Literacy and language</i> <i>Class reader</i> | <ul style="list-style-type: none"> 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 authors have developed characters and settings in what pupils have read, listened to or seen performed | Contexts for writing |
| Writing – vocabulary, grammar and punctuation <i>Literacy and language</i> <i>Class reader</i> | Develop their understanding of the concepts set out in English Appendix 2 year 5: <ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. Omitted) relative pronoun. Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. Using a colon to introduce a list. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | Identifying the audience for a nd purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed |

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| <p>Drafting and writing</p> <p><i>Literacy and language</i> <i>Class reader</i></p> | <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Precising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].’ | <p>Performing</p> |
| <p>Evaluate and edit</p> <p><i>Literacy and language</i> <i>Class reader</i></p> | <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others’ writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • 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 and choosing the appropriate register. • Proof-read for spelling and punctuation errors. | <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> |