



CASTLETOWN PRIMARY SCHOOL



Writing – Year 5

Children will work towards achieving the following in their writing:

Sentence structure and punctuation	Text structure and organisation	Vocabulary	Planning and Drafting	Evaluating and Editing
<ol style="list-style-type: none">1. Use the perfect form of verbs to mark relationships of time and cause <i>e.g. 'She has downloaded some songs' and 'I had eaten my lunch'.</i>2. Using expanded noun phrases to convey complicated information concisely <i>e.g. the blue butterfly.</i>3. Using modal verbs or adverbs to indicate degrees of possibility <i>e.g. 'The ride may be too scary.' and 'You should look for your little brother.'</i>4. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <i>e.g. 'The boy who lives near school'. and 'The prize that I won.'</i>5. Using commas to clarify meaning or avoid ambiguity in writing.6. Using commas to clarify meaning or avoid ambiguity in writing.7. Using brackets, dashes or commas to indicate parenthesis.	<ol style="list-style-type: none">1. Use devices to build cohesion.2. Build cohesion within a paragraph <i>e.g</i> use of pronouns and connectives.3. Use a wide range of presentational <i>e.g.</i> ICT and organisational devices to structure text and guide the reader.4. To use mixed genres in their writing for a variety of purposes <i>e.g. a persuasive letter, instructions written for a giant.</i>5. Link ideas across paragraphs <i>e.g. use of adverbial phrases for time, place, number or tense choices.</i>6. Writing is effectively controlled across texts <i>e.g.</i> closings refer back to openings.7. In writing narratives describe setting, character and atmosphere.8. Use dialogue to convey character and advance the action.9. Use flashbacks and non-linear text structures.	<ol style="list-style-type: none">1. Select appropriate vocabulary to enhance meaning and for emphasis <i>e.g.</i> Use adventurous and technical vocabulary in their writing <i>e.g. adjectives, verbs and adverbs in narrative e.g. the dragon trundled down the path and technical language in non-fiction e.g. the bakery, the forest canopy.</i>2. Use descriptive language in order to create setting and character.3. Use new vocabulary and patterned phrases from their reading / own wider experiences / discussions to help engage the reader.4. Take an interest in, enjoy and explore new vocabulary in order to support their writing.5. Use dialogue to convey character. <p>Please note: reference to age-related spelling expectations in Appendix National Curriculum and please see examples in Spelling Bank materials for Years 5 and 6.</p>	<ol style="list-style-type: none">1. Identify the audience and purpose.2. Suggest an appropriate form of writing.3. Use note-making to record ideas using reading and research.4. Pupils plan with a clear purpose, audience and form.5. Independently enhance the effectiveness of their writing through reading, evaluating and redrafting.	<ol style="list-style-type: none">1. Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.2. Ensure consistent and correct use of tense throughout a piece of writing.3. Ensure correct subject and verb agreement.4. Present (perform) their writing, if appropriate, using intonation, volume and movement to make the meaning clearer.5. Evaluate and edit their own and others' writing against a set of criteria, some of which may be generated by themselves.6. Proofread for spelling and punctuation errors Cross-reference to Word List for Y5/6 where appropriate.7. Learn, use and apply the grammar for year 5 Appendix 2 through discussion, editing and evaluating reading and writing.