



Achieving age-related expectations in Year 5 - Writing

Fluency – Clarity – Accuracy – Coherence

The Aims of the Primary English Programme of Study

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Non-Statutory Guidance

Spoken Language

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Word Reading

At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension. When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.

Comprehension

Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.

Spelling

As in earlier years, 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.

Handwriting

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. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Composition

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.

Vocabulary, Grammar and Punctuation

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



Black text
Bold/italics
Red text

Phase 1
Phase 2
Phase 3
Essential, ongoing, in-school provision and approaches
National Curriculum statements
National Curriculum statements (NAHT KPI)
Hampshire additional guidance

Year 5	WRITING					
	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Ongoing, in-school provision and approaches			<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 			<ul style="list-style-type: none"> Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Phase 1	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters 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 Apply simple spelling rules and guidance, as listed in Yr 5 Hampshire Spelling Guidance Autumn Term 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Plan their writing by identifying 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 e.g. consider how authors develop characters and setting to help their factual and fictional writing respectively In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use expanded noun phrases to convey complicated information concisely Detail / events are supported through elaboration and use of appropriate vocabulary, e.g. technical, precise/vivid language according to the writing purpose and genre Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader Related events or ideas organised into paragraphs or sections to support the content of the writing for a range of purposes 	<ul style="list-style-type: none"> Sentences are mostly grammatically sound, e.g. correct subject/verb agreement, security of tense and person Tense choice generally appropriate; some variation of modal verbs to express possibility Sentence structure varied in line with the expectations of English Appendix 2 	<ul style="list-style-type: none"> Proof-read for spelling and punctuation errors Verb prefixes - dis-, 'de-', 'mis-', 'over-' and 're-' Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) Uses relative pronouns who /which/ /that /whom /whose Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 1



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WRITING						
Year 5	Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure	Vocabulary, grammar and punctuation
Phase 2	<ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in Yr 5 Hampshire Spelling Guidance Spring Term 		<ul style="list-style-type: none"> Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Content is balanced, e.g. between action and dialogue, fact and comment Viewpoint is established and generally maintained Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Draft and write by précising longer passages 	<ul style="list-style-type: none"> Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences Linking ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>) 	<ul style="list-style-type: none"> Sentence structure varied in line with the expectations of English Appendix 2 Sentences are mostly grammatically sound, e.g. correct use of subordination 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility might, should, will, must Indicate degrees of possibility using adverbs perhaps, surely Ensure the consistent and correct use of tense throughout a piece of writing Tense choice generally appropriate with verb forms adapted Connectives to build cohesion Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 2
	<ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in Yr 5 Hampshire Spelling Guidance Summer Term 		<ul style="list-style-type: none"> Editing sentences by either expanding or reducing for meaning and effect 	<ul style="list-style-type: none"> Draft and write by using a wide range of devices to build cohesion within and across paragraphs Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences 		<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Develop sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 3

Achievement of age-related expectations will be evidenced through children making appropriate choices at words, sentence and text structural levels in order to meet the needs of the purpose and audience of the writing in:

- a broad range of forms
- in increasingly complex contexts
- for audiences and purposes increasingly beyond the child's personal experience

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Year 5		Hampshire Additional Guidance – Vocabulary, Grammar and Punctuation					
Phase 1	Technical language	Start a sentence with an expanded '-ed' clause Frightened of the dark, Tom hid under the bed all night.	Start a complex sentence with a subordinate clause	Embellishing simple sentences	Secure use of compound sentences	Colons for play scripts	
	Metaphors	Personification	Rhetorical questions	Onomatopoeia			
Phase 2	Exemplification To summarise To sequence Results	Embedded '-ed' clauses: <i>Poor Tom, frightened by the fierce dragon, ran home.</i>	Moving parts of sentences around to create different effects	Colons to start a list	Developing fronted prepositional phrases for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i>	Indefinite pronouns: <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i>	
	Future tense verbs						
Phase 3							