

Writing - Y5

Intent: We believe that **every child** at Old Fletton should be given the knowledge, skills and opportunities to become confident, secure and enthusiastic writers in a range of genres. Literacy units of learning allow for the children to read and understand related text types to enable them to be more informed writers, where progress in the learning and application of skills is clearly planned for across each unit and across year groups. All writing units have a clear and relevant purpose for the writing outcome. Grammar sessions are taught discreetly as the first part of a Literacy session under the acronym SUPER. (*Show, Understand, Practise, Embrace a challenge and Remember*) Where skills and knowledge are closely matched to the unit being delivered the links will be made explicit during the session. Spelling teaching is delivered through the Read Write Inc programme in ability groups and is tested regularly.

All children deserve a writing curriculum where clear skills are identified and planned for throughout **their** school journey, delivered in whole class sessions and is enhanced in other curriculum areas.



Handwriting	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>
Composition - Planning, Writing and Editing	<p>To 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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to edit longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>
Awareness of Audience, Purpose and Structure	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>
Sentence Construction and Tense	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>
Use of Phrases and Clauses	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>
Punctuation	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>
Terminology	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>