Writing
Year 5

Teachers will:

Explicitly model writing behaviours and monitor student understanding in this area

Students will:

• Write texts using the set structure of various genres
  e.g.
  ❖ Recount, narrative, exposition, poetry, letter writing, lists, reports and procedures

• Begin to apply an understanding of content, purpose and audience to their writing

• Plan, construct and communicate with texts appropriately
  e.g. An argument stating the issue, presenting a position and making recommendations

• Select appropriate genre to suit topic, audience and curriculum area

• Write about local and global issues

• Write about different themes and issues, fiction or factual, familiar, new and possible experiences

• Confidently and legibly use St John’s Cursive

• Use a biro neatly (Earn a pen licence to enable students to write in pen during the year, at the teacher’s discretion)

• Understand and attempt to use paragraphs

• Use correct grammar and tenses e.g. was/were, has/have
• Identify and use common and proper nouns, pronouns, verbs, adverbs and adjectives

• Use a dictionary effectively

• Choose better words for overused words like ‘got’, ‘nice’ or ‘said’

• Know how to use a thesaurus as appropriate

• Accurately use a full-stop, speech marks, apostrophe of possession/contraction, question mark, exclamation mark and commas

• Use capital letters appropriately

• **Planning**
  ♦ Independently plan own writing and follow plan
  ♦ Introduce different writing plans and frameworks
  ♦ Rearrange text to take notes about a topic, summarise and organise in own words

• **Editing and proofreading**
  ♦ Use an editing checklist (see Appendix)
  ♦ Use genre structure frameworks (see Appendix)
  ♦ Proof-read by checking spelling by going backwards word by word along a sentence rather than just “reading” words
  ♦ Build up a collection of various forms of writing
  ♦ e.g. Writing book containing different genres
  ♦ Evaluate writing using self, peer and group assessment
  ♦ Use feedback from proficient writers if available
• Discuss drafts in progress:
  ❖ Use of topic sentences
  ❖ Use of paragraphs (New topic, meaningful division of text and for change of speaker)
  ❖ Consider:
    a. Word choice
    b. Adjectives
    c. Punctuation
    d. Conjunctions
    e. Dialogue
    f. Clarity of meaning
    g. Relevance
    h. Sequence
    i. Coherence
    j. Removing or replacing text
    k. Correcting mis-spelt words – Use dictionary, electronic spellchecker
    l. Homonyms
    m. Word meanings and derivations
    n. Thesaurus to incorporate alternative and new words
    o. Reorder sequence of events to give prominence
    p. Reorder sequence of events to provide appropriate activity sequence
    q. Tense

• Introduction to analysing the building blocks of language
  ❖ Explore grammar as a resource for meaning
    e.g. look at well-formed sentences using knowledge of compound and complex sentences
  ❖ Use a variety of language choices in texts to create a dialogue through the use of:
    Direct and indirect speech
    Statements
    Questions
    Commands
    Exclamations
  ❖ Use expressive aspects of language
• **Computer and Resource Based Learning:**
  - Use a wide range of electronic and other information sources for research work
  - Use a range of software applications in planning, drafting editing and presenting texts
e.g. Use tables, borders, data bases, graphics and web-pages

• **Record information in different ways**
  - From a variety of sources
  - Discussion with others
  - Making notes and lists
  - Drawing diagrams
  - Identify key ideas
  - Plan a sequence of ideas
  - Use digital and electronic technologies

• **Attitudes:**
  - Is able to stay on task for 20 minutes quiet writing