Year Five *Writing Composition*

Knowledge, skills and understanding	Routines and resources
Pupils should be taught 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.** • **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.**	• Use a class short story to identify key events and place these in sequential order; draw a plan; insert key information in each section. • During shared writing or as a sentence–starter activity, play with sentence order, exploring how changes affect the reader. • Use shared reading as a regular routine, to observe and discuss use of connectives which promote fluency. • Build dictionary skills to check the meaning of new words; become familiar with using a thesaurus to expand vocabulary; keep a journal of words. • Visit theatre productions to broaden experience, language structures and vocabulary, and to enrich knowledge and understanding of play scripts. • During shared reading, discuss how the author uses both dialogue and actions to depict character.
Draft and write by: • **selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** • **building cohesion within a paragraph [*e.g. then, after that, this, firstly]*** • **linking ideas across paragraphs using adverbials of time *e.g. later*, of place *e.g. nearby*, or number *e.g. secondly*, or by tense choice *e.g. he had seen her before*.**	• Model how to improve skills in organisation of logical paragraphs. Identify similar information when sharing texts. • Use **connectives** more effectively to link sentences and paragraphs, to improve fluency of writing and **cohesion** of the whole piece. • Link ideas across paragraphs using adverbials [*e.g. later, nearby, secondly]*. Model boxing-up activity as a regular routine; show how to organise similar information into each section or paragraph; allow pupils to practise this boxing-up activity themselves. • Identify/highlight/textmark the main clause and subordinate clause of a sentence. • Which is it? game – use a bag or box containing a mixture of statements, questions and commands. Child picks out a card and reads to whole class. Everyone must respond with their choice. • Human sentences. Give out word cards (can include punctuation cards). Pupils arrange themselves into a sentence which makes sense. • **Word class** game. Use P.E hoops (or large paper) to create a Venn Diagram of three circles with intersections. Each hoop relates to either noun/verb or adjective. Group of children discuss where to place given word cards.

In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• Collect words to describe a given setting; use a picture or film as a stimulus. • Find vocabulary to evoke atmosphere of a setting. Use a dictionary and thesaurus with confidence to define new words and to support the collection of a wide variety of words to support writing.
précising longer passages □□**using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining**	• Plan activities involving note-taking; summarising; writing a précis; write a book blurb; write a newspaper article for a school newspaper. • Keep journals for first drafting.
Evaluate and edit by: **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**	• Link with cross-curricular topic work to practise research skills, referencing text books. • Regularly engage pupils in discussion of their writing and that of their peers, through feedback activities; guided writing and shared writing. • Model the process of providing constructive feedback, so that pupils learn to do this effectively for themselves. • Model how to improve work; how to maintain tense; how to make better vocabulary choices. • Introduce the idea of the **future tense;** *will be going, shall dine.*
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	• Reiterate the importance of **subject/verb agreement**; *I am, you are, we were; I did, you did, they did; I was, you were, he was, they were.* • Role-play use of Standard English forms in a formal situation. Develop to use during writing, for example, a formal letter with an audience and purpose.
Develop their understanding of the concepts set out in English Appendix 2 by: • **recognising vocabulary and structures that are appropriate for formal speech and writing** • **using expanded noun phrases to convey complicated information concisely** • **using the perfect form of verbs to mark relationships of time and cause** • **using relative clauses beginning with** *who, which, where, when, whose, that* • **using modal verbs or adverbs to indicate degrees of possibility [e.g. might; should; will; must or perhaps; surely].**	Model the proof-reading process during shared and guided writing. • Know the term **Standard English** and what it means. • Use a dictionary and thesaurus to define words and to collect a variety of words to support writing. • Identify and model effective noun phrases, avoiding overuse of adjectives. 'Every adjective must earn its place.' (Pie Corbett) • On mini-whiteboards, practise writing sentences using relative clauses beginning *with who, which, where, when, whose* and *that.*

Indicate grammatical and other features by: - **using commas to clarify meaning or avoid ambiguity** - **using brackets, dashes or commas to indicate parenthesis [embedded clause]** - **using a dash to mark boundaries between independent clauses [as a separator]**	Use the term **parenthesis** for an embedded clause of extra information; become familiar with ways to punctuate this using **commas, brackets** or **dashes**. - Play 'Drop in', providing a simple sentence, and inviting pupils to 'drop in' an embedded clause, or simply a word. Model this first to all children. Play this as part of 'Super sentences', modelling a wide range of ways to adapt and improve sentences. Show that embedded clauses can be punctuated in a variety of ways. - Display a range of connectives. - Game: Which connective is it? Provide a beginning and ending of a sentence (use class text) omitting the connective. Pupils select something suitable (whiteboards/ cards/ in pairs). - Use punctuation accurately in **complex sentences;** use a **comma** to clarify meaning. - Regularly investigate **main clauses and subordinate clauses** within sentences. - Confidently identify sentences which are **statements, questions** or **commands**.
- **Identify the subject and object within a sentence.**	- Develop confidence to identify a **preposition** within a sentence. - Develop confidence to identify **reported speech** (**indirect**) and **direct speech**; e.g. *James said that he didn't want to join in; James said, "I don't want to join in."* - During shared and guided reading, regularly identify the **subject** and **object**