

The Federation of Nettlestone & Newchurch Primary Curriculum Overview English Year 5-Writing

Autumn Term	Spring Term	Summer Term
<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can describe settings, characters and atmosphere in narratives, and integrate dialogue to convey character and advance the action. KPI • I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. KPI • I can elaborate and use appropriate vocabulary to support detail/events, (e.g. technical, precise/vivid language according to the writing purpose and genre). • I can evaluate and edit by assessing the effectiveness of my own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • I can note and develop initial ideas, drawing on reading and research where necessary (e.g. 	<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can balance content, (e.g. between action and dialogue, fact and comment). • I can demonstrate a viewpoint that is established and generally maintained. • I can draft and write by précising longer passages. • I can plan my writing by considering how authors have developed characters and settings in what I have read, listened to or seen performed. 	<p><u>Composition: Composition and Effect</u></p> <ul style="list-style-type: none"> • I can edit sentences by either expanding or reducing for meaning and effect.

consider how authors develop characters and setting to help their factual and fictional writing respectively).

- **I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. KPI**
- I can use expanded noun phrases to convey complicated information concisely.

Composition: Sentence Structure

- I can make tense choices generally appropriately; use some variation of modal verbs to express possibility.
- I can produce writing where sentences are mostly grammatically sound, (e.g. correct subject/verb agreement, security of tense and person).

Composition: Text Structure and Organisation

- **I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). KPI**

Composition: Sentence Structure

- I can produce writing where sentences are mostly grammatically sound, (e.g. correct use of subordination).
- I can vary sentence structure in line with the expectations of National Curriculum English Appendix 2.

Composition: Text Structure and Organisation

- I can link ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly).
- **I can use devices to build**

Composition: Text Structure and Organisation

- I can draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- I can produce internally coherent

- I can 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.)

Handwriting

- I can 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.
- I can write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task.

Transcription

- I can distinguish between homophones and other words which are often confused.
- I can spell some words with 'silent' letters.
- I can use a thesaurus.
- I can use dictionaries to check the spelling and meaning of words.
- I can use further prefixes and suffixes and understand the guidance for adding them.

**cohesion within a paragraph (e.g. then, after that, this, firstly).
KPI**

Transcription

- I can apply simple spelling rules and guidance, as listed in Year 5 Hampshire Spelling Guidance for the Term.

paragraphs in logical sequence (e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences.)

Transcription

- I can apply simple spelling rules and guidance, as listed in Year 5 Hampshire Spelling Guidance for the Term.

- I can use knowledge of morphology (how words are formed) and etymology (the origin of a word) in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum English Appendix 1.
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- I can apply simple spelling rules and guidance, as listed in Year 5 Hampshire Spelling Guidance for the Term.

Vocabulary, Grammar and Punctuation

- **I can convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'. KPI**
- I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- **I can proof-read for spelling and punctuation errors. KPI**
- **I can use commas to clarify meaning or avoid ambiguity in**

Vocabulary, Grammar and Punctuation

- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.
- **I can ensure the consistent and correct use of tense throughout a piece of writing. KPI**
- **I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)**
- I can make generally appropriate

Vocabulary, Grammar and Punctuation

- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.
- I can use brackets, dashes or commas to indicate parenthesis.

writing. KPI

- I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' or with an implied (i.e. omitted) relative pronoun.
- I can use relative pronouns who/which/that/whom/whose.
- I can use verb prefixes - dis-', 'de-', 'mis-', 'over-' and 're-'.
- I can develop sufficient understanding of the concepts set out in the Hampshire Additional Guidance Vocabulary Grammar Punctuation.
- I can use and understand the grammatical terminology in National Curriculum English Appendix 2 accurately and appropriately when discussing my writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion).

tense choice with verb forms adapted.

- **I can use connectives to build cohesion. KPI**
- **I can use modal verbs or adverbs to indicate degrees of possibility 'might', 'should', 'will', 'must'. KPI**
- I can use the perfect form of verbs to mark relationships of time and cause.