

## Year 5 & 6 Writing Curriculum

### Writing – composition

#### Statutory Requirements

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
- draft and write by:
  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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
  - 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

## Year 5 & 6

### Writing - transcription

<b>Statutory Requirements</b>
<b>Spelling (see <u>English Appendix 1</u>)</b> Pupils should be taught to: <ul style="list-style-type: none"><li>▪ use further prefixes and suffixes and understand the guidance for adding them</li><li>▪ spell some words with 'silent' letters [for example, knight, psalm, solemn]</li><li>▪ continue to distinguish between homophones and other words which are often confused</li><li>▪ 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</li><li>▪ use dictionaries to check the spelling and meaning of words</li><li>▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li><li>▪ use a thesaurus</li></ul>



<b>Statutory Requirements</b>
<b>Handwriting and presentation</b> Pupils should be taught to: <ul style="list-style-type: none"><li>▪ write legibly, fluently and with increasing speed by:</li><li>▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>▪ choosing the writing implement that is best suited for a task.</li></ul>

## Year 5 & 6

### Writing – vocabulary, grammar and punctuation

#### Statutory Requirements

Pupils should be taught to:

- 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, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.