



Intentions For Writers In Year 5

It is our intention to provide our pupils with stimulating learning opportunities in order for them to develop into independent and motivated young writers who can plan and produce a wide range of well-structured texts types that are engaging to an audience, neatly presented and accurate in terms of spelling, grammar and punctuation.



It is our expectation that by the end of Year 5 the children will be able to apply all of the spelling rules and guidance that is outlined in the National Curriculum for their specific year group. As they leave Year 5 it is also our intention that they will be able to spell all of the words that have been allocated to them from the Year 5 and 6 statutory list. Throughout the year the children will build on previous work done on prefixes and suffixes. By the end of the year it is expected that pupils will be able to convert nouns or adjectives into verbs using the suffixes -ate (e.g. activate, motivate communicate), -ify (e.g. signify, falsify, glorify), -ise (e.g. criticise, advertise, capitalise) and -en (e.g. blacken, brighten, flatten). By the end of the year the pupils should also be able to spell more complex homophones and near- homophones, including who's/whose and stationary/stationery and be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Building on the work done in previous year groups, the children will be expected 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. They will also develop clarity about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. During their time in Year 5, pupils will be expected to confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way, further developing their own handwriting style.

As they are now in Upper Key Stage 2, pupils will undertake more sophisticated planning, writing and editing tasks. With support, the children will have regular opportunities 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. When planning narratives they will increasingly be expected to consider how authors have developed characters and settings in pieces of work that they have read, listened to or seen performed.

By this point in their writing journey, pupils should be consistently linking ideas across paragraphs. They will be expected to proofread each piece of writing they complete to assess its effectiveness and to make necessary corrections and improvements. Children will also be given opportunities

to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.

It is our intention that by Year 5 the pupils will have developed an increasing appreciation of the audience, structure and purpose of their writing. Throughout the year we want them to be able 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. Within their regular opportunities to write narratives we expect them to be able to describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. Within these narratives the pupils should be able to use correctly punctuated dialogue to convey a character and to advance the action. As a regular part of their writing tasks, pupils will be expected to perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

During their time in Year 5, the pupils will be shown how to further develop their ability to construct increasingly sophisticated sentences. They will develop the ability to use a range of adverbs and modal verbs to indicate degrees of possibility (e.g. surely, perhaps, should, might). By this point in their writing journey pupils will be expected to ensure the consistent and correct use of tense throughout all pieces of writing. As they leave Year 5, the pupils should be able 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). They will also be expected to use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Mr Yates, who was a famous inventor, had made a new discovery.

Throughout Year 5 the pupils will be expected to consistently use the punctuation that they have been taught in their previous year groups. They will also be expected to use commas consistently to clarify meaning or to avoid ambiguity and to use brackets, dashes or commas to indicate parenthesis.

As the children prepare to start the final year of their writing journey with us, we expect them to leave Year 5 as increasingly sophisticated young writers who can engage an audience when writing a range of text types and who also have the confidence read and perform their work aloud.