

Y5Curriculum Summary

Writing- composition

Writing – spelling , punctuation and grammar

Pupils should be taught to:

1. plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
2. draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
3. evaluate and edit by:
 - assessing the effectiveness of their own and others’ writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
4. proof-read for spelling and punctuation errors
5. read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 5: Detail of content to be introduced (statutory requirement)

Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Pupils should be taught to:

- develop their understanding of the concepts above by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 5 and 6 in English Appendix 2
 - indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology above accurately and appropriately when discussing their writing and reading.