

Autumn Term Writing Overview



WRITING YEAR 5 OUR LADY OF THE ROSARY CATHOLIC PRIMARY

	Autumn 1		Autumn 2	
Stimulus:	The Boy at the Back of the Class by Onjali Rauf		Varjak Paw by S.F. Said	
Genre:	Writing to Persuade	Writing to Inform	Writing to Explain	Writing to Entertain
Text Type:	Letter Writing	Newspaper Report	Non- Chronological Reports	Short Suspense Story
COMPOSITION – evidenced in class & books				
	Blue = A focus in this genre/text type		Purple = Expected in all	
I can identify the audience and purpose of the writing, selecting the appropriate context across a variety of genre, e.g. application form to persuade, diary entry to recount, email a poem to enter a poetry competition.				
I can, independently, compose and orally rehearse sentences incorporating new vocabulary. I can plan & record ideas in a variety of ways, using similar writing models, reading & research.				
I know how to demarcate paragraphs and do this in my writing, using time sequencers (In a flash...) in narrative writing and signposting in non-fiction (In this paragraph we will discuss...) I can put related information together and write an engaging opening and closing paragraph. I can paragraph accurately (change in topic, time, event, action, setting, new speaker), ensuring the main idea for each paragraph is sustained & developed around a topic sentence or adverbial time phrases.				
I can portray characters through meaningful interaction and dialogue that moves the story on. e.g. "Watch out, you've left the door open!"				
I can use organisational devices to structure texts & guide the reader, e.g. headings, sub-headings, bullet points, bold words & underlining.				
I can accurately assess my own and others' writing and make improvements. Proof reading & edit writing. I can evaluate and edit my writing against agreed success criteria, identifying strengths and suggest changes to spelling, subject-verb agreement, tense, punctuation & vocabulary.				
I can vary my sentence length to create tension/suspense/maximise a crucial point.				
I can ensure a consistent and correct use of tense throughout a piece of text.				
VOCABULARY, PUNCTUATION & GRAMMAR– evidenced in class & books				
I am beginning to use a thesaurus to vary my vocabulary, selecting words for effect.				
I can select appropriate vocabulary, powerful verbs, adjectives, similes, personification for effect (describe settings, characters, atmosphere in narrative or enhance a viewpoint in non-narrative).				
I can use a range of subordinating conjunctions at the beginning & within sentences e.g. when, if, because, however, despite (punctuating with a comma to clarify meaning), e.g. When the storm was over, John returned home.				
I can use commas/brackets/dashes to denote relative clauses starting with who, which, where, when, whose, e.g. As the stormy winds battered the house (which had stood for a hundred years) windows began to shatter.				
I am beginning to use relative clauses with an omitted relative pronoun e.g. Daisy, the farmer's daughter, milked the cow.				
I am beginning to use modal verbs/adverbs to indicate degrees of possibility and to make meaning for precise, e.g might, should, hugely successful, greatly improved.				
I can use inverted commas and other punctuation to indicate direct speech. I am using text appropriate punctuation accurately, including inverted commas.				
I can use apostrophes for plural possession. (The dog's kennel; the dogs' kennel) I am using text appropriate punctuation accurately, including apostrophes.				
I am using punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists & apostrophes. I am using text appropriate punctuation accurately, including full stops, capital letters, exclamation marks, question marks and commas for lists.				
I can use brackets and dashes to indicate parenthesis.				

Previous Year Group Instructions:

- Highlight **amber** if taught but further teaching input/reinforcement needed.
- Highlight **red** if not taught.

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Linking the Curriculum:

Teaching **Sentence Structure Expectations** in Autumn 2020:

In sentence work, consolidate Year 4 objectives and link into Year 5 by focusing on the use of **subordinating conjunctions**. Start by ensuring that children use a range of sentence types in their writing and that understanding of the Y4 conjunctions is embedded (both the meaning of the words and how to use them effectively e.g. while and whereas are used to show contrast... *'I have blonde hair whereas Milly has black hair. I have blue eyes while Milly's are green.'*). Look for opportunities to link understanding for both year groups – *'let's look at another way to contrast an idea – 'She was finally safe still her hands shook and she couldn't relax.'*

Teaching **Punctuation Expectations** in Autumn 2020:

Ensure that **placing a comma after a fronted adverbial** is automatic. The other clear link between Year 4 and Year 5 expectations is the punctuation rules when **punctuating speech**. Target this understanding during the Autumn term.

Teaching **Text Organisation Expectations** in Autumn 2020:

The skill of **organising ideas into PARAGRAPHS** is common to both Year 4 and Year 5 so this is an obvious place to start in Autumn 2020. The loss of the last term in Year 4 will mean that many children entering Year 5 will need to secure and embed their understanding of paragraphing. The link into Y5 can be made by introducing the idea of a topic sentence to open that paragraph. Cohesion is a key element for both Year 4 and Year 5. In the Autumn term, focus on ensuring **children build and use their knowledge of adverbials** to open new sections.

Teaching **Composition and Effect** in Autumn 2020:

The links between Year 4 and 5 in this strand are VERY clear. Outside of a 'recovery curriculum', it would be expected that the beginning of Year 5 was spent embedding and building those Year 4 skills of developing character and plot (and using rich and varied language to do this) and learning how to use dialogue effectively in a story. In Autumn 2020, this should be the focus, bearing in mind that children will not have had the time and detailed teaching on this that previous year 4s will have had.