

Rosh Pinah Writing Curriculum Overview - Year 5

(adapted from the HfL overview for writing)

Sentence Structure and Punctuation

- **I am beginning to consciously control sentence structures in my writing**
 - simple sentences - contains only one independent clause
 - compound sentences - contains at least two independent clauses
 - complex sentences - contains a subordinate clause and an independent clause
 - compound-complex sentences
- **I can make precise and effective use of expanded noun phrases modifiers before and after the noun e.g. *a shy boy with pale, delicate features; a soft material that can be moulded* and through considered use of adverbials**
- **I can where appropriate, maintains tense consistently;**
- **I can move with some confidence between past, present and future where shifts in tense occur (limited slips may occur)**
- **I can use a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events**
- **I can use correct subject and verb agreement when using singular and plural**
- **I can use relative clauses beginning with who, which, where, when, whose, that**
- **I can use an omitted relative pronoun, e.g. *the dress that she wore/the dress she wore***
- **I can select the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate**
- **I can use**
 - brackets for parenthesis, asides, additional information
 - dashes for parenthesis, asides, additional information
 - commas for parenthesis, asides, additional information
- **I can place commas mostly accurately, to clarify meaning or avoid ambiguity**
- **I can use pronouns to avoid repetition where appropriate**
- **I can indicates degrees of possibility using**
 - adverbs e.g. for example, perhaps, surely
 - modal verbs e.g. might, should, will must
- **I can evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency**
- **I can proof read for spelling and punctuation errors**

<i>Text Organisation</i>
<ul style="list-style-type: none"> • I can use devices to build cohesion within a paragraph, e.g. <i>adverbials: shortly afterwards, eventually; pronouns: Friday had arrived at last. It had been a long time coming</i>
<ul style="list-style-type: none"> • I can link ideas across paragraphs using adverbials of <ul style="list-style-type: none"> ➤ time, e.g. Following on from this strange event... ➤ place, e.g. Nearby... ➤ number, e.g. Secondly ... ➤ tense choice, e.g. He had seen her before
<ul style="list-style-type: none"> • I can control the length, pace and detail in my writing by varying pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings (he dashed to the waiting limo, wrenched the door open and leapt into the driver's seat)
<ul style="list-style-type: none"> • I can sustain and develops ideas in interesting ways
<ul style="list-style-type: none"> • I can ensure that the development of my ideas are generally logical, but the overall direction of the writing may not always be clearly signalled
<ul style="list-style-type: none"> • I can construct appropriate <ul style="list-style-type: none"> ➤ introductions and conclusions in non-fiction ➤ vary openings and endings in narrative e.g. <i>opening with dialogue or action; closing with a reflective comment or a moral</i>
<ul style="list-style-type: none"> • I can experiment with non-linear forms in narrative writing, e.g. flashbacks, concurrent events
<ul style="list-style-type: none"> • I can experiment with writing <ul style="list-style-type: none"> ➤ cinquains ➤ raps
<i>Effect On Audience</i>
<ul style="list-style-type: none"> • I can write in a range of genres/forms, taking account of different audiences and purposes using the features of the chosen form independently and confidently <ul style="list-style-type: none"> ➤ play scripts ➤ dialogue ➤ story ➤ formal letters ➤ informal letters ➤ diary entry
<ul style="list-style-type: none"> • I can develop some aspects of characterisation through what characters say and do
<ul style="list-style-type: none"> • I can use

<ul style="list-style-type: none"> ➤ vocabulary choice for effect ➤ word order for effect ➤ sentence length for effect ➤ sentence complexity for effect ➤ punctuation for effect ➤ figurative language, e.g. similes and metaphors
<ul style="list-style-type: none"> • I can establish features of the selected form, sometimes including graphic devices such as charts and diagrams, with some adaption to purpose
<ul style="list-style-type: none"> • I can make consistent use of style, appropriate to form, subject or audience to maintain interest
<ul style="list-style-type: none"> • I can maintain an appropriate balance between dialogue and narrative
<ul style="list-style-type: none"> • I can in narrative, engage the reader with a problem and sustain interest to a suitable climax
<ul style="list-style-type: none"> • I can make use of structures that do not reflect spoken language e.g. <i>'It had been a strange day and it was about to get stranger'</i>; <i>'brazenly, without a care in the world...'</i>
<ul style="list-style-type: none"> • I can consider and evaluate different viewpoints (own and others, biased and balanced)
<ul style="list-style-type: none"> • evaluates and adapts own and others' writing for purpose and audience, with guidance
<i>Transcription - Handwriting Across a Range of Texts</i>
<ul style="list-style-type: none"> • I can write legibly, fluently and with increasing speed <ul style="list-style-type: none"> ➤ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, e.g. using unjoined script for captions, diagram labels, headings in nonfiction, slogans in posters, filling in a form, in algebra ➤ choosing the writing implement that is best suited for a task
<i>Transcription – Spelling Across a Range of Texts</i>
<ul style="list-style-type: none"> • I can spell most words relating to the statements from previous Y 3/4 groups correctly
<ul style="list-style-type: none"> • I can spell some words relating to the Y5/6 curriculum statements and word lists correctly, after independent proof-reading (page 72 NC English Appendix 1)
<ul style="list-style-type: none"> • I can spell some of the new words for Y5 and Y6 (pages 67- 69 NC English Appendix 1)
<ul style="list-style-type: none"> • I can convert nouns into verbs using suffixes and understands the guidance for adding them e.g. <i>author becomes authorise, assassin becomes assassinate, dark becomes darken, class becomes classify</i>
<ul style="list-style-type: none"> • I can transform verbs using a range of prefixes e.g. <i>dis- disagree, de-devalue, mis-misinterpret, over-override and re-reinstate</i> and understands how this alters the meaning of root words
<ul style="list-style-type: none"> • I can spell some words with 'silent' letters e.g. <i>knight, psalm, solemn</i>

<ul style="list-style-type: none"> • I can continue to distinguish between homophones and other words which are often confused (page 70 NC English Appendix 1)
<ul style="list-style-type: none"> • I can use knowledge of morphology (the study of word forms) and etymology (the origin of the word) in spelling and understands that the spelling of some words needs to be learnt specifically
<ul style="list-style-type: none"> • I can use dictionaries to check the spelling and meaning of words
<ul style="list-style-type: none"> • I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
<ul style="list-style-type: none"> • I can make appropriate use of a thesaurus

Uses the grammatical terminology to discuss their own and other's writing: modal verb ,relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Some of these aspects secure (up to 25%) = not yet C1. Refer to B4/5/6 sheet	Many of these aspects secure (25-60%, including 25-60% of bold statements) = C1	Most of these aspects secure (60-80%, including 60-80% of bold statements) = C2	Almost all of these aspects secure (80-100%, including 80-100% of bold statements) = C3
---	--	--	--