Hallfield Primary School

Growing, Learning, Achieving Together

Year 5 Framework for Writing

A Structure for Writing

The sequence for teaching builds skills over time with a deep understanding of purpose for writing and writers' craft appropriate to the writing context and age and stage of the child. Some non-negotiables are outlined below:

Prior knowledge:

Teachers should be clear about the skills children have before entering the new teaching unit and how they are building on these to move children forward as well as introducing any new skills. Each year group and each term, the framework provides the non-negotiables to ensure teachers are confident in what children must know at each stage.

Content and Style

Through a well-chosen and pre-written model, children explore the content, authorial choices (writer's craft) and organisation of the text type. They must be given purpose to the writing and a specific audience. All of this is discussed before children begin writing through, for example, 'Box Success Criteria' (see p5).

Vocabulary and Grammar

Learning focuses on 2-3 key aspects of vocabulary and grammar appropriate to the age group. Contextual teaching and learning focus on learning about the authorial use of vocabulary and grammar for effect. Children practice this with drama, oral rehearsal and practise on whiteboards.

Editing and proof reading

Children employ the 3-step check (see page 6) across the whole unit, proof reading as they go. The new vocabulary and grammar focus that has been securely understood by children is applied to reviewing and editing children's first draft, using the tools of oral rehearsal and practice.

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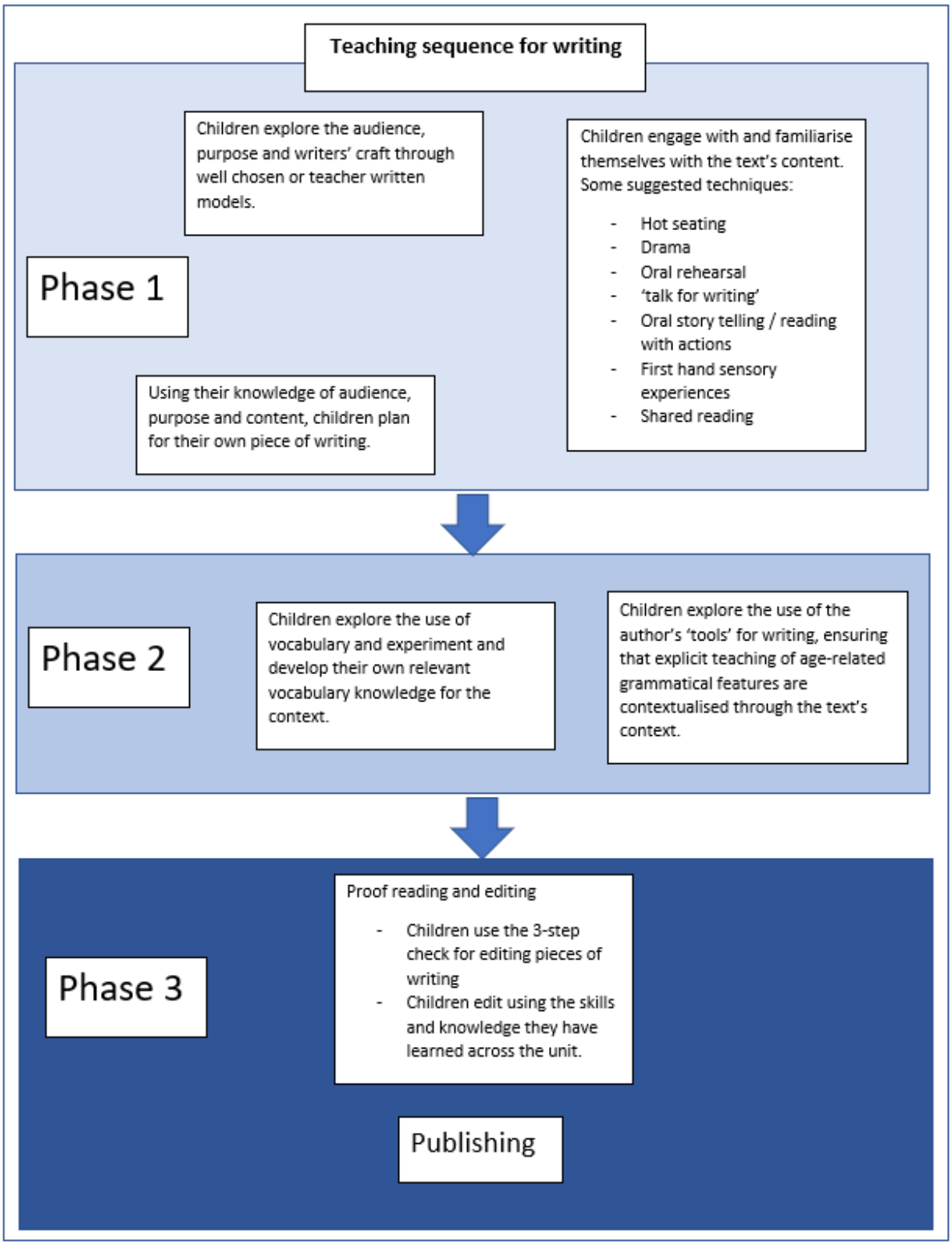

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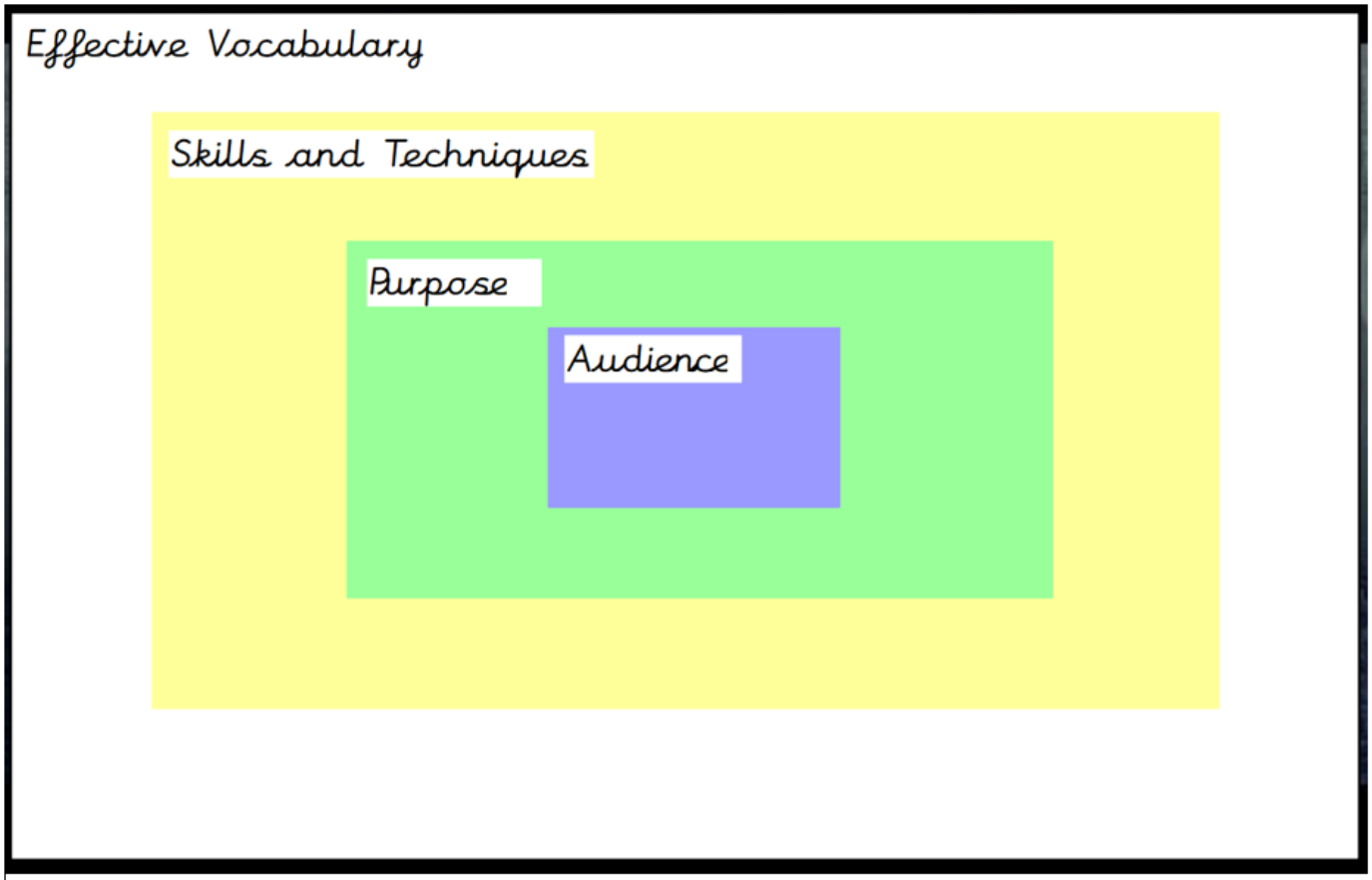
Box Success Criteria



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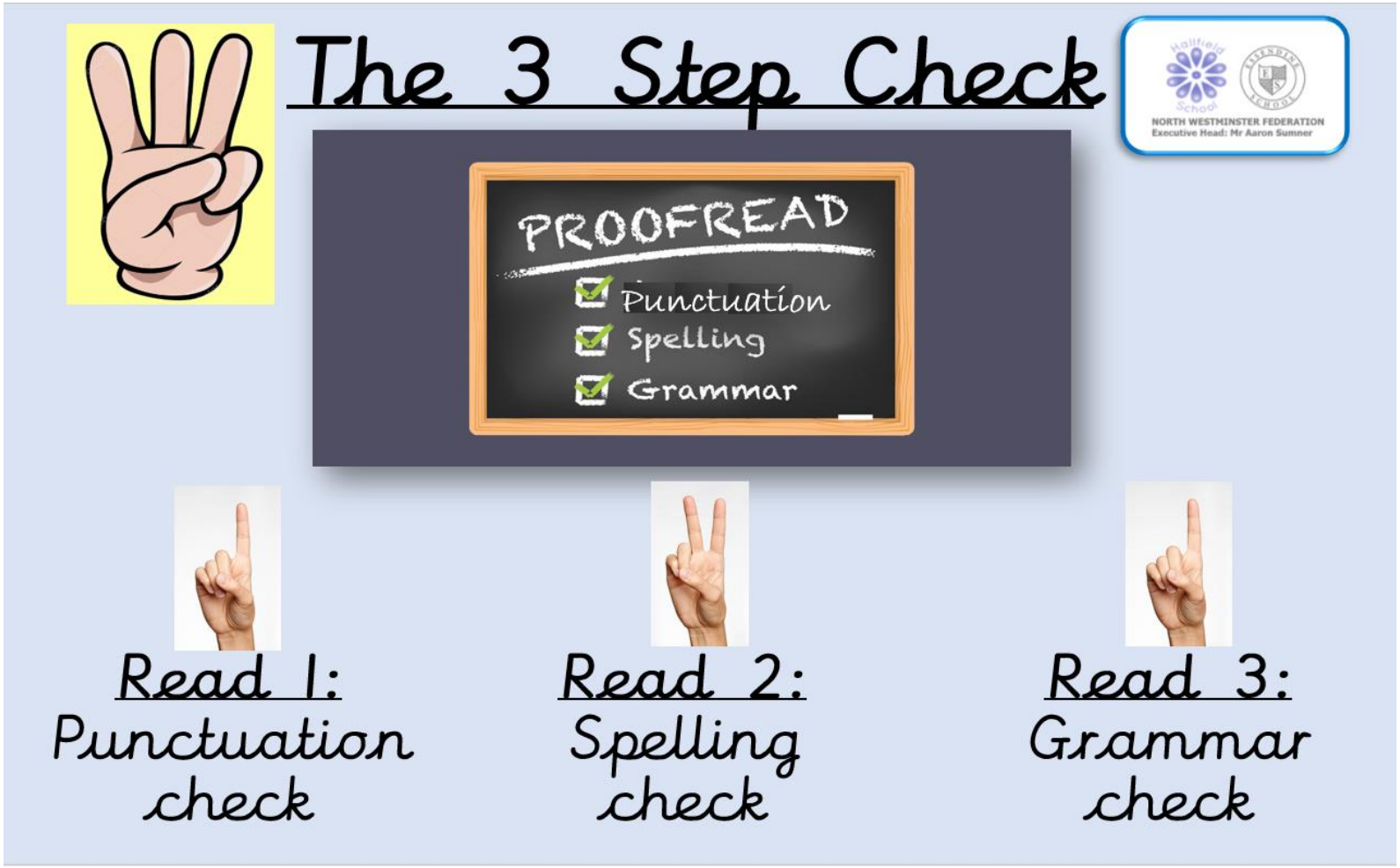

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Year 5 Framework for Writing

Guidance for using the framework

This provides a summary for the term's outcomes

Summer Term	Year 1	Writing Curriculum
Overview :	Key Performance indicators:	
Children are sequencing sentences that are using increasingly more detail and with accuracy of basic punctuation. This writing shows phonetically plausible spellings and accurate use of suffixes taught with consistent tense. Children are able to read their own or others to check for accuracy and sense.	Children can: - Spell words containing each of the 40+ phonemes already taught. - Introduce exclamation marks, supported to use in writing. - Checks writing for meaning and sense. - Using a capital letter for names of people, places, the days of the week - Use 'and' to join words and clauses - Consistent in proof reading for spelling (taught phonemes and exception words)	

This provides a list of the minimum expectations for a child in that term

Composition	*Vocab, Punctuation and Grammar*	*Spelling*	*Reading Links*
• Composing more extended sentences orally before writing them. • Sequencing sentences to create short narrative • Sequence sentences to create short pieces of information • Re-reading what has been written to check that it makes sense and editing.	• Demarcating sentences correctly. • Proper nouns accurately demarcated • **some** use of question marks or exclamation marks • Uses 'and' to join clauses and words	• Can spell most of the exception words for the age group. • Consistently adds plural markers • -s, -es marker 3rd person singulary marker for verbs • Adds taught suffixes accurately • Spell most words containing 40 phonemes • Using pre-fix 'un' ***Handwriting and presentation*** • consistent letter sizing and formation including appropriate spacing between words.	• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Explain key features of fiction such as characters, title, • Can discuss the use of words in a text such as use of adjectives to describe character, verbs for how the see moves • Make a prediction based on what has been read so far or for example cover of non-fiction (or across text types)

The different areas of the Writing curriculum are broken down by term to support micro progression across the academic year.

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Year 5 Framework for Writing

Autumn Term	**Year 5**	**Writing Framework**
Overview:	Key Performance indicators:	
Children review and explore writing from different genre's to compare and take inspiration which shows in the organisation and purpose of the writing. Languageis chosen for specific enhancement of meaning and punctuation use adds an authorial voice to writing.	Children can: • Select appropriate vocabulary, understanding how such choices can change and enhance meaning • Use relative clauses beginning with who, which, where, when, whose, that. • Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] • Use further organisational devices such as bullet points and underlining to structure, to guide the reader and oranganise for different purposes. • Identify the audience and purpose of writing. • Use adverbs to Indicate degree of possibility • Use modal verbs to indicate the degree of possibility	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Identifies the audience for, and purpose of, the writing • Noting and developing initial ideas, drawing on reading and research where necessary • Supported with identifying appropriate form and uses other similar writing as models for their own • Describing settings and characters using a variety of descriptive devices. • Supported in using paragraphs to organise ideas e.g. changing thoughts of a character as well as changes to setting or time.	• **Beginning** to select appropriate vocabulary, understanding how such choices can change and enhance the meaning. • Using different verb forms **mostly** accurately. • Indicates degrees of possibility using: Modal verbs *should, would, could…*and adverbs *surely,* • Using cohesive devices within and across paragraphs. • Secure use of previously taught punctuation. • Using brackets, dashes and commas to indicate parethesis. • **Some** use of commas to indicate parenthesis	• Words with the letter string 'ough' • Words with 'silent' letters: dictation • Words ending in '-able' and '-ible' • Homophones (*isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed*) • Use a dictionary to check spelling and meaning. • Hyphenated words • Knowing the etymology of many words	• Making comparisons within and across books • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Distinguish between statements of fact and opinion • Provide reasoned justifications for their views • Participate in discussions about books that are read to them challenging views courteously • Explain and discuss their understanding of what they have read

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Year 5 Framework for Writing

Spring Term	**Year 5**	**Writing Framework**
Overview:	Key Performance indicators:	
Sentence structure is used to clarify meaning, add detail and enhance the readers'enjoyment and interest in the text. Children begin to use puinctuation in their writing and in the reading or other work to enhance the performance. Tenses are consistently accurate, including during the use of speech.	Children can: • Create setting character and atmosphere through description and language • Select appropriate grammar understanding how such choices can change and enhance meaning • Selct appropriate form (writing structure, vocabulary and grammar) using other similar models • Use commas to clarify meaning or avoid ambiguity • Use relative clauses beginning with who, which, where, when, whose, that • Proof read for spelling and punctuation. Ensure tense is consistent and accurate throughout writing.	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Perform their own compositions, (intonation, volume, movement so that meaning is clear) • Identifies the audience for, and purpose of, the writing • Supported in using paragraphs to organise ideas • describing settings and characters with descriptive devices • Introduced to using further organisational and presentational devices to structure text and to guide the reader • **Beginning** to select appropriate grammar and vocabulary from a variety of texts, understanding how such choices can change and enhance the meaning	• Select appropriate vocabulary, and beginning to select appropriate grammar understanding how such choices can change and enhance the meaning • Use **some** cohesive devices within and across sentences and paragraphs • Some use of brackets, dashes or commas to indicate parenthesis • commas to separate clauses **mostly correctly** • Commas **mostly accurate** to clarify meaning or avoid ambiguity • **mainly consistent and correct** use of tense throughout a piece of writing • Describes settings, characters and atmosphere • Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)	• Building words from root words • 'ei' and 'ie' words • Rare GPCs (*bruise, guarantee, immediately, vehicle, yacht*) • Words ending in '-ably' and '-ibly' • Homophones (*led/lead, steel/steal, alter/altar*)	• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Identifying how language, structure and presentation contribute to meaning • Identifying discussing themes and conventions in and across a wide range of writing • Predicting what might happen from details stated and implied • Distinguish between statements of fact and opinion • Participate in discussions about books that are read to them challenging views courteously • Explain and discuss their understanding of what they have read

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Year 5 Framework for Writing

Summer Term	**Year 5**	**Writing Framework**
Overview:	Key Performance indicators:	Over view:
Writing shows control using cohesive devices across the text and within paragraphs. Nuances of formality are discussed and begin to be used for example in Newspaper reports showing a balance of writer's voice and degree of formality. Paragraphs become more sophistically and independently chosen around ideas .	Children can: • Use cohesive devices to build cohesion within paragraphs (adverbials, conjunctions, conectives, punctuation) • Use nouns or adjectives that have been converted into verbs in their writing (using -ate; -ise; -ify) • Use expanded noun phrases to convey complicated information concisely • Assess the effectiveness of their own and others' writing (using linguistic terms). • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	

Composition	***Vocab, Punctuation and Grammar***	***Spelling***	***Reading Links***
• Identifies the audience for, and purpose of, the writing • Noting and developing initial ideas, drawing on reading and research where necessary • Supported with identifying appropriate form and uses other similar writing as models for their own • Describing settings and characters using a variety of descriptive devices. • Beginning to organise paragraphs around ideas independently in traditionally structured non-fiction writing.	• **Beginning** to select appropriate vocabulary, understanding how such choices can change and enhance the meaning. • using different verb forms **mostly** accurately • indicates degrees of possibility using: Modal verbs *should, would, could…*and adverbs *surely,* • using cohesive devices within and across paragraphs. • using most punctuation correctly and for cohesion • use of brackets, dashes or commas to indicate parenthesis	• Words with the letter string 'ough' • Words with 'silent' letters: dictation • Words ending in '-able' and '-ible' • Homophones (*isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed*) • Use a dictionary to check spelling and meaning. • Hyphenated words • Knowing the etymology of words	• Making comparisons within and across books • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Distinguish between statements of fact and opinion • Provide reasoned justifications for their views • Participate in discussions about books that are read to them challenging views courteously • Explain and discuss their understanding of what they have read.