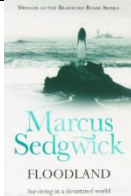


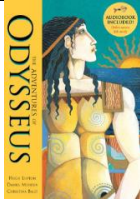
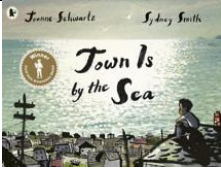
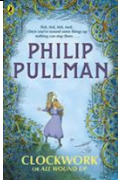



Toft Hill Primary School - Year 5 Writing LTP

	Autumn			Spring		Summer	
Texts	 Floodland – Marcus Sedgwick	 Dark Sky Park – Philip Gross	 Wolf Brother - Michelle Paver	 The Adventures of Odysseus – Hugh Lupton and Christina Balit	 Town is by the sea – Joanne Schwartz	 Clockwork – Philip Pullman	 The London Eye Mystery – Siobhan Dowd
Writing focus	Diary entry Poetry Persuasion narrative	Poetry	Narrative Argument text letter	Non-chronological report narrative	Information text Biography Thank you letter	Letter Narrative persuasion	Persuasion Newspaper report Poetry narrative
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Uses subordinate clauses to open sentences accurately most of the time • Uses fronted adverbials to open sentences accurately most of the time (correctly punctuated) • Uses apostrophe for singular possession accurately some of the time • Uses apostrophes for plural possession accurately some of the time • punctuates direct speech correctly, using commas after reporting clause and new speaker, new line (most of the time) • Writes with grammatical accuracy • uses a varied and rich vocabulary and in an increasing range of sentence structures (simple, compound and complex) • Punctuates sentences correctly, using a range of punctuation, accurately most of the time • Begins to use relative clauses with/without a relative pronoun and commas to demarcate • Begins to use modal verbs and adverbs to indicate degrees of possibility 			<ul style="list-style-type: none"> • Uses relative clauses with/without a relative pronoun and commas to demarcate accurately some of the time • Uses modal verbs to indicate degrees of possibility accurately some of the time • Uses brackets, dashes and commas to demarcate relative causes accurately some of the time • punctuates direct speech correctly, using commas after reporting clause and new speaker, new line (most of the time) beginning to use paused speech • Continues to use a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular and plural possession 		<ul style="list-style-type: none"> • Uses relative clauses with/without a relative pronoun and commas to demarcate accurately most of the time • Uses modal verbs and adverbs to indicate degrees of possibility accurately most of the time • Uses brackets, dashes and commas to demarcate relative causes accurately most of the time • punctuates direct speech correctly, using commas after reporting clause and new speaker, new line (most of the time) using paused speech correctly some of the time • Chooses vocabulary to complement purpose • Continues to use a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular and plural possession 	

	<ul style="list-style-type: none"> • Begins to use brackets, dashes and commas to demarcate relative causes • selects words for effect to support purpose and engage readers' interest • 		
Writing Composition/ Process	<ul style="list-style-type: none"> • begins to build paragraphs around a topic sentence • demonstrates growing awareness of audience and purpose • begins to develop characters and settings through selection of effective vocabulary • summarises a paragraph • considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing 	<ul style="list-style-type: none"> • links ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>) • selects appropriate formats and forms to suit audience and purpose • uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere • edits own work and offers suggestions to others to improve the impact and effect of writing • proof reads own work for spelling and punctuation errors 	<ul style="list-style-type: none"> • identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own • uses devices to build cohesion within and across paragraphs (adverbials / non-fiction: headings, sub-headings, bullet points) • shows a growing awareness of how authors develop character and setting, including through the use of dialogue • begins to précis longer passages • makes effective changes when editing own and others' work
Handwriting	<ul style="list-style-type: none"> • knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms 	<ul style="list-style-type: none"> • knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms 	<ul style="list-style-type: none"> • knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms
Spelling	<ul style="list-style-type: none"> • uses a thesaurus • words containing the letter-string <i>ough</i> 	<ul style="list-style-type: none"> • words with the /ee/ sound spelt <i>ei</i> after <i>c</i> • converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate, -ise, ify</i>) • verb prefixes (e.g. <i>dis-, de-, mis-, over-</i> and <i>re-</i>) 	<ul style="list-style-type: none"> • spells some words from the National Curriculum word list for Years 5 and 6 • uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • words ending in <i>-able</i> and <i>-ible</i> • words ending in <i>-ably</i> and <i>-ibly</i>