

## Medium term plan for Writing



Year 5	Objectives to be simmering throughout the year.
	<ul style="list-style-type: none"><li>• Using paragraphs to organise ideas around a theme.</li><li>• Using further organisational and presentational devices to structure text and to guide the reader: underlining, headings, bullet points, sub-headings.</li><li>• Use their knowledge of grammar and language effects to help them look out for effective and less effective examples in pieces of writing, and offer constructive criticism and ideas for improving the text in their own and others' writing.</li><li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (e.g. the child edits the determiners and pronouns in their text to distinguish between first and subsequent references: "... At the end of the island, I found a small stone hut. Entering the hut cautiously, I found it to be deserted.")</li><li>• Proof-read for spelling and punctuation errors.</li><li>• Using both coordinating and subordinating conjunctions.</li><li>• Using the perfect form of verbs appropriately (e.g. has walked, have run – form of have + past tense verb).</li><li>• Using the progressive form of verbs appropriately. (e.g. is walking, are running – form of be + present tense verb).</li><li>• Making mostly correct use of: capital letters, full stops, question marks, exclamation marks, commas for lists.</li><li>• Using apostrophes for contraction mostly accurately.</li><li>• Using apostrophes to show possession mostly accurately.</li><li>• Spelling words correctly (years 3 and 4).</li><li>• Spelling words correctly (years 5 and 6).</li><li>• Producing legible, joined handwriting, deciding whether or not to join specific letters.</li><li>• Précising longer passages.</li><li>• Add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.</li><li>• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</li></ul>

	Autumn	Spring	Summer
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Planning writing by first identifying the audience and purpose.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting the appropriate form for writing and drawing on the features of other similar exemplars.</li> <li>• Using some cohesive devices within and across sentences and paragraphs (pronouns, adverbials, subordinating conjunctions e.g. Eventually we...).</li> </ul>	<ul style="list-style-type: none"> <li>• When writing narratives begin to consider how authors have developed characters and settings in texts that they have read.</li> <li>• Writing consistently shows effective use of the structure of the chosen text type.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Select vocabulary to describe a setting.</li> <li>• Select vocabulary to describe a character.</li> <li>• Using expanded noun phrases effectively to add appropriate detail.</li> <li>• Using modal verbs to indicate degrees of possibility (e.g. might, ought, must).</li> <li>• Using inverted commas and features of direct speech accurately (including split dialogue).</li> <li>• Using relative clauses beginning with who, which, where and when.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use stylistic features, e.g. formal/informal vocabulary, appropriate use of similes.</li> <li>• Making some use of colons to introduce a list.</li> <li>• Making some use of dashes.</li> <li>• Using commas for clarity and punctuation for parenthesis (dashes/brackets/commas) mostly correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Beginning to punctuate bullet points consistently.</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• Using further prefixes and suffixes accurately (e.g. converting nouns or adjectives into verbs using suffixes -ate, -ise, -ify).</li> <li>• Confidently use a thesaurus to up-level basic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters, (e.g. knight, knife, knave).</li> <li>• Confidently choose the most appropriate tool (electronic and non-electronic) to up-level basic vocabulary, including, when necessary, drawing on a combination</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing the writing implement that is best suited for a task.</li> </ul>

		to ensure suitable selections.	
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