

# Holy Family Catholic Primary School

## Writing INTENT – Upper Key Stage 2

	Year 5	Year 6
<b>Skills – transcription (spelling and handwriting)</b>	<p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>• Spell some words with ‘silent’ letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt.</li> <li>• Continue to distinguish between homophones and other words which are often confused e.g. as at left and guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, stationary/stationery, principal/principle.</li> <li>• Usually use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use further prefixes and suffixes and understand the guidelines for adding them e.g. applicable, adorable, reliable, changeable, noticeable.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: making choices over letter shapes and joins to ensure fluency, legibility and good</li> <li>• presentation and is increasing the pace of writing while sustaining neatness and accuracy</li> <li>• Use a consistent and fluent style that enables a swift and attractive style</li> </ul>	<p><b>SPELLING</b></p> <ul style="list-style-type: none"> <li>• Spell some words with ‘silent’ letters: ps, psy, gn silent n words correctly: e.g. as left and government, environment.</li> <li>• Continue to distinguish between homophones and other words which are often confused e.g. at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophesy, morning/mourning</li> <li>• Confidently use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use further prefixes and suffixes and understand the guidelines for adding them e.g. legible, preference, dependable.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary with pace to ensure the efficient checking of their own writing</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding when to use a presentation or note-taking style.</li> <li>• Use a consistent and fluent style that enables a swift and attractive style</li> </ul>
<b>composition (articulating ideas and structuring)</b>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Use a thesaurus to avoid repetition and common language choices using expanded noun phrases to convey complicated information concisely</li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Use a thesaurus to introduce varied and precise vocabulary</li> <li>• using expanded noun phrases to convey complicated information concisely throughout a range of independent writing</li> </ul>

them in speech and writing)

- Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy
- Use verb prefixes to generate new verbs: e.g. dis-, de-, mis-, over-, re

GRAMMAR

Develop their understanding of the concepts set out in English Appendix 2 by:

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- using modal verbs or adverbs to indicate degrees of possibility
- using the perfect form of verbs to mark relationships of time and cause
- understanding that the passive tense can be used within formal writing
- Use devices to build cohesion, including adverbials of time, place and number being able to name all ISPACED starters

PUNCTUATION

- Use brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

COMPOSITION

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and usually using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and uses elements of these into their own work
- noting and developing initial ideas, drawing on reading and research where necessary, using quick and concise notes within their planning grouped into paragraphs or sections

Draft and write by:

- using a wide range of devices to build cohesion within and across paragraphs deploying some hooking devices to create

- Converting nouns or adjectives into verbs using suffixes and explain their meaning: e.g. -ate, -ise, -ify
- Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re

GRAMMAR

Develop their understanding of the concepts set out in English Appendix 2 by:

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun correctly punctuating this with parenthesis
- confidently and consistently using modal verbs or adverbs to indicate degrees of possibility within a range of independent writing
- confidently and consistently using the perfect form of verbs to mark relationships of time and cause within a range of independent writing
- Consistently using passive verbs to affect the presentation of information in a sentence
- Devices to build cohesion, including adverbials of time, place and number using all ISPACED starters throughout their independent writing

PUNCTUATION

- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity

COMPOSITION

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own including a favourite poem
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use such themes in a sustained way to create convincing narratives

	<p>cohesion between paragraphs and a range of ISPAD devices throughout</p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and attempting to integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description, portray characters through meaningful interactions.</li> <li>• usually selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary.</li> <li>• précising longer passages identifying key ideas and reformulating them coherently in their own words.</li> <li>• using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or subheadings, use bullet points to organise material, integrate diagrams, charts or graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas through the addition of vocabulary and grammar structures, drawing on reading and research where necessary, organising concise notes paragraphs or sections of their choosing</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• using a wide range of devices to build cohesion within and across paragraphs achieving a logical sequence, signposting the reader and making references to prior details when concluding.</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action including what they have learnt about standard and non-standard english.</li> <li>• almost always selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary</li> <li>• précising longer passages identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions</li> <li>• using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.</li> </ul>
<p><b>Plan, revise and evaluate</b></p>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• evaluate writing against agreed success criteria, identifying strengths and areas for improvement linked to recent teaching and feeding back appropriately to the writer</li> <li>• propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing</li> <li>• can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews.</li> </ul>	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.</li> <li>• can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.</li> <li>• can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.</li> <li>• proof-read for spelling and punctuation errors consistently and confidently spotting almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them</li> </ul>

	<ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors usually spotting most of their own and others' spelling and punctuation errors quickly and knows how to correct them.</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Perform their own compositions using appropriate intonation, volume, and movement so that meaning is clear, monitoring and maintaining audience attention, speaking loudly enough to be heard.</p>	<ul style="list-style-type: none"> <li>• can consciously choose the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing dependent upon its formality.</li> </ul> <p>Perform their own own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions</p>
<p><b>Engagement</b></p>	<p>Children have opportunities to engage in their writing daily through their class based texts.  Teachers provide opportunities for children to engage with writing within the wider curriculum e.g. writing World War II poetry, writing letters to the Woodland Trust.  Links between Art and writing provide children with meaningful opportunities to display high quality writing with high quality art work.  Teachers provide opportunities for children to write for real and meaningful purposes throughout the school year.</p>	