



Autumn Term	Spring Term	Summer Term
<p>Expected Standard</p> <ul style="list-style-type: none"> -Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words. -Make comparisons between books, making links between themes, events and characters. -Scan a text to identify a word or phrase from reading and give alternative meaning for it. -Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader. -Provide reasons for views about texts read. -Deduce characters' thoughts, feelings and motives for their actions -Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create a specific effect such as humour and suspense. -Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Explain similarities and differences between texts linked to themes and conventions. -Explain the meaning of words in different contexts. 	<p>Expected Standard</p> <ul style="list-style-type: none"> -Read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology across a wide range of texts. -Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation. -Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. -Scan a text, identifying themes and conventions. -Explain the meaning of words and phrases in different contexts. -Draw inferences from independent reading and explain thinking, returning to text to support opinions when prompted. -Provide explanations for views held about texts read. -Discuss how effectively the features of a specific form have been applied and how effective the use of language and grammatical features are. -Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. -Explore and discuss narrative viewpoint with reference to the text. -Identify the purpose of the presentational and organisational devices in a text. 	<p>Expected Standard</p> <ul style="list-style-type: none"> Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. -Explain how words and phrases can have different meaning in multiple contexts and the impact of this. -Draw inferences from reading and explain thinking, returning to the text to support opinions. -Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader. - Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text. -Justify opinions about texts with confidence. -Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process. -Identify techniques used to shift formality and evaluate the effectiveness and purpose. -Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear. -Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint. <p>Greater Depth Standard</p> <ul style="list-style-type: none"> -Confidently and consistently make comparisons within and

<p>-Evaluate and reason about how language is used to evoke mood and atmosphere.</p> <p>-Evaluate how the writer has carefully considered the audience.</p> <p>-Explain the purpose of mixed-genre writing, explaining the techniques that show shifts in formality.</p> <p>-Describe and explain of features of a specific form support the purpose and acknowledgement of the audience.</p>	<p>-Discuss vocabulary specifically chosen for clarity.</p> <p>Greater Depth Standard</p> <p>-Explain and reason about how writers use language and literary devices for comic or dramatic effect.</p> <p>-Explain the features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions.</p> <p>-Explain narrative viewpoint where there is more than one narrator or non- linear structure to the text.</p> <p>-Evaluate the effectiveness of different organisational and presentational devices.</p>	<p>between books discussing themes and conventions.</p> <p>-Confidently and independently draw inferences from texts and justify opinions with evidence from different parts of the text.</p> <p>-Recognise and explain nuances in vocabulary choices.</p> <p>-Identify techniques to show shifts in time and evaluate the use of vocabulary in grammar to demonstrate the shifts.</p> <p>-Identify and describe techniques for showing shifts in formality. Evaluate the effectiveness of the techniques.</p> <p>-Identify and discuss how a writer has appealed to more than one audience within one text.</p>
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Y5 English Writing LTP

Autumn Term	Spring Term	Summer Term
<p>Narrative</p> <p>Write a five part story using language to evoke mood and atmosphere and develop characterisation.</p> <p>*Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p>Recount</p> <p>Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p>*Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.</p> <p>Narrative</p> <p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>*Change the story to focus on a different technique looking at how the language choice changes.</p> <p>Non-chronological Reports</p> <p>Plan, compose, edit and refine a non- chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</p> <p>*Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report</p>	<p>Narrative</p> <p>Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>*Adapt the story for a different audience aiming for consistency in character and style</p> <p>Persuasion</p> <p>Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p>*Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p> <p>Narrative</p> <p>Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character.</p> <p>*Change the story to show parallel narrators where events are portrayed simultaneously.</p> <p>Procedural Text</p> <p>Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p>*Change to a non-linear structure with choices for the reader to refer to different sections.</p> <p>*Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p>	<p>Narrative</p> <p>Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p>*Use the non-linear structure to show changes in atmosphere and mood.</p> <p>Discussion</p> <p>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.</p> <p>Use words and phrases that support the overall viewpoints of the discussion.</p> <p>*Combine the discussion text with another text type with a clear audience and form.</p> <p>Narrative</p> <p>Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p>*Add an additional narrative voice demonstrating a change in formality.</p> <p>Explanation</p> <p>Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</p> <p>*Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p>

Y5 Writing Assessment Key Performance Indicators

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<p>Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style</p> <p>Write a recount with a specific form and audience</p> <p>Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness</p> <p>Use literary devices such as repetition, alliteration, “rule of three”</p> <p>Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</p> <p>Begin to use dialogue to convey character and advance the action</p> <p>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p> <p>Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</p> <p>*Independently adapt language choices based on the audience and the intended impact on the reader. *Write for more than one audience, managing changes in content, features and levels of formality. *Embed one text-type within another, controlling the writing and maintain the overall purpose.</p>	<p>Effectively use dialogue to convey character and advance the action</p> <p>Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases</p> <p>Write a linear procedural text with a wide range of presentational and organisational devices</p> <p>Use a wide range of presentational and organisational features to structure texts specific to the form and audience</p> <p>Begin to adapt writing based on a change in the audience Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons</p> <p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6</p> <p>Consistently produce legible joined handwriting</p> <p>*Develop writing into a parallel narrative telling same events from two points of view. *Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains. *Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing *Independently enhance the effectiveness of writing</p>	<p>In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism</p> <p>Write with a non-linear structure</p> <p>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader</p> <p>Plan, compose, edit and refine an explanation text showing good awareness of the reader</p> <p>Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary</p> <p>Use dialogue to convey character and advance the action</p> <p>Use preposition phrases and expanded noun phrases to add detail, qualification and precision</p> <p>Build cohesion within and across a paragraph using a range of devices</p> <p>Spell correctly many words from Yr5/6</p> <p>Consistently produce legible joined writing</p> <p>*Choose to combine text-types to support overall effectiveness of the writing. *Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. *Select precise vocabulary and grammatical structures *Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader *Use the full range of punctuation taught correctly and appropriately</p>

<p>*Use a wide range of clause structures, sometimes varying their position within a sentence.</p>	<p>through reading, evaluating and re-drafting *Use the full range of punctuation taught correctly and appropriately *Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.</p>	<p>*Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. *Develop own success criteria and makes choices on audience and form of writing.</p>
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