

Writing Key Stage 2

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Key Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Programme of Study Year 5

Writing – Transcription

Pupils should be taught to:

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused 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](#)
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

- Use a thesaurus.

Writing – Handwriting

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - Choosing the writing implement that is best suited for a task.

Writing – Composition

Pupils should be taught to:

- 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
 - Noting and developing initial ideas, drawing on reading and research where necessary
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - Précising longer passages
 - Using a wide range of devices to build cohesion within and across paragraphs
 - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - Ensuring the consistent and correct use of tense throughout a piece of writing
 - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- Develop their understanding of the concepts set out in **English Appendix 2** by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - Using passive verbs to affect the presentation of information in a sentence
 - Using the perfect form of verbs to mark relationships of time and cause
 - Using expanded noun phrases to convey complicated information concisely
 - Using modal verbs or adverbs to indicate degrees of possibility
 - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
 - Learning the grammar for years 5 and 6 in **English Appendix 2**

- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing
 - Using hyphens to avoid ambiguity
 - Using brackets, dashes or commas to indicate parenthesis
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses
 - Using a colon to introduce a list
 - Punctuating bullet points consistently

- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.