



## English Programme of Study – Year 5 and 6 Writing



Spelling/ Transcription	Handwriting	Composition
<p>Pupils are taught to:</p> <ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand the guidance for adding them</li><li>• spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</li><li>• continue to distinguish between homophones and other words which are often confused</li><li>• 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 dictionaries to check the spelling and meaning of words</li><li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li><li>• use a thesaurus</li></ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"><li>• write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>- choosing the writing implement that is best suited for a task</li></ul></li></ul>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"><li>• plan their writing by:<ul style="list-style-type: none"><li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>- noting and developing initial ideas, drawing on reading and research where necessary</li><li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li></ul></li><li>• draft and write by:<ul style="list-style-type: none"><li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li><li>- précising longer passages</li><li>- using a wide range of devices to build cohesion within and across paragraphs</li><li>- using further organisational and</li></ul></li></ul>

		<p>presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"><li>• evaluate and edit by:<ul style="list-style-type: none"><li>- assessing the effectiveness of their own and others' writing</li><li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>- ensuring the consistent and correct use of tense throughout a piece of writing</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></li><li>• proofread for spelling and punctuation errors</li><li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li></ul>
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