

## Year 5 Long Term Writing Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1 Targets		Phase 2 Targets Keep referring back to Phase 1		Phase 3 Targets Keep referring back to Phases 1 & 2	
<ul style="list-style-type: none"> <li>-Note and develop initial ideas, drawing on reading and research where necessary</li> <li>-Identify audience for, and purpose of, the writing</li> <li>-Select the appropriate form and use other similar writing as models for their own</li> <li>-Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>-Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>-Use expanded noun phrases to convey complicated information concisely</li> <li>-Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</li> <li>-Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</li> <li>- Use figurative language such as similes, alliteration, metaphors and personification in poetry</li> <li>-Make deliberate choices of sentence length and structure for impact on the reader</li> <li>-Fronted prepositional phrases for greater effect (Throughout the stormy winter .../Far beneath the frozen soil ...)</li> <li>-Proof-read for spelling and punctuation errors</li> <li>-Recap relative pronouns</li> <li>-Use relative clauses beginning with who, which, where, when, whose, that</li> <li>-Use commas to clarify meaning or avoid ambiguity in writing</li> <li>-Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</li> <li>-Ensure correct subject and verb agreement when using singular and plural</li> <li>-Use brackets, dashes or commas to indicate parenthesis</li> <li>-Begin to understand the use of present perfect tense</li> </ul>		<ul style="list-style-type: none"> <li>-In narratives, describe settings, characters and atmosphere</li> <li>-Choose the appropriate register for the audience and purpose (formal or informal)</li> <li>-Viewpoint is established and generally maintained</li> <li>-Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</li> <li>-Linking ideas across paragraphs through tense choice (he had seen her before)</li> <li>-Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</li> <li>-Use a wide range of clause structures, sometimes varying their position within the sentence</li> <li>-Use the perfect form of verbs to mark relationships of time and cause</li> <li>-Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>-Use modal verbs or adverbs to indicate degrees of possibility</li> <li>-Use a colon to introduce a list</li> <li>-Perfect progressive tense</li> </ul>		<ul style="list-style-type: none"> <li>-Editing sentences by either expanding or reducing for meaning and effect</li> <li>-Content is balanced e.g. between action/ description/ dialogue, fact and comment</li> <li>-Use a wide range of devices to build cohesion within paragraphs</li> <li>-Use semi colons, colons or dashes to mark boundaries between independent clauses</li> <li>-Use and understand the grammatical terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</li> </ul>	