

ENGLISH MEETING

YEAR 5 AND 6



**WRITING IS HIGH
ON OUR AGENDA
THIS YEAR.**

BUT WHY...?

WHAT ARE WE DOING FOR WRITING?

- English lessons including SPaG – 4 times a week
- Whole class reading - 2 times a week
- Spelling – 2-3 times a week
- Handwriting
- Cross curricular writing

PHILIP WEBB STRUCTURE

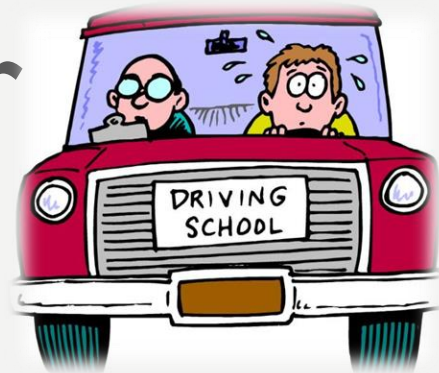
- Prediction
- Comprehension
- Text Structure and Grammar
- Planning, Drafting and Editing
- Publishing

HOW ARE THEY ASSESSED?

- Writing – teacher assessed against framework – around 6 pieces of independent work at a consistent standard and across various genres
- Reading- 1 hour long paper testing comprehension skills over 3 different texts
- SPaG – 45 min grammar paper
- Spelling – around 15 minute spelling test consisting of 20 spellings from KS2 spelling rules

SPAG

- Spelling
- Punctuation
- and
- Grammar



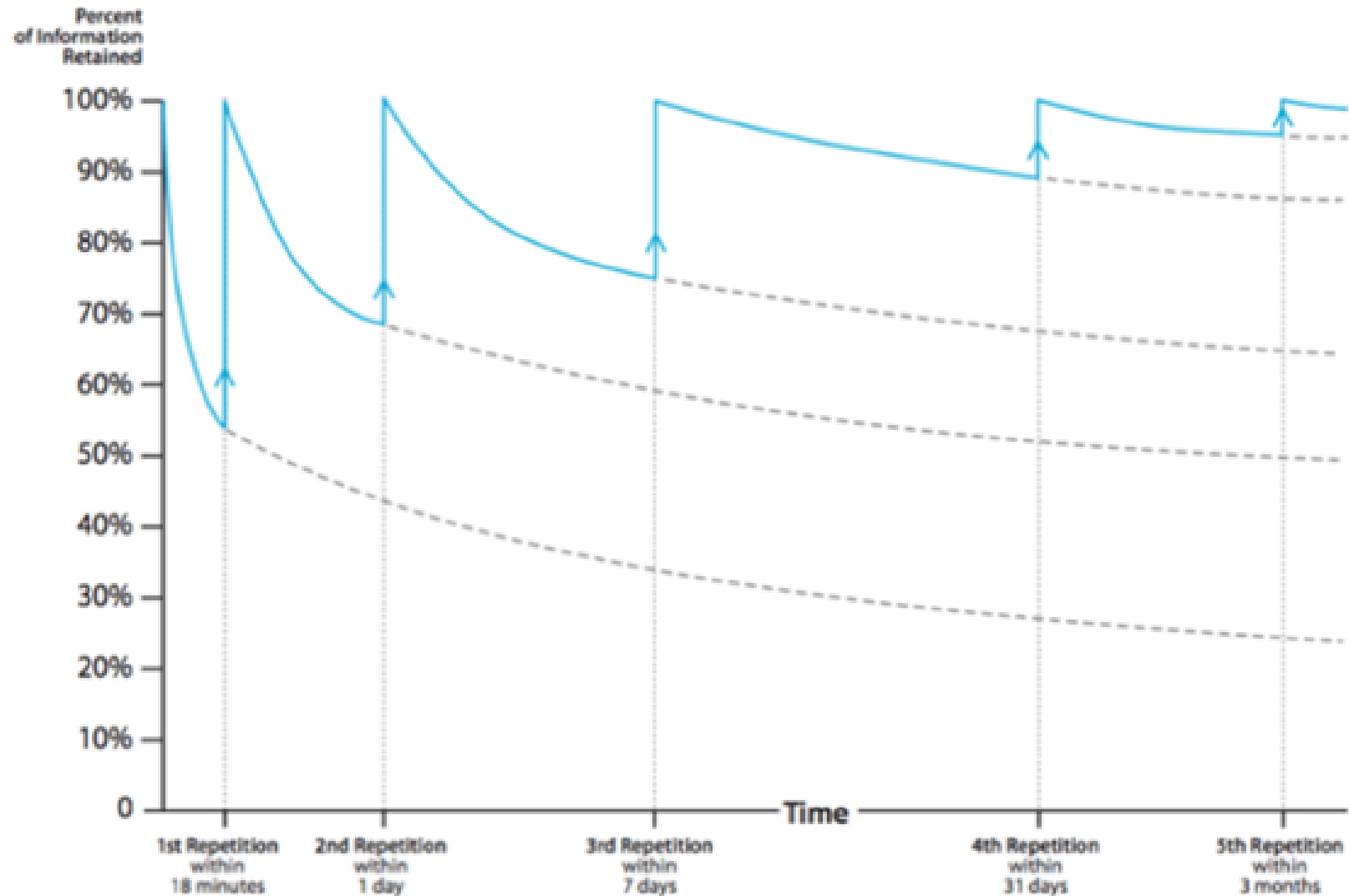
Building blocks of the English language

There is now a much stronger emphasis on the core skills of spelling, punctuation and grammar.

Pupils are expected to know and understand the language relating to SPaG.

Pupils are expected to show this understanding in their written work and in specific tests at the end of KS2.

Rate of Forgetting with Study/Repetition



READING

WHAT DOES THIS HAVE TO DO WITH WRITING?

- **Reading** lets you understand what a reader wants — and what you need to give your own **readers**.
- **Reading** gives strong fundamentals in story structure and plot development.
- **Reading** gives you a feel for and can expand your own ideas of stylistic items such as graceful narration, metaphor, imagery, voice, and more.
- **Reading** provides a rich bank of vocabulary for you draw upon.
- **Reading** allows you to recognise spellings.

READING

- **V** - vocabulary
- **I** - infer
- **P** - predict
- **E** - explain
- **R** - retrieve
- **S** - summarise

SPELLING



RULES



HOMOPHONES



YEAR 5/6 WORDS

Assessing Writing

I can write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it.

e.g. writing informally and in the first person in a diary

I can describe settings, characters and atmosphere.

You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.

I can include dialogue to convey character and advance the action.

e.g. include emotions, actions and characters' thoughts in your dialogue.

With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.

I can use the appropriate vocabulary and grammatical structures for my writing.

e.g. writing informally and in the first person in a diary, using contracted forms in dialogue etc.

Writing at expected standard

I can build cohesion within and across paragraphs using the following:

Co-ordinating conjunctions.

e.g. for, and, nor, but, or, yet, so

Subordinating conjunctions.

e.g. although, after, as, when, if, that, even though, because, until, unless, since

Adverbials.

e.g. include when and where the verb happened.

As the clock struck midnight, the shadow moved across the graveyard.

Pronouns to avoid repetition.

e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.

I can use tenses correctly and consistently.

I can use a range of punctuation mostly correctly:

Inverted commas.

Apostrophes for possession.

Commas for fronted adverbials.

Commas for clauses.

Commas in a list.

Brackets, dashes and commas
(parenthesis).

Commas for clarity.

Hyphens.

Semi-colons.

Colons.

I can spell most words from the Year 5/6 spelling list:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

I can use a dictionary to check the spelling of uncommon or more ambitious words.

I can write neatly and legibly with joined letters.

I can write effectively for different purposes and audiences, selecting the appropriate form.

I can use different grammar structures and vocabulary to control the level of formality in my writing.

e.g. informal writing – use of contracted forms, colloquial language/slang etc.

I can use a full range of punctuation correctly:

Inverted commas.

Apostrophes for possession.

Commas for fronted adverbials.

Brackets, dashes and commas (parenthesis).

Commas for clarity.

Hyphens.

Semi-colons.

Colons.

Writing at Greater Depth

EXAMPLES OF WORK – EXPECTED STANDARD Y5

Towering, bare trees stretched their spindly branches in an attempt to block unwanted visitors, a thickening fog gradually descended from the darkening sky and rustling leaves lay lifelessly on the ground in haphazard piles. Decaying tree stumps lay scattered on the ground, their bark slowly becoming over-run with thick, emerald moss.

hyphenated spelling

expanded noun phrase

apostrophe for omission

Iron-grey clouds, which threatened to break at any moment, hung low in the sky and refused to move on. It wouldn't be long until fat, heavy raindrops would smash against the house's dilapidated, wooden structure. It had stood here longer than any local could remember – a forbidden world, waiting for only the bravest to explore. It was difficult to see whether there was a path leading towards the mysterious house and the constant gloom, which surrounded the area, made it even harder still. Broken branches, which tried their best to trip up any individual wishing to intrude, created a complex obstacle course and allowed only the most determined to make it to the shadows of the building. Even then, few made it past the broken veranda. Even the lightest touch caused the faded, wooden planks to splinter and groan.

hyphenated spelling

third person

year 5/6 spelling

semi-colon

The once-impressive structure stood three-storeys high. Its rafters desperately attempted to hold up the sagging roof; however, it was clear that it wouldn't be able to keep up this thankless task for too much longer. It once had been a

EXAMPLES OF WORK – EXPECTED STANDARD Y6

It was unlike any city he had ever seen: a dynamic fusion between traditional culture of the past and an exciting vision of the future. Illuminated, neon signs listing the names of shops, bars and hotels jutted out from the sides of buildings, stretching from the pavement to the rooftops. Giant cartoon advertisements loomed overhead, amongst the occasional recognisable signs of global fast-food chains. The hiragana and katakana symbols – Japanese writing – were illegible and confusing, but the bright lights drew him in like a moth to a flame. A mixture of curiosity and apprehension – about the unfamiliar environment – bubbled in his stomach.

Small groups of people were gathered around rickety tables outside the shop fronts. On one side, three old, local men drinking sake huddled around a deck of cards. The sound of their deep laughter and excited chatter soon got lost among the sound of music drifting from a nearby café. Close by, there was an impatient beeping of horns and ringing of bells from the nearby road. On the other side of the street under an awning, a young couple, who looked like tourists with their cameras around their necks and rucksacks at their feet, sat pouring over a guidebook. In contrast, businessmen, in grey suits clutching briefcases, hurried towards the high-rises, where their next meetings were being held.

HOW DO WE KNOW WHAT WE ARE AIMING FOR?

WRITING PROGRESSION DOCUMENT

HOW DO WE SUPPORT THE CHN IN ACHIEVING THEIR VERY BEST STANDARD?

- A LOT OF MODELLING**
- EXAMPLE TEXTS USED / ANALYSED**
- 1:1 OR GROUP WORK**
- PEER / SELF ASSESSMENT**
- EDITING**
- TEACHER MARKING / FEEDBACK**
- (LAST YEAR – CATCH-UP GROUPS)**

**WHAT TYPE OF
THINGS DO
WE SUPPORT
THE CHN
WITH WHEN
WE GO
THROUGH
THEIR WORK?**

Sign or symbol	Action Required
sp	There is a spelling error on this line of work. Please find and correct it using a dictionary if appropriate.
^	Insert a missing word here.
P	There is a punctuation error on this line of work. Please find it and correct it.
CL	There is a capital letter missing or you have used a capital letter incorrectly in this line of work. Please correct it.
?	What do you mean here? Please review this section of work.
th	Use a thesaurus to choose a better word.
//	New paragraph needed.
g	Check for grammar errors.
VF	Verbal feedback given.
PT	Post or pre-teach taken place.
TS/TA	Teacher or TA support in class.

they would be lost forever. The gusty trees swayed creepily in the rough wind blowing around the landscape. The heather hurried away and waited until the stranger trotted past on his noble steed.

P. From behind the shadow's, a figure emerged riding on a jet-black horse (Black Fury).
C.L. ^{highway man} Regal

P. Looking he came further out of the trees. The more he came closer ~~the figure came~~, the more his horse's hooves echoed around the path.

P. Upon the flicker of moonlight, a flash of glaret emerged through the moon's bright beams. Then the moon descended into darkness. Somewhere a wolf howled at the now cloud-covered moon. When the

P. clouds finally it gave way, it was ^{the moon was} ~~the~~ ^{highway man riding through} ~~the~~ ^{like} ~~the~~ ^{full} ~~the~~ ^{image} of the highway man was exposed. A black

WHAT CAN YOU DO?

- Read, read and read some more
- Choose books wisely
- Be a reading role model
- Grammar → see handbook on webpages
- Writing → be vigilant for low-level spelling errors, missing basic punctuation, words that could be up-levelled, grammatical errors etc.
- Could even refer to the objective grid
- Ping-pong sentence game to uplevel

ANY QUESTIONS