Upper Key Stage 2 **YEAR 5 and 6**
Writing Guidance

Writing Transcription
Pupils should be taught to:
a) use further prefixes and suffixes and understand the guidance for adding them
b) spell some words with 'silent' letters [for example, knight, psalm, solemn]
c) continue to distinguish between homophones and other words which are often confused
d) use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically,
e) use dictionaries to check the spelling and meaning of words
f) use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
g) use a thesaurus

Handwriting
Pupils should be taught to:
a) write legibly, fluently and with increasing speed by:
b) 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

<u>**Writing Composition**</u>

Pupils should be taught to:

1. **plan their writing by**:
   a) identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
   b) noting and developing initial ideas, drawing on reading and research where necessary
   c) in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

2. **draft and write by**:
   d) selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
   e) in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
   f) précising longer passages
   g) using a wide range of devices to build cohesion within and across paragraphs
   h) using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

3. **evaluate and edit by**:
   a) assessing the effectiveness of their own and others' writing
   b) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
   c) ensuring the consistent and correct use of tense throughout a piece of writing
   d) ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

4. **proof-read for spelling and punctuation errors**

5. **perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear**

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, grammar and punctuation

Pupils should be taught to:

a) recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
b) using passive verbs to affect the presentation of information in a sentence
c) using the perfect form of verbs to mark relationships of time and cause
d) using expanded noun phrases to convey complicated information concisely
e) using modal verbs or adverbs to indicate degrees of possibility
f) using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

- indicate grammatical and other features by:
g) using commas to clarify meaning or avoid ambiguity in writing
h) using hyphens to avoid ambiguity
i) using brackets, dashes or commas to indicate parenthesis
j) using semi-colons, colons or dashes to mark boundaries between independent clauses
k) using a colon to introduce a list
l) punctuating bullet points consistently

- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading

WORD Year 5	SENTENCE Year 5	TEXT Year 5	PUNCTUATION Year 5
• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–]	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity **Terminology for Year 5** (previous years and..) modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
WORD Year 6	SENTENCE Year 6	TEXT Year 6	PUNCTUATION Year 6
• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large,	• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use	• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	• Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to

little].	of subjunctive forms such as If I were or Were they to come in some very formal writing and speech	**Terminology for Year 6** subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Year	GRAMMAR Objectives	Example	Terminology	Level of Importance*
5	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High
5	Use relative clauses beginning with 'who', 'which', 'where', 'why' or 'whose'	Extend children's use and knowledge of subordinate clauses.	Relative clause Relative pronoun	Medium
5	Use commas to clarify meaning or avoid ambiguity	Encourage children to read their work for sense and meaning, and to punctuate short pauses with commas.	Comma	High
5	Use adverbials of time, place and number to link ideas across paragraphs	Encourage children to use paragraphs to break up their writing and to link ideas using words such as 'Earlier…' or 'Nearby…' or 'Secondly…'. They can also use phrases in the same way: 'Later on…' or 'Far away…'.	Adverbial	High
5	Use brackets, dashes or commas to indicate parenthesis	Help children to see that brackets, dashes and commas can all be used to indicate parenthesis In the museum, the toys (always the most popular exhibit) are on display as you enter the hall. In the museum, the dinosaur – first seen from the stairs – is the largest exhibit they possess. In the museum, the fossils, never easy to display, have lights behind them.	Bracket Dash Comma Parenthesis	Medium
5	Recognise the difference between direct and indirect speech and relate to differences between informal and formal speech structures	Chn need to turn direct speech into indirect speech and recognise how the writing becomes more formal. "I'll never admit that you're better than Arsenal," Fred growled as the Man U supporter tightened the headlock. Turns into: Fred refused to admit that Arsenal was inferior to Manchester United, even though the supporter had him in a headlock.		
	GRAMMAR Objectives	Example	Terminology	Level of Importance*

5	Use apostrophes correctly	Consolidate correct use of apostrophes: 1. To indicate possession in singular or plural nouns: The dog's tail, cats' eyes, .. 2. To indicate a contraction – taking the place of missing letter(s) I'm, don't, …	Apostrophe Contraction	
5	Use modal verbs to indicate degrees of possibility	Show children how we can have a hierarchy of possibility using modal verbs: I may go to my granny's. I might go to my granny's. I should go to my granny's. I will go to my granny's. I must go to my granny's.	Modal verb	
5	Y5/Y6 Use dialogue, recognise differences between spoken and written speech (contractions)	Consolidate children's use of dialogue, including use of speech punctuation Stress differences between spoken and written speech. E.g. Contracted forms, and slang… "Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.	Inverted commas or speech marks Direct speech	High

Year	Grammar Objectives	Examples	Terminology	Level of importance*
6	Use a wide range of conjunctions to create compound and complex sentences	Consolidate children's use of 'and', 'but' and 'or' to write compound sentences and their use of other conjunctions to create complex sentences with subordinate clauses.	Conjunction Complex sentence Compound sentence	High (This is essential for end of Y6)
6	Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.	Help children use punctuation correctly: • Full stops, question marks for questions and exclamation marks for exclamations. • Speech marks for dialogue, with capital letters and full stops or exclamation/question marks as appropriate. • commas for pauses within sentences	Full stop Comma Exclamation mark Question mark	High (This is essential for end of Y6)
6	Use a wide range of adjectives and adjectival phrases, adverbs, adverbials and prepositional phrases to add description and elaboration to writing.	Consolidate children's use of description to enable them to express themselves in interesting ways.	Noun Adjective Verb Adverb Phrase Preposition	High (This is essential for end of Y6)
6	Use expanded noun phrases to convey complicated information concisely	The blue and white salts left in the basin can be placed in a jar for safe-keeping. The herd of deer we saw earlier have returned to the hillside. (A good test of a noun phrase is that the whole thing can be replaced by a pronoun.)	Noun Phrase	Medium

Year	Grammar Objectives	Examples	Terminology	Level of importance*
6	Use semi-colons or dashes	Show children how we can use a semi-colon to indicate a pause longer than a comma and we can use a dash to indicate a further thought. The woolly mammoth was thought to have died out after the ice-age; the weather became too hot for them to survive. Simon absolutely refused to apologise – he was convinced he had done nothing wrong.	Semi-colon Dash	Medium
6	Distinguish between informal and formal vocabulary and sentence structures	Encourage chn to see how we can use speech structures in informal writing and appropriate structures such as the subjunctive in formal writing. E.g. He really gave that his best shot didn't he? [Informal speech structure] She is really not going to change her mind, is she? [Informal speech structure] If I were you, I would go and say sorry to Jimmy. [Subjunctive] If the planet were to warm more than 3^0, scientists think that much of the UK would be under the sea. [Subjunctive]		
6	Use bullet points and punctuate correctly	Encourage children to use bullet points in non-fiction writing.	Bullet points Semi-colon	
6	Use colons and semi-colons in punctuating bullet points	New playground rules: • No running in the quiet area; • No football except on the pitch • Hoops, skipping ropes and Frisbees to be returned to the big basket; and • No food in the sitting area.	Colon	
6	Use hyphens to avoid ambiguity	Help children to see that a hyphen can change the meaning: 'man-eating shark' is different from 'man eating shark' 'cat-hating woman' is different from 'cat hating woman'	Hyphen	

		're-cover' is different from 'recover'		
6	Use passive voice to present information in an objective way	Demonstrate to children how we can describe an incident without saying who did it! Show children how the passive voice helps us to report something without allocating responsibility. The window was broken by a football being kicked through it. The kittens were placed on the doorstop of the orphanage. John was punched in the chest.	Passive voice	