



Sudbury Primary School Curriculum Overview for Upper Key Stage 2 2015-16 : Writing

		Year 5	Year6																			
Composition	Autumn 1		<table border="1"> <tr> <td>Term</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Covered</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>						Term	1	2	3	4	5	6	Covered						
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Autumn 2	<p>7. Some deliberate vocabulary choices: <i>work to be carried out on vocabulary, considering mood/effect created through vocabulary chosen, improvement on initial vocabulary choices, varying vocabulary to avoid repetition.</i></p> <p>8. Expansion of general vocabulary to match topic: <i>as above with specific focus on matching choices to subject.</i></p> <p>9. Initial ideas are developed on to add interest and detail: <i>as above with aim of varying, adding and selecting vocabulary to add interest for reader.</i></p> <p>10. When writing narratives, characters are developed in detail.</p>	<p>8. New vocabulary, taken from reading is used in correct context.</p> <p>9. Expanded noun phrases are used to convey complicated information concisely.</p> <p>10. When writing narratives, attempts are made to create atmosphere.</p> <p>11. Create vivid images by using alliteration, similes, metaphors and personification.</p>																				
To organise writing appropriately	<p>11. Consistent and correct use of tense is used throughout the text (children evaluate work independently and correct any incorrect tense forms).</p>	<p>12. Longer passages are condensed to become more precise.</p> <p>13. Relationship between time and cause is explicit through use of perfect form of verbs.</p> <p>14. A wider range of connectives is used to clarify the relationship between ideas. (Although, on the other hand, meanwhile)</p>																				



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Transcription	To use paragraphs	<p>12. Paragraphs organise main content/themes with main ideas being supported or elaborated by following ideas.</p> <p>13. Uses devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>14. Ideas are linked across paragraphs using adverbials of time (later), place (nearby), and number (secondly) or tense choice (he had been before).</p>	<p>15. Paragraphs clearly structure main ideas.</p> <p>16. Uses devices to build cohesion within and between paragraphs (then, after that, this, firstly).</p> <p>17. Connectives are used to link and show the relationship between ideas within paragraphs.</p> <p>18. Ideas are linked across paragraphs using a wider range of cohesive devices: repetition of word or phrase, use of adverbials (on the other hand, in contrast, as a consequence) and ellipsis.</p>																												
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To use sentences appropriately	<p>15. Relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun are used.</p> <p>16. Subordinating connectives are used more often and with more confidence to link and show the relationship between ideas.</p> <p>17. Adverbials are used to indicate degrees of possibility.</p> <p>18. Modal verbs are used to indicate degrees of possibility.</p> <p>19. To correctly write sentences which contain brackets.</p> <p>20. To correctly write sentences which contain parenthesis.</p> <p>21. Sentences contain a clear subject and object.</p>	<p>19. Uses the passive to affect presentation of information within a sentence.</p> <p>20. Sentence structure is used to change, enhance or emphasise meaning.</p> <p>21. Is able to use different structures for purpose (formal or informal). For example: question tags for informal and the use of subjunctive forms for formal (e.g. If I were or Were they to come).</p> <p>22. Using expanded noun phrases to convey complicated information concisely.</p> <p>23. Uses the perfect form of verbs to mark relationships of time and cause.</p>																													
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	To present neatly	<p>22. Write fluently and legibly with a personal style.</p>	<p>24. Write fluently and legibly with a personal style. (Personal style more developed and consistent to Year 5, even when writing at a quicker pace)</p>																												
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<p>Ongoing</p>	<p>1. Note, develop and research ideas. 2. Plan, draft, write, edit and improve. 3. Audience and purpose are considered and the appropriate form is used, though might not be consistent. 4. Main features of selected form are clear and appropriate to purpose. 5. Style is generally appropriate to task-is beginning to use formal tone in appropriate circumstances. (not always maintained) 6. Straightforward viewpoint is established and maintained (pupils can write in role).</p> <p>23. Use further prefixes and suffixes and understand the guidance for using them. 24. Spell some words with silent letters (knight, psalm solemn).. 25. Use the first three/four letters of a word to check the spelling or meaning of the word in a dictionary. 26. Use a thesaurus.</p> <table border="1" data-bbox="315 786 1191 855"> <tr> <td>Term</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Covered</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term	1	2	3	4	5	6	Covered							<p>1. Note, develop and research ideas. 2. Plan, draft, write, edit and improve. 3. Uses the correct tone for formal and informal writing consistently (with sentence structures which support this). 4. Audience and purpose are considered and the appropriate form is used consistently. 5. Appropriate features are used for chosen text type. 6. When writing narratives, character dialogue is used to advance action. 7. Viewpoint is established and consistent. 25. Continue to distinguish between homophones and other words which are often confused (synonyms and antonyms- big, large, little). 26. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learn specifically (see list). 27. Use the first three/four letters of a word to check the spelling or meaning of the word in a dictionary. 28. Use a thesaurus.</p> <table border="1" data-bbox="1218 764 2060 833"> <tr> <td>Term</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Covered</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term	1	2	3	4	5	6	Covered						
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<p>To punctuate accurately</p>	<p>27. Uses commas to clarify meaning or avoid ambiguity in writing. 28. Using brackets, dashes or commas to indicate parenthesis.</p> <table border="1" data-bbox="315 1121 1191 1190"> <tr> <td>Term</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Covered</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term	1	2	3	4	5	6	Covered							<p>29. Using hyphens to avoid ambiguity. 30. Using semi-colons, colons or dashes to mark boundaries between independent clauses. 31. Using a colon to introduce a list. 32. Punctuating bullet points correctly and consistently.</p> <table border="1" data-bbox="1218 1121 2060 1190"> <tr> <td>Term</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Covered</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Term	1	2	3	4	5	6	Covered						
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Analysis and presentation	To analyse writing	29. Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none">• relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.	33. Use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none">• active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.																												
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To present writing	30. Perform compositions, using appropriate intonation and volume.	34. Perform compositions with developed confidence, using appropriate intonation and volume.																													
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