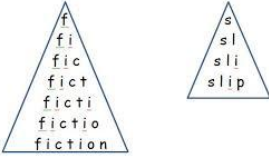
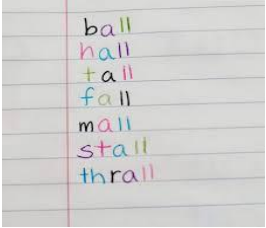

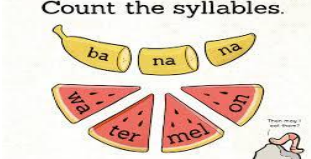


It is important to spend time with your child practicing their spellings. As the children get older, they will do this with more independently.

Strategies to try at home when practicing spellings

Spelling pyramids	
Rainbow Letters	
Spelling words using materials	
Count the syllables	



Great Waltham Church of England Primary School
Writing Information Booklet for Year 5 and 6

The aim of this booklet is to provide you with some information about our writing expectations in school and to give you some tips on helping your child to develop their writing skills at home.

Writing in the classroom

There is a huge emphasis on modelled writing for the children in year 5 and 6. This is when the teacher explicitly demonstrates the process of writing by 'thinking aloud' as they record their thoughts. For example, planning what they intend to write, talking about their choice of words, use of punctuation and how to spell words.

We then teach the children to edit their own work by looking out for spelling, grammar and punctuation mistakes. The children are taught to check their writing makes sense and upskill their sentences. For example, by choosing different vocabulary, adding more detailed description or using different conjunctions.

Encouraging writing at home in Year 5 and 6

Writing for a real purpose can be a great way to get in some extra practice. Writing cards, shopping lists and letters or emails are great things to do. You could try writing short stories or mini non-fiction books.

Contact with Staff

If you wish to speak to us about any concerns, please contact the school office to arrange a telephone appointment.

admin@greatwaltham.essex.sch.uk

Writing expectations in Year 5

Our writing assessment is based upon four clear areas of focus: composition, grammar and punctuation, spelling and handwriting.

<u>Composition</u>	<p>Write for a range of purposes and audiences, carefully selecting structure and organisation of a text depending on audience and purpose.</p> <p>Describe settings, characters and atmosphere to consciously engage the reader.</p> <p>Use dialogue to convey a character and advance the action, with increasing confidence.</p> <p>Select and use organisational and presentational devices that are relevant to the text type e.g. paragraphs, headings, bullet points, underlining etc. Create paragraphs that are usually suitably linked.</p> <p>Proof-read their work and assess the effectiveness of their own writing and make necessary corrections and improvements.</p>
<u>Grammar and Punctuation</u>	<p>Use the full range of punctuation from previous years (capital letters, full stops, question marks, commas for lists and to mark fronted adverbials, apostrophes for contraction, inverted commas and speech punctuation)</p> <p>Use commas to clarify meaning or to avoid ambiguity, with increasing accuracy.</p> <p>Use a wider range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials e.g. later, place adverbials, e.g. nearby: and number, e.g. secondly.</p> <p>Use relative clauses, beginning with a relative pronoun (who, which, where, when, whose, that) e.g. Professor Scrabble, who was a famous writer, had written a new book.</p> <p>Use brackets, dashes and commas to begin to indicate parenthesis.</p> <p>Use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might etc.</p>
<u>Spelling</u>	<p>Spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct.</p> <p>Convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise.</p> <p>Spell many complex homophones correctly, e.g. affect/affect, practise/practice.</p> <p>Spell some words correctly from the Y5/6 statutory spelling list.</p>
<u>Handwriting</u>	<p>Write legibly, fluently and with increasing speed.</p>

Writing expectations in Year 6

Our writing assessment is based upon four clear areas of focus: composition, grammar and punctuation, spelling and handwriting.

<u>Composition</u>	<p>Plan and write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the first person in a diary, direct address in instructions and persuasive writing.</p> <p>In narratives, describe settings, character and atmosphere.</p> <p>Develop own ideas for writing, through reading, research and personal experience.</p>
<u>Grammar and Punctuation</u>	<p>Use the range of punctuation taught at KS2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity e.g. semi-colons, dashes, ellipses, brackets, inverted commas.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Use verb tenses consistently and correctly, throughout their writing</p>
<u>Spelling</u>	<p>Spell most of the words from the Year 5/6 statutory spelling list correctly.</p> <p>Use a dictionary to check spelling of uncommon or more ambitious vocabulary.</p> <p>Use knowledge of word roots, prefixes and suffixes to aid spelling.</p>
<u>Handwriting</u>	<p>Maintain legibility in joined handwriting when writing at speed.</p>

Year 6 Writing Assessment KS2 Criteria

Year 6 writing is assessed at the end of the year and forms part of your child's SATs results.