



Curriculum Information

Year Five - Writing



WESTFIELD PRIMARY

Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



A pupil following Westfield's Y5 writing curriculum...

Writing Transcription
I can use further prefixes and suffixes and understand the guidance for adding them
I can continue to distinguish between homophones and other words which are often confused
Writing Handwriting
I can write legibly, fluently and with increasing speed
I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
I can choose the writing implement that is best suited for a task.
Writing Composition
I can identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for my own
I can note and develop initial ideas, drawing on reading and research where necessary
I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
In narratives, I can describe settings, characters and atmosphere
In narratives, I can integrate dialogue to convey character and advance the action
I can use a wide range of devices to build cohesion within and across paragraphs
I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
I can assess the effectiveness of my own and others' writing – editing stage
I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
I can ensure the consistent and correct use of tense throughout a piece of writing
I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
I can proof-read for spelling and punctuation errors
Writing Vocabulary
I can use expanded noun phrases to convey complicated information concisely
I can use adverbs to indicate degrees of possibility e.g. perhaps, surely
I can use modal verb to indicate degrees of possibility e.g. might, should, will, must
Writing Grammar
I can use the perfect form of verbs to mark relationships of time and cause
I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
I can convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify
I can use verb prefixes
I can use adverbials of time for cohesion within a paragraph
I can use adverbials of place for cohesion within a paragraph
I can use adverbials of frequency for cohesion within a paragraph



Writing Punctuation
I can use commas to clarify meaning or avoid ambiguity in writing
I can use brackets to indicate parenthesis
I can use dashes to indicate parenthesis
I can use commas to indicate parenthesis