

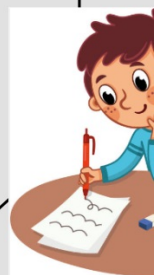
Y5 Writing Workshop

Tuesday 29th April 2025



Throughout school, children have the opportunities to write in a range of different styles and genres. We try to link our Literacy units and writing outcomes to our topics wherever possible as we feel this allows children to use their topic knowledge and often inspires them to write creatively.

However, there are some writing units that have no links with our topics - this is necessary to ensure we have delivered the full Literacy curriculum.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 Topics	The Tudors	South America	Rainforests	Ancient Egypt	Get Me Out of Here!	Crime and Punishment
Literacy Links	<ul style="list-style-type: none"> • Setting description for Tudor London • Biography writing about Bess of Hardwick 	<ul style="list-style-type: none"> • Non-chronological reports about different South American countries 	<ul style="list-style-type: none"> • Poetry with a rainforest theme • Persuasive letter writing with the theme of deforestation 	<ul style="list-style-type: none"> • Adventure stories with links to Egyptian tombs 	<ul style="list-style-type: none"> • First person narrative - using travel/maps as a theme 	<ul style="list-style-type: none"> • Poetry study of <i>The Highwayman</i> by Alfred Noyes • Discussion writing with topic links
Y6 Topics	Ancient Maya	Road Trip USA	World War II	World War II	Frozen Kingdoms	STEM
Literacy Links	<ul style="list-style-type: none"> • Non-chronological report (<u>Pok-atok</u>) 	<ul style="list-style-type: none"> • Persuasive leaflet about New York City 	<ul style="list-style-type: none"> • Diary writing (WWII evacuee) • Newspaper report writing (Sheffield Blitz) 	<ul style="list-style-type: none"> • Biography writing - Anne Frank and the Holocaust 	SATs Revision	<ul style="list-style-type: none"> • Moderation units for assessment



The Writing Process

All the writing units we teach follow a similar format. We build up to a complete piece of writing to ensure the children can access this and achieve to an appropriate standard.

1. Reading and absorbing model texts.
Looking at WAGOLL or successful examples.
Identifying key features of specific text types.
Understanding the audience and purpose for writing.
2. Focusing on sentence, punctuation and vocabulary work to feed into our writing.
Building up a toolkit of features we can use independently.

3. Small burst writing activities to practise features, sentence types, punctuation and vocabulary taught.
4. Detailed planning so that children have a clear understanding of what they are going to write, with a beginning, middle and end.
5. Independent writing in draft form - children know they can make mistakes and changes.
6. Editing and revising - correcting mistakes and making changes to improve writing so that it is as good as it can be.
7. Publishing - producing a neat, finished version of our writing that children are proud of.

Assessing Writing

At the end of KS2, writing is the only core subject that is not assessed through the SATs tests.

Instead, we are required to take part in a moderation process, where children produce specific pieces of writing which are assessed against nationally agreed standards.

External moderators regularly visit our school to check our moderation records and agree with, or challenge, our writing judgements.



Working Towards the Expected Standard for Writing in Year 5						
	A	B	C	D	E	F
I have written appropriately to match the purpose of the text						
I have used paragraphs to organise my ideas						
I have described settings and characters in narratives						
I have used simple devices to structure non-narrative writing						
I have used capital letters and full stops						
I have used questions marks and exclamation marks						
I have used commas in a list appropriately						
I have used apostrophes for contraction mostly accurately						
I have spelled the Y3 and Y4 words correctly						
Working At the Expected Standard for Writing in Year 5						
I have written to fit the purpose of writing with an awareness of the audience						
I have described settings, characters and atmospheres in narratives						
I have used further organisational devices to structure texts (headings, underlining, bullet points)						
I have used a range of cohesive devices, including adverbials, within paragraphs						
I have used verb tenses accurately consistently and correctly throughout my writing						
I have linked ideas across paragraphs using adverbials of time, place and number						
I have used relative clauses (beginning with who, which, where, when)						
I have used punctuation for parenthesis (brackets, dashes and commas)						
I have used inverted commas and other punctuation to indicate speech						
I have used a variety of clause structures and sometimes varied their position						
I have spelled some of the Y5 and Y6 words correctly						
Working At Greater Depth for Writing in Year 5						
I have written to fit the purpose and audience of my writing selecting appropriate form						
I have integrated dialogue to convey character and advance the action						
I have indicated degrees of possibility using adverbs or modal verbs						
I have used commas correctly to clarify meaning or to avoid ambiguity						

In other year groups in school we use similar writing assessment grids to help us level children's writing.

To ensure consistency we also moderate writing within our year groups, with other year groups in school and also across our family of schools.

We have regular moderation staff meetings to ensure our judgements are as accurate as possible.

There are some copies of the Y5 writing assessment grids for you to have a look at.

Please feel free to ask any questions and thank you for your time.

