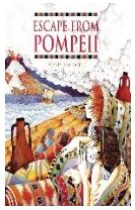
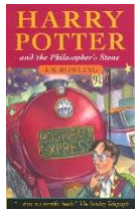
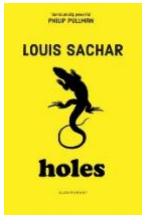
Smawthorne Henry Moore Primary School

Year 5 Writing Curriculum

#TheSmawthorneExperience

Smawthorne Henry Moore Primary School Writing Plan: Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/Text Driver:		Letters of complaint. 	 		Visual Literacy – Alma 	Travel brochures 
Genres:	<u>Diary</u> Clear link between opening and ending. Links between sentences and paragraphs. Paragraphs organised around events. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases used for impact. Adverbial phrases to sequence events across paragraphs. Speech <u>Narrative</u> Third person Pronouns used to hide the subject. Links between opening and resolution. Adjectives, adverbials and prepositions support precision, clarity and impact on the reader. Adverbs for frequency or subtlety (E.g. often, exactly, suspiciously, craftily. Speech use to convey character.	<u>Letter of complaint</u> Recipient's address in the top left hand corner. Introduction and conclusion provide detail and give cohesion. Paragraphs organised to prioritise the most important argument. Arguments are well-constructed. <u>Narrative</u> 1st person Opening shapes the story. Variation in sentence structures, including short sentences. More complex examples of adverbs – frequency and subtlety Pronouns used to hide the subject. Dialogue to advance the action.	<u>Non-chronological report</u> Title – Question to interest the reader. Introduction and conclusion provide detail and give cohesion Subheadings and bullet points to enhance organisation. Introductory sentence for each paragraph to explicitly give the main idea. Adverbials to draw similarities and differences and to indicate degrees of possibility. Use of modal verbs. Pronouns and synonyms for cohesion. <u>Diary entry</u> Fully developed introduction and conclusion, including personal responses. Paragraphed events, which are detailed and engaging. Clear chronology throughout by directing the reader to time and place. Information prioritised to the reader. Varied verb forms, manipulating tense through	<u>Informal letter</u> Recipient's address in the top left hand corner. Fully developed introduction and conclusion, including personal responses. Paragraphed events, which are detailed and engaging. Clear chronology throughout by directing the reader to time and place. Information prioritised to the reader. <u>Persuasive Speech (Sorting Hat)</u> Fully developed introduction and conclusion. Paragraphs developed with prioritised information. Viewpoint is clear to the reader. Emotive language used throughout to engage the reader. Range of persuasive devices. Indicate degrees of possibility using adverbs or modals. Varied sentence length for purpose.	<u>Letter of complaint</u> Recipient's address in the top left hand corner. Fully developed introduction and conclusion. Paragraphs developed with prioritised information. Clear purpose. Formal language. Direct address to the reader. Well chosen noun phrases for precision. Rhetorical questions. <u>Narrative</u> Opening and resolution shape the story. Repetition used for effect. Paragraphs varied in length and structure. Pronouns used to hide the 'doer'. Figurative language used to build description. Dialogue to convey character and advance the action.	<u>Persuasive Holiday Brochure</u> Emotive language. Modifiers used to intensify or clarify. Varied sentence length and sentence type for purpose. Complex noun phrases to add detail. Prepositional phrases used cleverly. <u>Non-chronological report</u> Fully developed introduction and conclusion. Description of phenomenon is technical and accurate. Formal and technical language to engage the reader. Varied sentence length. Passive voice used to heighten engagement.

			paragraphs to guide the reader through chronology. Explore a range of sentence lengths.			
Masters of…	**Consolidation of Year 4 objectives, where needed, to ensure they are embedded.** **• linking ideas across paragraphs using adverbials of time, place and number and tense choices** **• begin to use devices to build cohesion within and across paragraphs.**	**• expanded noun phrases to convey complicated information concisely** **• Ensure consistent and correct tense throughout a piece of writing using the perfect form of verbs to mark relationships of time and cause.** **• note and develop ideas, drawing on reading and research where necessary** **• propose changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning** **• begin to use modal verbs or adverbs to indicate degrees of possibility a text and guide the reader** **Begin to use passive verbs with independence**	**• relative clauses beginning with *who, which, where, when, whose, that*.** **• dashes to indicate parenthesis** **• use brackets to indicate parenthesis** **• use commas for parenthesis** **• use bullet points consistently to organise**	**• secure use of modal verbs or adverbs to indicate degrees of possibility** **• use devices to build cohesion within a paragraph including the use of commas to clarify meaning and avoid ambiguity** **Begin to use semi-colons and colons to mark boundaries between independent clauses**	**• integrate dialogue to convey character and advance the action** **• using the correct vocabulary according to the type of writing** **• secure integration dialogue *to convey character and advance the action*** **Begin to include subjunctive form**	**Children should now be confident at using skills taught throughout the year. Any skills that are not embedded should be recapped at the teacher's discretion, according to the needs of each individual pupil.**

		Using hyphens to avoid ambiguity				
Grammar and Punctuation	Revise Year 4 speech. Revise expand noun phrases by adding modifying adjectives, nouns and prepositional phrases. (eg) the strict maths teacher with curly hair) Revise fronted adverbials, followed by a comma. (adverbials of frequency, possibility and manner). Revise paragraphs. Revise varying sentence structure for effect.	Propose changes to vocabulary, punctuation and grammar to enhance effects and clarify meaning. - Formal conjunctions. - Adverbs - Noun phrases - Rhetorical question Using a colon to introduce a list Using modal verbs or adverbs to indicate degrees of possibility Begin to use expanded noun phrases to convey complicated information concisely Using passive verbs to affect the presentation of information in a sentence Revisit and review	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using brackets, dashes or commas to indicate parenthesis Punctuating bullet points consistently Using passive verbs to affect the presentation of information in a sentence	Using commas to clarify meaning or avoid ambiguity in writing Using semi-colons, colons or dashes to mark boundaries between independent clauses To revise modal verbs Revisit and review	Recognising vocabulary and structures that are appropriate for formal speech (dialogue) and writing, including subjunctive forms Use expanded noun phrases to convey complicated information concisely	Revisit and review
Spellings (National Curriculum)	Week 1 - Words with the letter string 'ough'. Week 2 - Words with 'silent' letters. Week 3 - Words with 'silent' letters.	Week 1- Revise selected spellings taught last half term. Week 2- Revise plurals and apostrophes for	Week 1 – Revise apostrophes for possession. Week 2 - Rare GPCs Week 3 – Etymology	Week 1 – Revise spellings taught in previous half-term. Week 2 – Proofreading	Week 1 – Words from statutory spelling lists. Week 2 - Using etymological/ morphological strategies for spelling.	Week 1 – Revise spellings taught in previous half-term. Week 2 - Use of dictionary to check words.

	Week 4 - Words ending in '-able' and '-ible'. Week 5 – Homophones Week 6 - words from statutory and personal spelling lists.	contraction and possession. Week 3- Use of the hyphen. Week 4 - words from statutory and personal spelling lists. Week 5 - Proofreading, focusing on checking words from personal lists. Week 6 - Using a dictionary to support learning word roots, derivations and spelling patterns.	Week 4 - Words ending in '-ably' and '-ibly. Week 5 – Homophones. Week 6 - Strategies for learning words: words from statutory and personal spelling lists.	Week 3 - Building words from root words. Week 4 – Revise Homophones. Week 5 - Strategies for learning words: words from statutory and personal spelling lists. Week 6 - 'ei' and 'ie' words.	Week 3 - Words from statutory spelling lists. Week 4 - Proofreading for words on statutory list. Week 5 – Proofreading for words on statutory list. Week 6 – Homophones.	Week 3 - Problem suffixes. Week 4 – Revise Homophones. Week 5 - Words from statutory spelling lists. Week 6 - Spelling aspects from Year 5 that are not secure.
Handwriting	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, e.g. pencil or pen (with a pen licence)					

Prior Learning:

At the beginning of Year 5, pupils should be able to:

- Write down their ideas quickly
- Grammar and punctuation should be broadly accurate: full stops, capital letters, question marks, exclamation marks, commas for opening phrases, inverted commas, apostrophes.
- Applying sentences with more than one clause
- Using paragraphs accurately
- Pupils should spell most of the spellings they have been taught so far accurately