



Writing Year 5 Curriculum Overview

Composition Statutory requirements To be considered in every piece of writing.	Pupils should be taught to: plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p style="background-color: yellow; margin-top: 5px;">Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.</p>				
Spoken Language (Y1-6)	Pupils should be taught to: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ✓ listen and respond appropriately to adults and their peers. ✓ ask relevant questions to extend their understanding and knowledge. ✓ use relevant strategies to build their vocabulary. ✓ articulate and justify answers, arguments and opinions. ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates. ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication. </td> </tr> </table>			<ul style="list-style-type: none"> ✓ listen and respond appropriately to adults and their peers. ✓ ask relevant questions to extend their understanding and knowledge. ✓ use relevant strategies to build their vocabulary. ✓ articulate and justify answers, arguments and opinions. ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<ul style="list-style-type: none"> ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates. ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others ✓ select and use appropriate registers for effective communication.
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Autumn					
Class Book / Mentor Text	Secrets of a Sun King by Emma Carroll		Varjak Paw by SF Said		
Text Types	PVPG	Non- chronological report	Diary entry	Instructions	
Grammar Features	Set non-fiction writing out appropriately through use of: <ul style="list-style-type: none"> · paragraphs · bullet points Use topic sentences to open paragraphs. (cohesion) Vary sentence length and type. Select vocabulary to create a desired effect and to add meaning:		Use paragraphs to organise work. Use relative clauses beginning with who, which, where, when, whose and that Select vocabulary to create a desired effect and add to meaning: <ul style="list-style-type: none"> · appropriate verb choices (including passive verbs) Use a range of conjunctions within sentences showing greater understanding of their meaning.		
Select vocabulary to create a desired effect and add to meaning: <ul style="list-style-type: none"> · expanded noun phrases 		Use relative clauses beginning with who, which, where, when, whose and that		Select vocabulary to create a desired effect and add to meaning: <ul style="list-style-type: none"> · appropriate verb choices 	



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	<ul style="list-style-type: none"> · technical vocabulary · expanded noun phrases <p>Use a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>Link ideas across paragraphs using adverbials of time and place.</p> <p>Select vocabulary to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> · adverbial phrases <p>Use commas to:</p> <ul style="list-style-type: none"> · mark phrases or clauses when opening sentences · mark embedded clauses <p>Use adverbs to make meaning precise.</p>	<p>Use commas to:</p> <ul style="list-style-type: none"> · mark phrases or clauses when opening sentences · mark embedded clauses <p>Use a colon to introduce a list</p> <p>Punctuating bullet points consistently</p>
Spring			
Class Book / Supporting texts	Malamander by Thomas Taylor	Fantastic Beasts and where to Find Them – JK Rowling	Model text – The River – Valerie Bloom Stars with Flaming Tails Valerie Bloom
Text Types	News(paper) report / Recount	Setting Description	Poet study- Valerie Bloom (compare poems)
Grammar Features	<p>Set non-fiction writing out appropriately through use of:</p> <ul style="list-style-type: none"> · headline · columns <p>Use relative clauses with an omitted relative pronoun when appropriate.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility.</p> <p>Use adverbs to make meaning precise.</p> <p>Use adverbials of time and place to build cohesion across paragraphs.</p> <p>Use brackets, commas and dashes to indicate parenthesis</p> <p>Use passive verbs to effect the presentation of information in a sentence.</p>	<p>Use commas to:</p> <ul style="list-style-type: none"> · mark phrases or clauses when opening sentences · mark embedded clauses <p>Use adverbs to make meaning precise.</p> <p>Select vocabulary to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> · expanded noun phrases · personification · similes · metaphor <p>Use relative clauses with an omitted relative pronoun.</p> <p>Use commas to:</p> <ul style="list-style-type: none"> · mark phrases or clauses when opening sentences · mark embedded clauses 	<p>Select vocabulary to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> · expanded noun phrases · personification · similes · metaphors <p>Use relative clauses with an omitted relative pronoun.</p> <p>Use adverbs to make meaning precise.</p> <p>Perform own compositions</p>
Summer			



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Class Book/ Supporting Text	Wonder by RJ Palacio		Street Child by Berlie Doherty HM Queen Elizabeth II A Celebration of the Queen & 25 Amazing Britons From Her Reign – Sarah Mulvanny Dr Barnardo https://www.bbc.co.uk/teach/class-clips-video/articles/zky7pg8	
Text Type	Narrative - perspectives	Balanced Argument - Persuasive letter – year 6 jobs (SHORT UNIT)	Biography	Narrative
Grammar Features	<p>Embed previously taught narrative content.</p> <p>In narrative, describe setting, character, plot and atmosphere.</p> <p>Can link ideas through tense choice e.g. he had seen her before.</p> <p>Use the correct punctuation to demarcate speech.</p> <p>Use speech and behaviour to add to characterisation.</p> <p>In narrative, describe setting, character, plot and atmosphere.</p>	<p>Set non-fiction writing out appropriately:</p> <ul style="list-style-type: none"> • balanced argument <p>Use devices to build cohesion within a paragraph.</p> <p>Use a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Use relative clauses with an omitted relative pronoun.</p> <p>Secure selecting vocabulary to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> • expanded noun phrases • adverbial phrases • appropriate verb choices <p>Use modal verbs and adverbs to indicate degrees of possibility</p>	<p>Secure selecting vocabulary to create a desired effect and to add meaning:</p> <ul style="list-style-type: none"> · technical vocabulary <p>Secure using adverbials of time and number to build cohesion across paragraphs</p> <p>Secure using devices to build cohesion within a paragraph:</p> <ul style="list-style-type: none"> • pronouns <p>Secure using organisational and presentational devices to structure text.</p> <ul style="list-style-type: none"> · heading · paragraphs · subheadings · picture <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p>	<p>Secure previously taught narrative content.</p> <p>Secure selecting vocabulary to create a desired effect and add to meaning:</p> <ul style="list-style-type: none"> · expanded noun phrases · adverbial phrases · appropriate verb choices <p>Secure the full range of speech punctuation correctly including interrupted speech.</p> <p>In narratives, describes settings, characters, plot, and atmosphere</p>