Writing
Year 5 Curriculum Overview

<table>
<tr><td>Composition
Statutory requirements

To be considered in every piece of writing.</td><td colspan="3">Pupils should be taught to:
plan their writing by:
• 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:
• 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
• précising 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:
• 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
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.</td></tr>
<tr><td>Spoken Language (Y1-6)</td><td colspan="3">Pupils should be taught to:
✓ 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
✓ 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>
<tr><td colspan="4">Autumn</td></tr>
<tr><td>Class Book</td><td colspan="2">Secrets of a Sun King by Emma Carroll</td><td>Varjak Paw by SF Said</td></tr>
<tr><td>Text Types

Mentor Texts</td><td>PVPG</td><td>Explanation Text
“See Inside Ancient Egypt” – Rob Lloyd Jones (Usborne)
• Excellent for explanation writing
“The Ancient Egypt Sleepover” / “History Snapshots: Ancient Egypt” – Peter Hepplewhite
• Clear, accessible explanations
“How to Be an Ancient Egyptian” – Scoular Anderson
“Ancient Egypt (DK Eyewitness)”
• Rich in diagrams and labelled visuals
• Clear factual explanations
“Egyptian Mummies” – DK / National Geographic Kids
• Strong focus on processes
“How We Lived in Ancient Times” – Usborne
• Explains systems and daily life clearly
“Until I Met Dudley” – Roger McGough</td><td>Diary entry
"Diary of a Wimpy Kid" series by Jeff Kinney:
The Extremely Embarrassing Life of Lottie Brooks by Katie Kirby
“The Diary of a Killer Cat” – Anne Fine
• Strong first-person voice
• Clear personality through writing
“Fantastic Mr Fox” – Roald Dahl (character voice)
Distinct personality in narration</td></tr>
</table>

Writing
Year 5 Curriculum Overview

		Explaining *how things work* Breaking down processes simply	
Suggested Short Burst Write	**NA**	**Diary Paragraph "Lilian's Secret Thoughts"** **Focus:** First person + emotion (mentor: diary writing) *Write a diary-style paragraph after Lilian finds the jar.* **Informal Letter Paragraph "A Warning Letter"** **Focus:** Persuasive + informal tone (mentor: letter writing) *Write a short paragraph warning someone about the curse.* **Character Description "The Mysterious Stranger"** **Focus:** Show not tell + inference *Describe a suspicious character linked to the curse.* **Persuasive Appeal** **"Return the Jar!"**	**Instruction Paragraph "The Way of Jalal"** **Focus:** Instructional style *Write a paragraph explaining how to follow part of the Way.* **Dialogue "Advice from the Elder Paw"** **Focus:** Speech punctuation + character voice *Write a short exchange between Varjak and Jalal (or Elder Paw).* **Character Description "A Street Cat Encounter"** **Focus:** Show not tell + inference *Describe a tough street cat Varjak meets.*
Grammar Features	Nouns – Common, proper, collective, partitive and abstract. Verbs – being verbs, to have, regular and irregular action verbs and verb phrases, phrasal verbs Subject Single clause sentences Co-ordinating conjunctions to join clauses Compound subjects and dummy subjects.	Set non-fiction writing out appropriately through use of: · 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: · technical vocabulary · expanded noun phrases Use a colon to introduce a list Punctuating bullet points consistently Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	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: · appropriate verb choices (including passive verbs) Use a range of conjunctions within sentences showing greater understanding of their meaning. Link ideas across paragraphs using adverbials of time and place. Select vocabulary to create a desired effect and add to meaning: · adverbial phrases Use commas to: · mark phrases or clauses when opening sentences · mark embedded clauses Use adverbs to make meaning precise.
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		
Spring			
Class Text	**Malamander** by Thomas Taylor	Fantastic Beasts and where to Find Them – JK Rowling	**Model text – The River – Valerie Bloom**

Writing
Year 5 Curriculum Overview

		Video clips from Harry Potter series (forbidden forest / lake / Diagon Alley) Extract from Dracula	**Stars with Flaming Tails Valerie Bloom**
Text Types **Mentor Texts**	**News(paper) report / Recount** • **First News (sample issue) https://www.firstnews.co.uk/sample-issue/** • **BBC Newsround episodes** **https://www.literacyshed.com/catch-a-lot.html (Catch-a lot)** **"Dragonology" – Dugald Steer** • Fiction presented as non-fiction **DK Eyewitness / National Geographic (Animals)** Clear non-chronological report structure **"The Loch Ness Monster" / "Mythical Creatures" reports** • Links strongly with Malamander-style mystery	**Setting Description** • **Harry Potter – Text and video clips** **Forbidden Forest:** **https://norwichopportunityarea.wordpress.com/wp-content/uploads/2020/06/lesson-7-forbidden-forest-longer-extract.pdfVideo Clip** **Diagon Alley:** • **A hidden wizarding shopping street, accessible through a magical archway.** • **Contains shops selling magical items like cauldrons, wands, and books.** **The Great Hall:** https://ctsprimary.org.uk/wp-content/uploads/2020/06/Year-5-English-Day-1-Extract-01.06.20.pdf **Dracula's Castle as a comparison** https://www.wjec.co.uk/media/2xkhfw4o/7-gothic-setting-nea.pdf	**Free Verse Poetry Spotlight poet: Valerie Bloom** **Watch and listen to videos of volcanic explosions** **"The Sound Collector" – Roger McGough** • Sensory-rich poem • Focus on sound imagery **"The Magic Box" – Kit Wright** • Imaginative imagery and structure **"A River" – Pie Corbett** • Strong descriptive imagery • Clear poetic structure **"Silver" – Walter de la Mare** • Classic imagery and personification
Suggestions for Short Burst Writing	**Setting Description "Eerie Eerie-on-Sea"** **Focus:** Atmosphere + senses (mentor: mystery settings) *Describe the seaside town on a stormy evening.* **Character Description "The Malamander Emerges"** **Focus:** Show not tell + expanded noun phrases *Describe the Malamander appearing from the sea.*	**Persuasive Paragraph "Why Hogwarts Is the Best School"** **Focus:** Persuasive writing *Convince someone to attend Hogwarts.* **"Show Not Tell" Emotion "Harry Is Nervous"** **Focus:** Showing feelings through actions *Show that Harry is nervous before a big moment.*	**Explain the journey of a river** **Personification "The River Comes Alive"** **Focus:** Figurative language *Describe the river as if it is alive.* **Sound Focus "The Sounds of the River"** **Focus:** Auditory imagery *Describe what you can hear.*
Grammar Features	Set non-fiction writing out appropriately through use of: · headline · columns Use relative clauses with an omitted relative pronoun when appropriate. Use modal verbs and adverbs to indicate degrees of possibility. Use adverbs to make meaning precise. Use adverbials of time and place to build cohesion across paragraphs. Use brackets, commas and dashes to indicate parenthesis	Use commas to: · mark phrases or clauses when opening sentences · mark embedded clauses Use adverbs to make meaning precise. Select vocabulary to create a desired effect and add to meaning: · expanded noun phrases · personification · similes · metaphor Use relative clauses with an omitted relative pronoun. Use commas to: · mark phrases or clauses when opening sentences · mark embedded clauses	Select vocabulary to create a desired effect and add to meaning: · expanded noun phrases · personification · similes · metaphors Use relative clauses with an omitted relative pronoun. Use adverbs and adverbial phrases to make meaning precise. Perform own compositions

Writing
Year 5 Curriculum Overview

	Punctuation for direct speech Use passive verbs to affect the presentation of information in a sentence.		
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		
Summer			
Class Text	**Wonder by RJ Palacio**	Macbeth (A Shakespeare Story) by Andrew Matthews (Author), William Shakespeare (Author),	Street Child by Berlie Doherty
Text Type **Mentor Texts**	**Narrative – perspectives** • **Jack and Julian show Auggie around the school** https://www.youtube.com/watch?v=ceWNY5eNSWY **"Voices in the Park" – Anthony Browne** • **Same event told from 4 perspectives** • **Clear contrast in voice and vocabulary** **"The True Story of the Three Little Pigs" – Jon Scieszka** • **Alternative perspective of a familiar story** **Diary-style extracts (e.g. *Diary of a Wimpy Kid*)** • **Strong, clear voice**	**Persuasive Argument** **"You Choose" / "What Would You Do?" style books** • **Present moral choices** **"Should There Still Be Zoos?" / similar KS2 debate texts** • **Clear argument structure** **Newsround Debate texts** • **Accessible balanced writing** **Traditional tales with moral dilemmas (e.g. *Jack and the Beanstalk*)** • **Simple right/wrong debates**	**Biography** **Dr Barnardo** https://www.bbc.co.uk/teach/class-clips-video/articles/zky7pg8 **"Who Was…?" series** **"Little People, Big Dreams" series** **DK Biography texts** • **Strong layout and factual tone** **Non-fiction extracts on Dr Barnardo** • **Real historical figure linked to the story**
Suggested Short Burst Write	**Character Description "August Pullman"** **Focus:** Show not tell + respectful description *Describe Auggie in a kind and thoughtful way.* **Inner Thoughts "First Day Feelings"** **Focus:** Internal monologue *Write Auggie's thoughts on his first day at school.* **"Show Not Tell" Emotion "Auggie Feels Nervous"** **Focus:** Showing feelings through actions *Show he is nervous without saying it directly.* **Reflection Paragraph "What Kindness Means"** **Focus:** Personal reflection *Write about what kindness means to you.*	**Character Description "Macbeth the Warrior"** **Focus:** Show not tell + powerful adjectives *Describe Macbeth as a brave but dangerous soldier.* **Inner Thoughts "Macbeth's Dilemma"** **Focus:** Internal conflict (ambition vs conscience) *Write Macbeth's thoughts after hearing the prophecy.* **Dialogue "Lady Macbeth Persuades"** **Focus:** Persuasive speech + tone *Write a short exchange where Lady Macbeth convinces Macbeth.* **Persuasive Paragraph "Why Macbeth Should Not Be King"** **Focus:** Balanced argument *Explain why Macbeth is not fit to rule.*	**Character Description "Jim Jarvis" / Mr Spink** **Focus:** Show not tell + empathy *Describe Jim and his situation.* **Inner Thoughts "Jim Runs Away"** **Focus: I**nternal monologue *Write Jim's thoughts as he decides to run away.* **Diary Paragraph "Jim's Day on the Streets"** **Focus:** First person + reflective tone *Write a diary-style paragraph from Jim's perspective.* **Persuasive Paragraph "Why Children Deserve Better"** **Focus:** Historical persuasion *Write a paragraph arguing that children should be treated better.*

Writing
Year 5 Curriculum Overview

Grammar Features	Embed previously taught narrative content. In narrative, describe setting, character, plot and atmosphere. Can link ideas through tense choice e.g. he had seen her before. Use the correct punctuation to demarcate speech. Use speech and behaviour to add to characterisation. In narrative, describe setting, character, plot and atmosphere.	Set non-fiction writing out appropriately: •balanced argument Use devices to build cohesion within a paragraph. Use a colon to introduce a list Punctuating bullet points consistently Use relative clauses with an omitted relative pronoun. Secure selecting vocabulary to create a desired effect and add to meaning: • expanded noun phrases • adverbial phrases • appropriate verb choices Use modal verbs and adverbs to indicate degrees of possibility	Secure selecting vocabulary to create a desired effect and to add meaning: · technical vocabulary Secure using adverbials of time and number to build cohesion across paragraphs Secure using devices to build cohesion within a paragraph: •pronouns Secure using organisational and presentational devices to structure text. · heading · paragraphs · subheadings · picture Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content?**		
			Not completed due to extra-curricular activities.