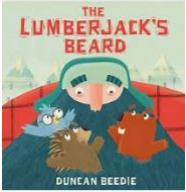
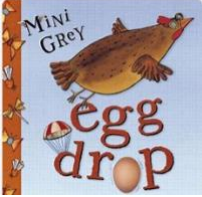
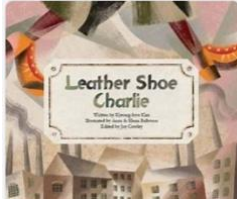


CURRICULUM FOR WRITING– YEAR 5 PENINNE WAY PRIMARY SCHOOL

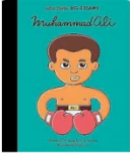
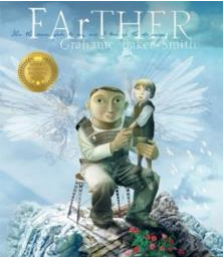
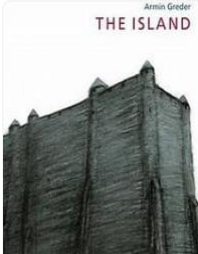
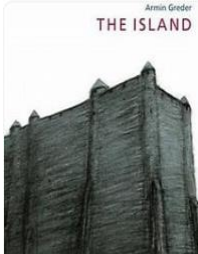
- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

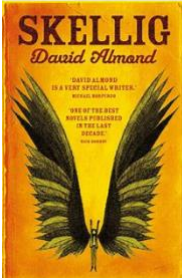
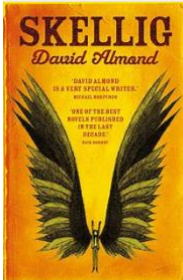
Autumn 1

Science-Separating Mixtures		History		Geography – Investigating World Trade	
Text and Genre	Retell	Retell- Egg Drop	Setting Description -Leather Shoe Charlie	Diary – Leather Shoe Charlie	Non- Chronological Report – What is Fair Trade?
					
Year 5 Genre Progression	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Include two adjectives in my fronted adverbial of place. "Under the... Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).
Handwriting –Adapt handwriting style according to the purpose of the writing.					
Year 5 Grammar and Punctuation	Insert whole sentences to describe setting and characters.	In narratives describing settings, characters and atmosphere to advance the action.	Use more sophisticated metaphors to describe things in my writing. Use a metaphor as an opener. Use personification. Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.	Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).	Link sentences and paragraphs using coordinating and subordinating conjunction. Include complex sentences, which start with a subordinating conjunction followed by a comma. Punctuate bullet points consistently in non Consolidation of previously taught skills.
Year	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023				

CURRICULUM FOR WRITING– YEAR 5 PENINNE WAY PRIMARY SCHOOL

Autumn 2					
Science – Energy		History -Ancient Rome		Geography	
Text and Genre	Black History Month Recount (Could change to Aretha.) 	Retell-FarTher 	Retell 	Diary's Entry 	Persuasive Letter to the village Mayor- Why we should keep Edgar. 
Year 5 Genre Progression	Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.	. Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail.The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.	Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause
Handwriting –Adapt handwriting style according to the purpose of the writing.					
Year 5 Grammar and Punctuation	Ask a rhetorical question to appeal directly to the reader. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Adding a new line whenever a new person starts speaking. Use speech within a piece of writing to move the story on.	Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense). Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).	Revision of Show Don't Tell. Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.	Use a colon to introduce a list within a sentence. Use modal verbs and adverbs to show the possibility of something happening.

CURRICULUM FOR WRITING– YEAR 5 PENINNE WAY PRIMARY SCHOOL

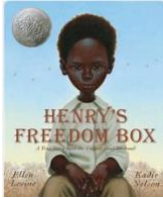
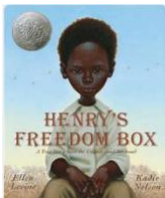
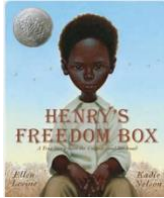
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Year 5 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023						
Spring 1							
Science-Life Cycles		History- North America and Water			Geography		
Text and Genre	Setting Description of the	Retell- Choose a section		First Person Monologue- The crossing!		Newspaper Report.	
	 Garage						
Year 5 Genre Progression	Include two adjectives in my fronted adverbial of place. “Under the ancient, crumbling bridge,” Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.		Describe setting and atmosphere. Include feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.		Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. By-line (who wrote it). Conclusion (plan for the future).	
	Handwriting- Choose the writing implement that best suits the task.						
Year 5 Grammar and	Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener. Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing.	Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions. Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.		Use short sentences to build suspense. Use ISPAD (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.		Use an embedded relative clause, marked with commas for parenthesis. Use a rhetorical question to make the reader think.	

CURRICULUM FOR WRITING– YEAR 5 PENINNE WAY PRIMARY SCHOOL

Year 5 Spelling	**"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023				
Spring 2					
Science-Human Development		History- Roman Empire in Britain		Geography	
Text and Genre	Retell- Pandora’s Box 	Retell- The Highway Man 	Persuasive Leaflet – Why You Should Visit Handrian’s Wall 	Residential Trip	
Year 5 Genre Progression	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has facts to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.		
Handwriting- Choose the writing implement that best suits the task.					
Year 5 Grammar	Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.	Use show don’t tell to build suspense, to introduce a dilemma in a story and convey a character’s emotions.	Consolidation of using a colon to introduce a list within a sentence. Consolidation of using modal verbs and adverbs to show the possibility of something happening.		

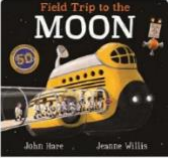
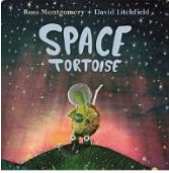
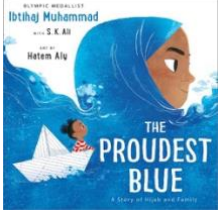
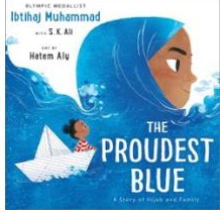
Year 5 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>				

Summer 1

		History		Science-Forces		Geography – Climates across the World	
Text and Genre		Diary Entry- Night his family are taken away. 	Retell- In the Box 	Thank you, letter 	Setting Description -Little Bear's Spring 	Retell 	Explanation – How is Global Warming affecting the planet? 
Year 5 Genre		Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Past, Present and Future tense. Include a range of tenses. Include a quote.	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Passive voice. Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because / as / since / for <i>They cannot be made quickly because of the intricate designs.</i> Put into context. Compare and contrast vocabulary. <i>The sun is an amazing 864,000 miles in diameter, unbelievably stars have been found which are 100 times bigger.</i> Glossary. Draw the reader in. Independently start to consider presentation.

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CURRICULUM FOR WRITING– YEAR 5 PENINNE WAY PRIMARY SCHOOL

Year 5 Grammar and Punctuation	Use dashes to add parenthesis.	Know the difference between direct speech and reported speech.	Consolidation of using dashes to add parenthesis.	Consolidation of using similes. metaphors and expanded noun phrases in a list.	Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.	Use brackets to add parenthesis. Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.
Year 5 Spelling	*“Dictation gives children opportunities to practice and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2022					
Summer 2						
	History -Quest for Knowledge		Science-Earth & Space		Geography	
Text and Genre	Retell 	Diary Entry 	Character Description 	Retell 	Free Verse Poem – A Rocket Launch 	
Year 5 Genre Progression	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.	Written in the past / past tense. Describe the character and include their feelings by using show don't tell. Including speech and moving the action on.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.	

CURRICULUM FOR WRITING– YEAR 5 PENINNE WAY PRIMARY SCHOOL

Handwriting- Maintain legibility in joined handwriting when writing at speed.					
Year 5 Grammar	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Consolidation of previously taught skills.
Year 5 Spelling	<i>*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>				