Writing Curriculum



Year 5 Writing



New Learning | Prior Learning

Know It

Year 5

Spelling4

synonym	A word which carries a similar meaning to another.
antonym	A word which carries an opposite meaning to another.
'silent' letter	An unheard letter within a word. These often form part of a digraph or trigraph.
stressed	A syllable within a word given greater emphasis.
unstressed	Letters which are not easy to hear within a word.
homophone	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
prefix	A group of letters added to the **start** of words to create a new word with a different meaning.
suffix	A group of letters added to the **end** of words to create a new word with a different meaning.

Punctuation

parenthesis	Words or phrases inserted to add explanation or asides, demarcated with either ( ) , -
brackets	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
dash	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
commas for parenthesis	A pair of commas can be used to mark an embedded clause or additional information or explanation
comma for reporting clauses	A comma is used to mark the boundary between speech and the reporting clause.
comma for fronted adverbials	A comma is used to separate an adverbial from the main clause if it comes at the start of a sentence.
comma for subordinate clauses	A comma is used to separate a subordinate clause from the main clause if it comes at the start of a sentence.
inverted commas	Marks used to surround direct speech. These are sometimes called speech marks.

Sentence Structure

cohesive device	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
relative clause	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
embedded clause	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
main clause	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
subordinate clause	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
reporting clause	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.

Word Class

relative pronoun	A word which can introduce a relative clause and refers back to a noun or clause.
auxiliary verb	A verb used to form the tense and mood of other verbs.
modal verb	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
fronted adverbial	An adverb or adverbial that has been moved before the verb.
determiner	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
possessive pronoun	A pronoun which indicates 'belonging' to a person or object.
preposition	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
co-ordinating conjunction	A conjunction that links two independent clauses.
subordinating conjunction	A conjunction that links an independent clause and a subordinate clause.
adverbial	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. They can tell us how (manner), when (time), where (place) and why (cause).
pronoun	A type of word which replaces a noun.

Tense

perfect	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
progressive	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Teach It: Spelling

Spelling Shed

Year 5

Children are taught to spell following the Ed Shed Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling

Autumn 1

Step 1: Words with the suffix '-ous'
ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious
Step 2: Words with the suffix '-ous'
atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious
Step 3: Words with the suffix '-al'
artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special
Step 4: Words with the suffix '-al'
circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential
Step 5: Words with the suffix '-al'
commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial
Step 6: Challenge Words
appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable

Autumn 2

Step 7: Words ending in '-ant'
abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant
Step 8: Words with the suffixes '-ance' and '-y'
abundance, abundancy, brilliance, ambulance, elegance, circumstance, hesitancy, redundancy, tolerance, vacancy
Step 9: Words ending in '-ent' and '-ence'
competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent
Step 10: Words with the suffixes '-able' and '-ible'
comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable
Step 11: Words ending in '-ably' and '-ibly'
comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly
Step 12: Challenge Words
accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth

Spring 1

Step 13: Words with the suffix '-able'
agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable
Step 14: Words that are adverbs of time
afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday
Step 15: Words with suffixes where the base word ends in 'fer'
conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring
Step 16: Words with 'silent' first letters
knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer
Step 17: Words with 'silent' letters
ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle
Step 18: Challenge Words
ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht

Spring 2

Step 19: Words with 'ie' after 'c'
society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient
Step 20: Words where 'ei' can make an /ee/ sound
caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize
Step 21: Words where 'ough' makes an /or/ sound
afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought
Step 22: Words containing 'ough'
although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen
Step 23: Adverbs of possibility and frequency
certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely
Step 24: Challenge Words
accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm

Summer 1

Step 25: Words that are homophones or near homophones
advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy
Step 26: Words that are homophones
aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father
Step 27: Words that are homophones
bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past.
Step 28: Words that are homophones or near homophones
cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary
Step 29: Words that are homophones or near homophones
affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose
Step 30: Challenge Words
achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system

Summer 2

Step 31: Words with hyphens
co-author, co-operate, coordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Step 32: Challenge Words
afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Step 33: Revision Words
accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Step 34: Revision Words
conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Step 35: Revision Words
ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Step 36: Revision Words
aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Teach it: Transcription and Sentence Structure

Year 5

Securing Transcription Skills and Sentence Structure

Children in Year 5 are given opportunities to develop fluency in transcription skills and practise sentence writing through:

- Regular handwriting instruction to increase the speed of it;
- Use of a range of strategies to spell correctly, including knowledge of morphology and etymology.
- Use of a dictionary to check words with uncommon/not taught spelling patterns.
- Regular sentence writing practice: sentence completing, adapting, expanding, imitating, overwriting and improving.
- Thinking aloud to generate ideas and compose/improve sentences;
- Teacher modelling and feedback;
- Re-reading and checking for sense and accuracy;
- Routinely editing sentences to correct spelling, punctuation and to address any grammatical inaccuracies.

Handwriting

Children should use their handwriting skills to:
Write legibly, fluently and with increasing speed by:

- choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;
- choosing the writing implement that is best suited for the task.

Ensure that the needs of left-handed children are considered.

Our curriculum is supplemented through the use of Vocabulary Ninja SPAG starters. Through this scheme, Year 5 children are taught:

Week 1 CL and FS	**Week 2** Underline the relative pronoun (who, which, where, when, whose, that)	**Week 3** Add in the missing commas to show parenthesis	**Week 4** Mixture of previous 3 weeks	**Week 5** Underline the relative clause in each sentence	**Week 6** Add in the missing brackets to show parenthesis
Week 7 Add in commas to change meaning	**Week 8** Mixture of previous 3 weeks	**Week 9** Add in the missing dashes to show parenthesis	**Week 10** Circle the modal verb in each sentence	**Week 11** Choose which suffix (ate, ise, ify)	**Week 12** Mixture of previous 3 weeks
Week 13 Speech punctuation	**Week 14** Adjective or adverb? The spring garden looks lovely. The clothes are folded neatly.	**Week 15** Complete the sentence with a relative clause.	**Week 16** Mixture of previous 3 weeks	**Week 17** Word class of the underlined word (covering all)	**Week 18** Choose the correct prefix for these words (dis, de, mis)
Week 19 Identify verb form (past/ present/ perfect/ progressive)	**Week 20** Mixture of previous 3 weeks	**Week 21** Change verbs to past perfect progressive	**Week 22** Change verbs to present perfect progressive	**Week 23** Underline word classes (covering all)	**Week 24** Mixture of previous 3 weeks
Week 25 Underline the subordinate clause in each sentence (including relative clauses)	**Week 26** Apostrophes for plural possession	**Week 27** Speech punctuation	**Week 28** Mixture of previous 3 weeks	**Week 29** Decide whether the main or subordinate clause is underlined (including relative clauses)	**Week 30** Apostrophes for singular and plural possession
Week 31 Identify verb form (inc. perfect progressive forms)	**Week 32** Mixture of previous 3 weeks	**Week 33** All missing apostrophes	**Week 34** Standard English (verb inflections)	**Week 35** Add in missing punctuation (all covered)	**Week 36** Mixture of previous 3 weeks

New Learning | Prior Learning

Teach it: Composition

Year 5

Writing Skills

Grammar

- understand the difference between plural and possessive 's'
- use the standard English form for verb inflections, e.g. We were/We was, I did/I done

Extend sentence structures and aid cohesion through:

- use of fronted adverbials e.g. 'Later that day'
- use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth'

- convert nouns or adjectives into verbs using suffixes

Extend sentence structures and aid cohesion through:

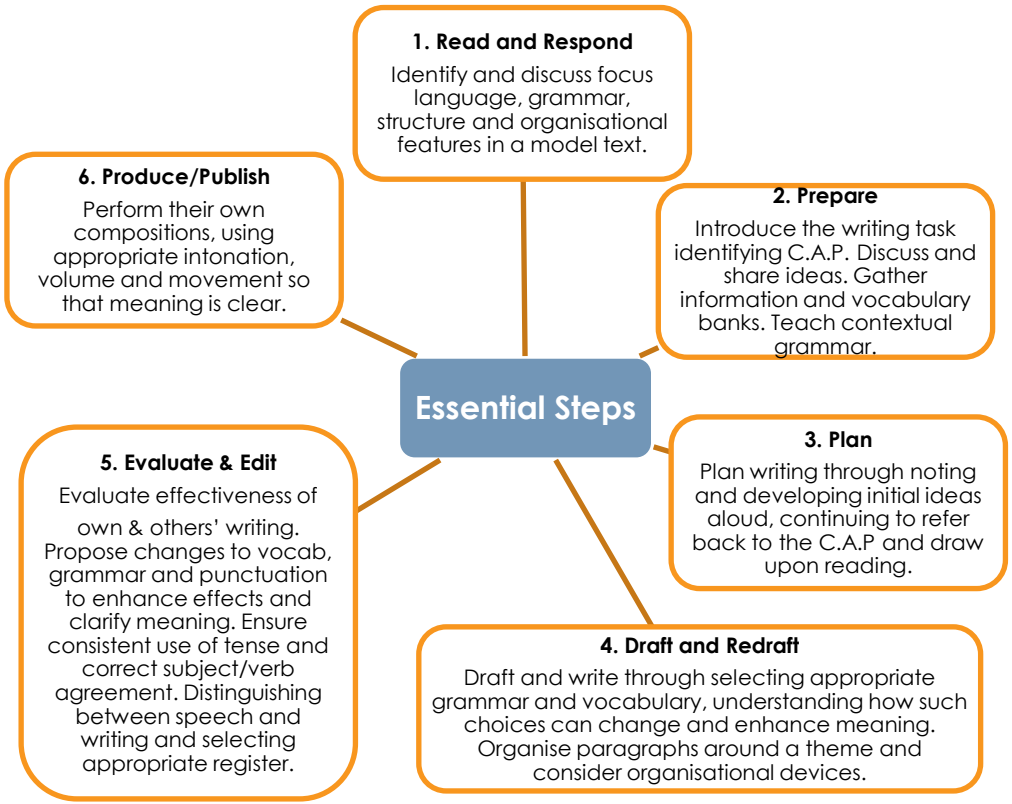
- linking ideas across paragraphs using adverbials of time, place and number
- use of tense to reference back or ahead, e.g. he had seen her before
- use of relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun
- indicating degrees of possibility using adverbs or modal verbs

Punctuation

- use of commas after a fronted adverbial
- use of comma after a reporting clause in direct speech

- use of brackets, dashes or commas to indicate parenthesis
- use of commas to clarify meaning or avoid ambiguity

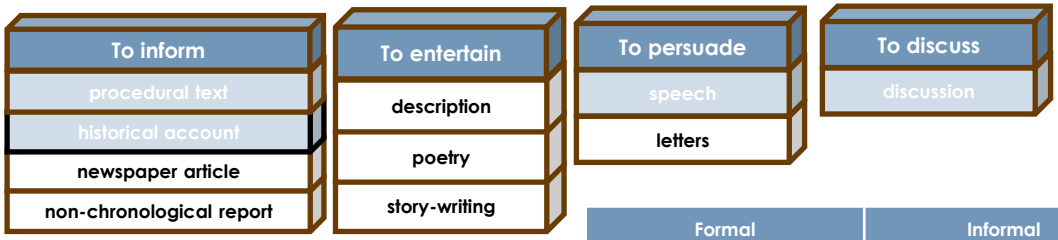
Writing Process



Writing Purpose

Children should know that there are different purposes for writing.
In Year 5 children should focus on all four of these. They should be given opportunity to read and write texts which inform, entertain, persuade or discuss.





Children should be taught the importance of context, audience and purpose through:

- developing use of language and selecting word choices for clarity, effect on reader and/or context;
- selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/ pronouns to reference back.
- use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features;
- selecting an appropriately formal or informal tone through use of taught language and grammar

Formal	Informal
Context-specific or technical vocabulary	Personal tone
Avoid contacted form	Contracted form
Perfect tense	Direct addresses
	Vernacular language

New Learning | Prior Learning

Apply It: To Entertain

Year 5

Story Writing	Poetry	Descriptions
Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.	Children should be taught to explore and experience a range of poetry. Poetry should be given a voice and not just stay on the page. To bring poetry to life, pupils should be taught to perform their poems to an audience. They should be given the opportunity to plan, write and perform a poem.	Children learn to describe characters, settings and objects linked to books or topics.
Children should be taught to: Structure & Organisation • create a title which hints at the theme; • include a beginning which introduces the character, setting and atmosphere; • include a build up which hints at what is going to happen next; • include a dilemma which introduces the problem; • include a resolution where the problem is solved; • include an ending which details the characters' feelings and what will happen next; • organise writing into paragraphs; • use a range of cohesive devices to aid flow; Grammatical features • use the tense consistently (past or present); • use a wide range of conjunctions to express, time, place and manner; • consistently maintain first or third person (may use 2nd person addresses to the reader); • use fronted adverbials to detail time/place ; • use noun phrases to add detail; • use direct speech/reported speech to advance the action and/or aid characterisation; Language features • use pronouns to avoid repetition; • use fronted adverbials to detail where, when and how.	**Children should be taught to read, write and perform a:** **<u>Haiku</u>** · contains 3 lines; · the first line has 5 syllables; · the second line has 7 syllables; · the third line has 5 syllables; · choose vocabulary for effect. Haikus tend to link to nature and natural phenomena. For example: Frozen Kingdom; Ice crystals clinging; Branches glimmer in the sun; Winter's masterpiece. **Pupils should also experience a range of poetry through the reading curriculum.**	**Children should be taught to:** Structure & Organisation • introduce the character, setting or object to the reader; • describe unusual and distinctive features; • ensure features are described in a logical and cohesive order; Grammatical features • use the third person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/place; • use pronouns to refer back to subject/object; • use power of three repetition for effect. Language features • use precise adjectives, adverbs and prepositions to create atmosphere and effect; • use figurative language to add detail and description; • use show not tell techniques, encouraging the reader to make inferences; • use pronouns to avoid repetition; • use expanded noun phrases to aid cohesion and add detail.

New Learning | Prior Learning

Apply It: To Inform

Year 5

Non-Chronological Report	Newspaper Article	Procedural	Recount - Historical Account
Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to recount and inform through writing newspaper articles.	Children learn to inform through a procedural text.	Children learn to recount and inform through writing historical accounts.
Children should be taught to: Structure & Organisation • include a heading; • include an introduction to outline the topic; • include sub-headings; • use paragraphs to organise the information; • make organisational decisions about how the report should look; Grammatical features • use third person; • use mainly present tense; • include some use of the perfect tense; • use a range of conjunctions, in varied positions, to aid cohesion; Language features • maintain a suitably formal tone; • use technical vocabulary to demonstrate factual knowledge; • use specific names of people or places; • use statistics to inform; • use noun phrases, adverbs and prepositions to provide specific, factual detail. • use pronouns to refer back to the subject; • use noun phrases to avoid repetition; • use a range of determiners.	**Children should be taught to:** Structure & Organisation • include a short, catchy headline (may include a pun/wordplay if appropriate); • include a by-line with who is reporting; • organise the article into columns; • may include an image with caption; • begin with an introduction which summarises the report (5Ws); • use paragraphs to sequence the events; • close with a final comment/ recommendation linked to the article; Grammatical features • include witness statements through direct speech; • include a reporting clause for direct speech; • use past tense; • use third person; • use relative clauses to add further detail; • use of determiners to open paragraphs; Language features • use specific names of people or places; • use emotive vocabulary to convey and evoke response; • use noun phrases to avoid repetition; • use pronouns to refer back to the subject; • present relevant information concisely.	**Children should be taught to:** Structure & Organisation • include a title which states the purpose, usually 'How to..'; • include a statement which outlines the end goal/aim; • keep the sentences concise so the reader can follow the steps easily; • use numbered steps to give clarity; • end with a closing statement which may include warnings and/or top tips; • include diagrams where appropriate; Grammatical features • use second person; • use present tense; • use adverbs to indicate time and place; • use imperative verbs to indicate importance; • use of modal verbs to suggest possibility/probability; • use conjunctions to illustrate the sequence; Language features • use determiners to give precision and quantify; • use technical/subject specific language for clarity; • use noun phrases and pronouns to avoid repetition; • use cautionary language to emphasise.	**Children should be taught to:** Structure & Organisation • state whose viewpoint the account is written from; • include relevant/significant factual information; • provide brief introductory outline of the event; • follow on with chronologically ordered paragraphs detailing events; • conclude with a summing up e.g. impact of the event; personal statement of feeling or opinion; Grammatical features • use the third or first person; • use the tense consistently (past or present); • use a wide range of conjunctions to link ideas; • use subordinate clauses, in varied positions, to add detail and context; • use fronted adverbials to detail time/place; • use relative clauses to provide additional useful detail; Language features • use precise adjectives, adverbs and prepositions to clarify or evoke response; • use pronouns to avoid repetition and reference back; • use expanded noun phrases to aid cohesion and add further detail; • use context specific language.

New Learning | Prior Learning

Apply It: To Persuade and Discuss

Year 5

Letter	Speech	Discussion
Children learn to persuade a specific person to do something or think a certain way in the form of a letter.	Children learn to persuade the audience to make changes through a speech.	Children learn to present two points of view through exploring persuasive arguments for and against a topic.
Children should be taught to: Structure & Organisation • include a sender and recipient's address; • include the date the letter was written; • begin the letter with 'Dear…"; • inform the recipient of the purpose of the letter and how the writer is feeling (I am excited to inform you/saddened to tell you/happy to announce); • present facts and information clearly within logically ordered paragraphs; • include only relevant/significant information; • close by stating what you would like to happen next; Grammatical features • use mainly past tense; • use first person address; • add a rhetorical question to cause the reader to consider the writer's view and to draw them in; • use subordinating conjunctions to express cause and effect; • use modal verbs to indicate necessity; Language features • use Sir/Madam if the recipient is unknown; • use 'faithfully' to close if the recipient is unknown, 'sincerely' when know; • use emotive language to stress feelings; • use pronouns to avoid the repetition of proper nouns. • use cautionary language for emphasis and to draw in the reader.	**Children should be taught to:** Structure & Organisation • include an opening which outlines the topic; • elaborate upon points in the main body; • use examples and evidence, including statistics, to support points made; • include a conclusion which links back to the opening; Grammatical features • use mainly present tense; • add a rhetorical question to cause the reader to consider the writer's view and to draw them in; • use subordinating conjunctions to express cause and effect; • use modal verbs to indicate necessity; • present opinions as facts; Language features • use emotive language to emphasise feelings; • use technical vocabulary to convey knowledge and expertise; • use power of three repetition for effect; • use pronouns to avoid the repetition of proper nouns; • use cautionary language for emphasis and to draw in the audience.	**Children should be taught to:** Structure & Organisation • include a clear title which states the discussion topic (often a question); • include an opening paragraph which summarises the discussion; • use paragraphs to outline arguments for and against; • use examples and evidence, including statistics, to support points made; • include a conclusion which outlines the writer's position; Grammatical features • use third person consistently; • use mainly present tense; • use subordinating conjunctions to aid cohesion and express cause and effect; • use adverbials to link ideas/opinion; • Use modal verbs to indicate possibility or probability; Language features • use emotive language to emphasise opinion and evoke response; • use technical vocabulary to convey knowledge and expertise; • use pronouns to avoid the repetition of proper nouns.

Curriculum Endpoints

Year 5

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 5 should enable children to:

	Autumn	Spring	Summer
Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell most Year 3/4 statutory words and begin to spell taught Year 5/6 statutory words correctly.	Spell most Year 3/4 statutory words correctly.	Spell the Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.	Spell many of the taught Year 5/6 statutory words correctly.	Spell most of the taught Year 5/6 statutory words correctly.
	Write with legible and consistent handwriting, with most joins correctly formed.	Write with legible and consistent handwriting, with most joins correctly formed.	Begin to maintain legibility in joined handwriting.
	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
Sentence Structure	Use commas after fronted adverbials, as well as in lists.	Begin to use brackets, dashes and/or commas to indicate parenthesis.	Use brackets, dashes and/or commas to indicate parenthesis.
	Begin to use commas to mark the boundary between a subordinate clause and a main clause.	Use commas to mark the boundary between a subordinate clause and a main clause.	Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.
	Put the apostrophe in the correct place within contractions and for singular and plural possession.	Begin to use commas for clarity correctly.	Use commas for clarity mostly correctly.
	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.	Use speech punctuation accurately, including before and after a reporting clause.	Use speech punctuation accurately, including before and after a reporting clause.
	Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.	Begin to use relative clauses to extend sentences.	Use relative clauses to extend sentences.
	Use a range of verb tenses with increasing consistency.	Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.	Use verb tense, person and subject-verb agreement consistently and accurately, matching the purpose of the writing.
	Use person and subject-verb agreement with increasing consistency.		
Composition	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar, structure and organisational features to aid the reader.
	Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest.	Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.	Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.
	Describe settings and characters through descriptive language.	Describe settings and characters through carefully chosen descriptive language.	Describe settings and characters through carefully chosen descriptive and figurative language.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.	Begin to create atmosphere through use of language, sentence structure and punctuation for effect.	Create atmosphere through use of language, sentence structure and punctuation for effect.
	Begin to use both formal and informal writing features.	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.
	Use dialogue to provide relevant information about characters.	Write using both formal and informal styles.	Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose.
	Use paragraphs to organise ideas around a theme, making cohesive links between them.	Use dialogue purposefully to provide information about characters and begin to use dialogue to move events forward.	Use dialogue purposefully to provide information about characters and/or move events forward.
	Begin to evaluate and redraft sections of writing in order to enhance and improve.	Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.	Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.
		Begin to evaluate and redraft sections of writing in order to enhance and improve.	Begin to evaluate and redraft sections of writing in order to enhance and improve.

Greater Depth Endpoints

Year 5

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all** of the statements in the summer term.

Greater Depth	Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.
	Make some choices about: • the organisation, structure and content of writing • the use of formal and informal language and grammar features • the manipulation of grammar and language for effect and context • the use of written language structures, as well as those that mirror spoken language • when to use additional punctuation to avoid ambiguity or for effect to show a clear and consistent individual writer's voice, which reflects purpose and audience.
	Use the language and techniques found in wider reading to enhance writing.

Support For Children Not Working At ARE

Year 5

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

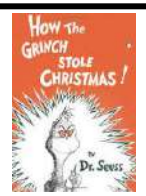
Overwriting letters written with a yellow pen	Forming letters independently , copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently , using the taught phonic code	Choosing own words, segmenting and writing independently , using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

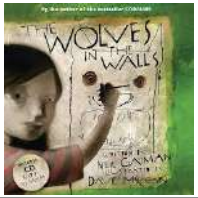
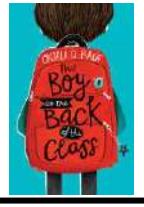
Long Term Plan

Year 5

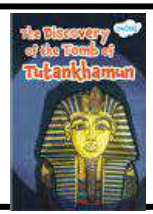
Autumn

				
The Dragon Slayer (Literacy Shed)	The Jabberwocky Lewis Carroll	Dragonology Dugald Steer	The Wizards of Once Cressida Cowell	How the Grinch Stole Christmas Dr. Seuss

Spring

			
The Wolves in the Walls Neil Gaiman	Survivors: Extraordinary Tales from the Wild and Beyond David Long	Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Questions Michael Rosen and Annemarie Young	The Boy at the Back of the Class Onjali Q Rauf

Summer

		
Harry Potter and the Philosopher's Stone JK Rowling	Howard Carter Discovery of Tutankhamun's Tomb	Journey to the Afterlife (Inspire Education-video)

Autumn Term | Provision Map | Year 5

Autumn 1	Overall Purpose	**To persuade and discuss - Letter**	**To entertain – Poetry**	**To inform - Non-chronological Report**
	Stimulus	**The Dragon Slayer (Literacy Shed)**	**The Jabberwocky**	**Dragonology**
	Writing Endpoints	• **Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.** • **Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.** • **Begin to use both formal and informal writing features.**	• **Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest.** • **Describe settings and characters through descriptive language.**	• **Begin to use both formal and informal writing features.** • **Use a range of verb tenses with increasing consistency.** • **Put the apostrophe in the correct place within contractions and for singular and plural possession.**
	Writing Outcome	Watch to 4m30s - To write a letter to Tarragon persuading him to care for the baby dragon.	Write own version of the Jabberwocky poetry using the structures within the text. Write a poem in the Haiku style.	Write an entry for a class non-fiction book on dragons.
Autumn 2	Overall Purpose	**To entertain - Description**	**To entertain - Story Writing**	**To inform – Newspaper Article**
	Stimulus	**The Wizards of Once**	**The Wizards of Once**	**How the Grinch Stole Christmas**
	Writing Endpoints	• **Describe settings and characters through descriptive language.**	• **Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.** • **Begin to use commas for clarity correctly.** • **Use commas to mark the boundary between a subordinate clause and a main clause.**	• **Begin to use relative clauses to extend sentences.** • **Begin to use brackets, dashes and/or commas to indicate parenthesis.** • **Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.**
	Writing Outcome	Write a descriptive paragraph exploring the Wildwoods.	Take a crucial quality away from a character (e.g., a bird that cannot fly or a mermaid that cannot swim) and write a short story detailing how their character finds their "missing magic".	Write a newspaper article to report the incident.

Spring Term | Provision Map | Year 5

Spring 1	Overall Purpose	To entertain – Story Writing	To inform - Procedural
	Stimulus	The Wolves in the Wall	Survivors: Extraordinary Tales from the Wild and Beyond
	Writing Endpoints	• Describe settings and characters through carefully chosen descriptive language. • Begin to create atmosphere through use of language, sentence structure and punctuation for effect. • Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.	• Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences. • Begin to use commas to mark the boundary between a subordinate clause and a main clause. • Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.
	Writing Outcome	Write the scene that follows after the story finishes.	Write a procedural guide informing the reader how to survive on a desert island.
Spring 2	Overall Purpose	To persuade and discuss – Discussion	To entertain – Story Writing
	Stimulus	Who are Refugees and Migrants? What Makes People Leave their Homes?	The Boy at the Back of the Class
	Writing Endpoints	• Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing. • Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader. • Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.	• Use dialogue to provide relevant information about characters. • Use inverted commas to punctuate a sequence of speech sentences mostly correctly. • Describe settings and characters through descriptive language.
	Writing Outcome	Write a balanced discussion text based on the question: Should Britain do more to help refugees?	Rewrite the last chapter.

Summer Term | Provision Map | Year 5

Summer 1	Overall Purpose	**To persuade and discuss – Speech**	**To entertain - Description**
	Stimulus	**Speeches - Past Leaders**	**Harry Potter and the Philosopher's Stone**
	Writing Endpoints	• **Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.** • **Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose.** • **Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.**	• **Describe settings and characters through carefully chosen descriptive and figurative language.** • **Create atmosphere through use of language, sentence structure and punctuation for effect.** • **Use relative clauses to extend sentences.**
	Writing Outcome	Write a campaign speech to be part of the Harewood Government.	Write an email to a friend describing your arrival at Hogwarts
Summer 2	Overall Purpose	**To inform - Historical Account**	**To entertain – Story Writing**
	Stimulus	**Howard Carter Discovery of Tutankhamun's Tomb**	**Journey to the Afterlife** **(Inspire Education-video)**
	Writing Endpoints	• **Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.** • **Use brackets, dashes and/or commas to indicate parenthesis.** • **Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.**	• **Use speech punctuation accurately, including before and after a reporting clause.** • **Use dialogue purposefully to provide information about characters and/or move events forward.** • **Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.**
	Writing Outcome	Write an account of finding Tutankhamun from Howard Carter's viewpoint.	Write from the viewpoint of an Egyptian Pharaoh to explain his journey to the afterlife.