

CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

- 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.

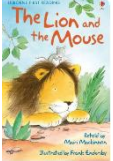
- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Science- Space and Beyond

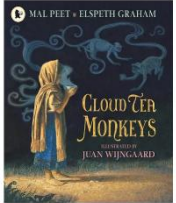
History-Ancient Greeks

Ongoing skills- Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).

Text and Genre	Retell- The Lion and the Mouse 	Retell- Field trip to the Moon 	Retell- Story of Medusa (Wagoll) 	Biography- Katherine Johnson 	Retell- The Journey (A section of story.) 
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.	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.	Key influences in the person's life, (their relationship with other. people and who inspired them). Historical famous characters.	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.
Handwriting –Adapt handwriting style according to the purpose of the writing.					
Year 5 Grammar and Punctuation	Use a comma after a fronted adverbial. 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.	Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).	Insert whole sentences to describe setting and characters. Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Include complex sentences, which start with a subordinating conjunction followed by a comma. Understand and identify the main clause & subordinate clause.	Adding a new line whenever a new person starts speaking. Use speech within a piece of writing to move the story on. In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.
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				

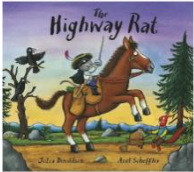
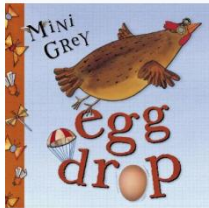
CLIFTON-UPON-DUNSMORE CE PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

Autumn 2

Science – Materials			Geography -Mountains		
Text and Genre	Non- Chronological Report- The Ancient Greeks (Use knowledge from History Lessons.) 	Retell- Broken 	Character Description (Choose character/s.) 	Diary Entry –(The little girl’s diary entry as the mother becomes ill.) 	Setting Description- Choose an image from the book 
Year 5 Genre Progression	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).	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.	Written in the past tense. Describe the character and include their feelings by using show don’t tell.	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 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.
Handwriting –Adapt handwriting style according to the purpose of the writing.					
Year 5 Grammar and Punctuation	Link sentences and paragraphs using coordinating and subordinating conjunction.	Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.	Use more sophisticated metaphors to describe things in my writing.	Consolidation of using complex sentences, which start with a subordinating conjunction followed by a comma. Understand and identify the main clause & subordinate clause.	Use personification.
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				

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Spring 1

Science-Forces			History- Crime and Punishment		
Text and Genre	Retell- The Highway Rat 	Retell- Egg Drop 	Instructions for making an egg parachute. 	Non- Chronological Report- Crime and Punishment. (Use knowledge from History Lessons.) 	Recount of school trip to Stratford. 
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.	Informal / formal instructions could be humorous or formal. Hook the reader in the introduction Sophisticated / appropriate use of adverbs / adjectives Awareness of the audience Add a recommendation	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).	Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.
Handwriting- Choose the writing implement that best suits the task.					
Year 5 Grammar and	Revision of using SPACED (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.	Use a colon to introduce a list within a sentence.	Punctuate bullet points consistently in non-fiction. Use an embedded relative clause, marked with commas for parenthesis.	AfL
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>				

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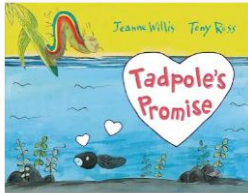
Spring 2

Science- Living Things (Life Cycles)

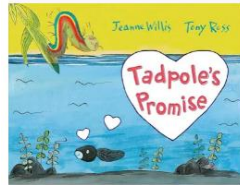
Geography-Sustainable World

Text and Genre

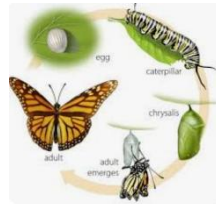
Retell- Tadpole's Promise



Informal Persuasive Letter from the Tadpole to the Caterpillar



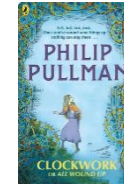
Explanation- Life Cycle of Butterfly



Setting Description-Varmints



Retell- Clockwork -Choose a section.



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.

Include facts and opinions
Use modal verbs and degrees of possibility.
Facts and statistics.
Exaggerate.
Persuasive openers.
Rule of three.
Conjunctions of cause

Wider range of cause-and-effect conjunctions.
Effect and cause conjunctions because / as / since / for
Put into context.
Compare and contrast vocabulary.
Glossary.
Draw the reader in.
Independently start to consider presentation.

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.

Handwriting- Choose the writing implement that best suits the task.

Year 5
Grammar and Punctuation

Use Assessment for Learning to identify skill focus.

Use modal verbs and adverbs to show the possibility of something happening.
Ask a rhetorical question to appeal directly to the reader.
Use a rhetorical question to make the reader think.

Revision of using embedded relative clauses, marked with commas for parenthesis.

Revision of using rich description for interest, (metaphors, personification, onomatopoeia)

Use short sentences to build suspense.

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

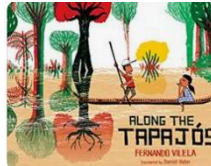
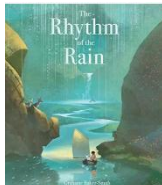
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Summer 1

		History -The Local Area		Science-Growing Old (Puberty)	
Text and Genre	Guide to being eco friendly in everyday life 	Retell- The Journey Home 	Setting Description- The Graveyard 	Retell- The Ghosts of Pere Lachaise 	https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty Guide to surviving Puberty 
	Select own sub-headings Use examples for presentation/structure Consider audience (fun, factual etc) Modal verbs Range of conjunctions for cause	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 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.	Select own sub-headings Use examples for presentation/structure Consider audience (fun, factual etc) Modal verbs Range of conjunctions for cause
Handwriting- Maintain legibility in joined handwriting when writing at speed.					
Year 5 Grammar and Punctuation	Use brackets to add parenthesis.	Use Assessment for Learning to identify skill focus.	Revision- In narratives describing settings, characters and atmosphere.	Revision- In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.	Use Assessment to Learning to identify skill focus.
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				

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Summer 2

DT		Geography-Rivers			
Text and Genre	Retell- The Lighthouse (The Literacy Shed)	Explanation of the Water Cycle	Multiple Diary Entries- Along the Tapajos		Free Verse Poetry on the journey of a River
					
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.	Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because / as / since / for Put into context. Compare and contrast vocabulary. Glossary. Draw the reader in. Independently start to consider presentation.	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.		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.
	Handwriting- Maintain legibility in joined handwriting when writing at speed.				
Year 5 Grammar and	Use Assessment for Learning to identify skill focus.	Use Assessment for Learning to identify skill focus.	Use dashes to add parenthesis.		Use Assessment for Learning to identify skill focus.
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				

These skills may need to be taught in stand-alone spag lessons-

Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.
Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.