**Curriculum Overview - Writing**

**Year 5**

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| **Narrative** Poetry, short/extended story; myth, legend, science-fiction, historical fantasy, fable, anecdote, setting description, character description, diary in role |
| **Grammatical Features (not exhaustive)** • past tense • prepositional phrases or adverbs of time and place to establish setting • time connectives to sequence events • range of verb types:  ‾ doing or action verbs predominate in complication and resolution as action unfolds  ‾ verbs to describe  ‾ saying verbs used in dialogue or reported speech  ‾ thinking and feeling verbs to reflect characters’ internal world • noun groups to build description of characters, places, things • attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters’ actions or behaviours, appreciation of appearances or object  figurative language, e.g. simile, metaphor • subordination |
| **Composition****BEGINNING TO;**• 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. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. • 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. • Proof-read for spelling and punctuation errors. | **Grammar/ Vocabulary / Punctuation**• Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Using brackets, dashes or commas to indicate parenthesis. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–].• Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Punctuation Using commas to clarify meaning or avoid ambiguity in writing. | **Transcription**• Use some prefixes and suffixes and understand the guidance for adding them. **BEGINNING TO** • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary/ thesaurus |
| **Recount**Diary, newspaper article, historical recount, biography, autobiographical recount, educational visit recount. |
| **Grammatical Features**• mostly action verbs to relate activities • specific (personal recount) and generalised participants • past tense • adverbs or prepositional phrases provide details of where, when, with whom, how • time connectives to sequence events • attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events |
| **Composition**BEGINNING TO;• 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]. • Noting and developing initial ideas, drawing on reading and research where necessary. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **and**• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • 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. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Précising longer passages | **Grammar/ Vocabulary / Punctuation**• Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Using brackets, dashes or commas to indicate parenthesis. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–]. • Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Using commas to clarify meaning or avoid ambiguity in writing. | **Transcription**• Use some prefixes and suffixes and understand the guidance for adding them. **BEGINNING TO** • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus  |
| Information ReportDescriptive, classifying, scientific, historical, geographical etc |
| **Grammatical Features**• action verbs to relate activities or behaviours • simple present tense (timeless present) • general and technical nouns • noun groups include factual, classifying adjectives • adjectival phrases and clauses to add details to noun groups • declarative statements |
| **Composition****BEGINNING TO;**• 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]. • Noting and developing initial ideas, drawing on reading and research where necessary. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **and**• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • 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. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Précising longer passages | **Grammar/ Vocabulary / Punctuation**• Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Using brackets, dashes or commas to indicate parenthesis. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–]. • Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Using commas to clarify meaning or avoid ambiguity in writing. | **Transcription**• Use some prefixes and suffixes and understand the guidance for adding them. **BEGINNING TO** • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus |
| **Explanation****Scientific writing, explanation text, spoken presentation** |
| **Grammatical Features**• verbs to define, describe the phenomenon • action verbs in explanation of what occurs and in sequence of events • extended noun groups to include factual adjectives • simple present tense • general, non-human, technical, abstract nouns • causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence • dependent clauses which relate cause and effect, time sequences • declarative statements • passive voice (the prey is eaten by the lion etc) • subordination |
| **Composition**• 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]. • Noting and developing initial ideas, drawing on reading and research where necessary. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **and**• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • 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. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | **Grammar/ Vocabulary/ Punctuation**• Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Using brackets, dashes or commas to indicate parenthesis. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–]. • Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Using commas to clarify meaning or avoid ambiguity in writing. | **Transcription**• Use some prefixes and suffixes and understand the guidance for adding them. BEGINNING TO • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus |
| **Persuasive****Exposition, discussion, advertisement, letter to the editor/councillor etc, newspaper/ magazine article** |
| • range of verb types  ‾ action verbs  ‾ relating verbs to define, present reasons  ‾ saying or reporting verbs to cite/ quote expert or other opinions  ‾ some use of thinking or feeling verbs in the expression of opinions • modal verbs (should, must, might) and modal adverbs, e.g. usually, probably • general, abstract and technical nouns as they relate to the issue • attitudes amplified or softened through vocabulary choices, adverbs • comment adverbials at the beginning of a sentence e.g. surely, obviously • conjunctions or connectives to link ideas, e.g. because, therefore, on the other hand • declarative statements, may also include rhetorical questions • passive voice – The playground is being ruined by the litter |
| **Composition**• 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]. • Noting and developing initial ideas, drawing on reading and research where necessary. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. **and** • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • 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. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | **Grammar/ Vocabulary/ Punctuation**• Using modal verbs or adverbs to indicate degrees of possibility. • Using brackets, dashes or commas to indicate parenthesis. • Using brackets, dashes or commas to indicate parenthesis. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Understanding verb prefixes [for example, dis–, de–, mis–, over– and re–]. • Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. • Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Using commas to clarify meaning or avoid ambiguity in writing. | **Transcription**• Use some prefixes and suffixes and understand the guidance for adding them. BEGINNING TO • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus |