**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 Report  Descriptive, 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 | | |
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