



YEAR 5

WRITING CURRICULUM



KNOW IT

YEAR 5

New Learning

Prior Learning

TENSE

| | |
|--------------------------|---|
| Past Progressive | A continuing action that was happening |
| Past Perfect | Indicates that an action was completed before something else. <i>The plane had left by the time I got to the</i> |
| Progressive Tense | An ongoing action. <i>'I am writing.'</i> |
| Perfect Tense | Uses has/had/have to refer to a completed action. <i>'I have been writing.'</i> |
| Tense | A verb form which indicates time. |

WORD CLASS

| | |
|----------------------------------|---|
| Personal Pronoun | Replaces the name of a person. |
| Relative Pronoun | A word which can introduce a relative clause. <i>who, whom, whose, that, which</i> |
| Possessive Pronoun | A pronoun which indicates possession. <i>mine, yours, his</i> |
| Modal Verb | A verb that expresses degrees of possibility or necessity. |
| Co-ordinating Conjunction | A word which joins two equal clauses: <i>but and yet</i> |
| Fronted Adverbial | An adverb/adverbial at the front of the sentence <i>before the verb. carefully,</i> |
| Determiner | A word used to define the noun. <i>all, few, many</i> |
| Comparative | An adjective which compares two nouns e.g. bigger, deeper. |
| Superlative | An adjective which compares 3+ nouns e.g. rich, richer, richest. |

SENTENCE STRUCTURE

| | |
|---------------------------|--|
| Cohesive device | Words and markers used to link the text and aid understanding. |
| Relative Clause | A type of subordinate clause which begins with a relative pronoun. |
| Reporting Clause | Use in direct speech to explain who is speaking and how it's being spoken |
| Subordinate Clause | Extends the main clause. Cannot stand alone as a sentence. <i>The boy wrote a story, as there was a competition.</i> |

SPELLING

| | |
|------------------------|---|
| Synonym | A word which carries a similar meaning to another. |
| Antonym | A word which carries an opposite meaning to another. |
| Stressed | A syllable within a word given greater emphasis. |
| Unstressed | Letters which are not easy to hear within a word. |
| Exceptions | Those spellings which do not follow a given rule/pattern. |
| Near Homophones | <i>bury/berry, accept/except</i> |

PUNCTUATION

| | |
|--------------------|--|
| Parenthesis | Word/phrase inserted to add explanation or asides - demarcated with either () , - |
| Bracket () | Pair of punctuation marks surrounding word/figures. |
| Dash - | Indicates a range or a pause. |
| Commas | Used to avoid ambiguity or clarify meaning. |
| Commas | After a reporting clause. |
| Commas | Used after a fronted adverbial. |

| SPELLING | | | HANDWRITING |
|--|---|---|---|
| Children in Year 5/6 should be taught to spell: | | | Children should use their handwriting skills to: |
| Common Exception Words | Word Endings | Suffix Words | <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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. <p>Ensure the needs of left-handed children are considered.</p> <p><i>ai ee ie ea er in</i></p> <p><i>aw uo ig air</i></p> <p><u>Diagonal joiners without ascenders</u></p> <p><i>al ot sh ch mb</i></p> <p><i>ed</i></p> <p><u>Diagonal joiners with ascenders</u></p> <p><i>oa oo oi ou or</i></p> <p><i>vu ra fi wo wa</i></p> <p><u>Horizontal joiners without ascenders</u></p> <p><i>kn ly hi ki lo la</i></p> <p><i>ta ti lo ha di do</i></p> <p><u>Horizontal joiners from ascenders</u></p> |
| Accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht. | <ul style="list-style-type: none"> Endings which sound like ‘shus’ spelt like ~cious or ~tious. Endings which sound like ‘shl’ ~cial, ~tial. | ~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly | |
| | ~ sure, ~ture, ~cher ~gue, ~que | ~ssion ~cian ~ous | |
| accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women | Letter Strings | Homophones | |
| | <ul style="list-style-type: none"> Word containing the letter string ~ough. ought, brought, thought, cough, though, dough, through, thorough, plough | <ul style="list-style-type: none"> Homophones and other words that are often confused for example, advice/advise device/devise licence/license practice/practise | |
| RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 5 | | | |
| In most cases: <ul style="list-style-type: none"> if the root words ends in ~ce the ‘sh’ sound is usually spelt as ~c e.g. vice-vicious, grace-gracious, space-spacious; use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, special, partial, essential; when spelling homophones such as practice/practise, device/devise, licence/license, nouns end in ~ce and verbs end in ~se; if it sounds like ‘zur’ then ‘sure’ should be used e.g. measure; if it sounds like ‘chur’ then ‘ture’ should be used e.g. picture. | | | |

WRITING SKILLS

Grammar

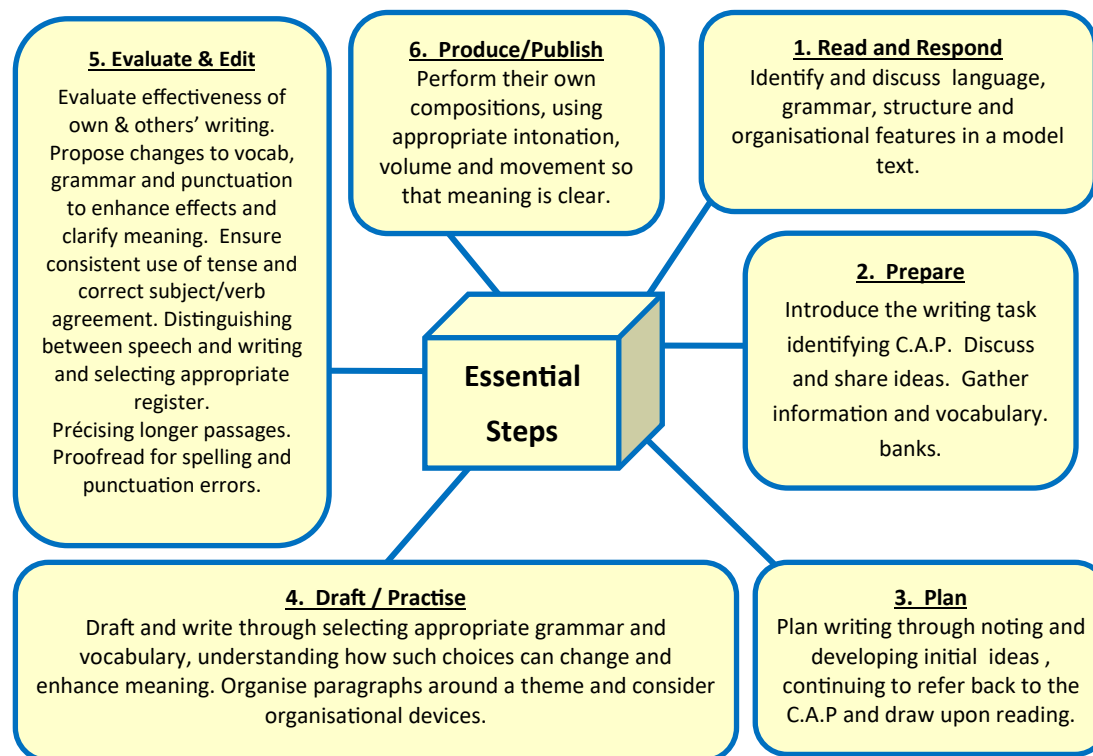
Children should be taught to:

- 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;
- 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'.

Punctuation

- use of brackets, dashes or commas to indicate parenthesis;
- use of commas to clarify meaning or avoid ambiguity;
- use of commas after a fronted adverbial;
- use of comma after a reporting clause in direct speech.

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.

To inform

Procedures
Historical Account
Newspapers
Non-Chronological Reports

To entertain

Poetry
Description
Story Writing

To persuade

Speech
Letter

To discuss

Discussion

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, see table.

Formal

Context specific vocabulary
Avoid contracted form
Perfect Tense

Informal

Personal tone
Direct Addresses
Vernacular Language
Contracted Form



APPLY IT

YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO ENTERTAIN

STORY WRITING

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 expanded 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.

POETRY

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 poetry.

Children should be taught to read, write and perform:

Haiku

- 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.

DESCRIPTION

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;

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.

APPLY IT: TO INFORM

YEAR 5

Children should be taught to write to inform effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

| NON-CHRONOLOGICAL REPORT | NEWSPAPER ARTICLE | PROCEDURAL | RECOUNT- HISTORICAL ACCOUNT | WIDER CURRICULUM EXPLANATIONS |
|--|--|--|--|--|
| <p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> 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; <p>Grammatical features</p> <ul style="list-style-type: none"> 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; <p>Language features</p> <ul style="list-style-type: none"> 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. | <p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> 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; <p>Grammatical features</p> <ul style="list-style-type: none"> include witness statements through direct and reported 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; <p>Language features</p> <ul style="list-style-type: none"> 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. | <p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> 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; <p>Grammatical features</p> <ul style="list-style-type: none"> use second person; use present tense; use adverbs to indicate time and place; use imperative verbs to indicate importance; use conjunctions to illustrate the sequence; <p>Language features</p> <ul style="list-style-type: none"> 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. | <p>Children should be taught to:</p> <p>Structure & Organisation</p> <ul style="list-style-type: none"> 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; <p>Grammatical features</p> <ul style="list-style-type: none"> 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; <p>Language features</p> <ul style="list-style-type: none"> 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. | <p>Children should be taught how to write short sequences of high-quality explanations across the wider curriculum such as:</p> <ul style="list-style-type: none"> Explaining parts of a process in Science; Explaining how something works in DT; Explaining phenomenon in Geography; Answering questions across all subjects. <p>In Year 5 children should be taught to include:</p> <ul style="list-style-type: none"> Technical language for the subject Concise, factually accurate and grammatically correct sentences Utilise a range of conjunctions to achieve coordination and subordination. Questions and bullets to organise content Mainly present tense Adverbs, prepositions and conjunctions to express time, cause and place. Parenthesis to add further detail or rename a noun. Modal Verbs <p>Please note that children should not be expected to include all of these features all of the time. The emphasis should be on instructing them how to write clearly and coherently, in order to demonstrate their understanding of the wider curriculum.</p> |

APPLY IT

YEAR 5

Children should be taught to write effectively by selecting grammar and vocabulary appropriate to the context, audience and purpose.

TO PERSUADE

TO DISCUSS

| <u>SPEECH</u> | <u>LETTER</u> | <u>DISCUSSION</u> |
|---|--|--|
| <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none">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; <p><u>Grammatical features</u></p> <ul style="list-style-type: none">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; <p><u>Language features</u></p> <ul style="list-style-type: none">use emotive language to emphasise feelings;use technical vocabulary to convey knowledge and expertise;use the power of three for effect;use pronouns to avoid the repetition of proper nouns;use cautionary language for emphasis and to draw in the audience. | <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none">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<ul style="list-style-type: none"><i>(I am excited to inform you/saddened to tell you/happy to announce);</i>present facts and information clearly within logically ordered paragraphs;include only relevant/significant information;close by stating what you would like to happen next; <p><u>Grammatical features</u></p> <ul style="list-style-type: none">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; <p><u>Language features</u></p> <ul style="list-style-type: none">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. | <p>Children should be taught to:</p> <p><u>Structure & Organisation</u></p> <ul style="list-style-type: none">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; <p><u>Grammatical features</u></p> <ul style="list-style-type: none">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; <p><u>Language features</u></p> <ul style="list-style-type: none">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. |