

ADWICK 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 – Mixtures and Separation

History – The Tudors

		Week 1	Week 2	Week 3	Week 4	Weeks 5 & 6	Weeks 7 & 8	
Text and Genre				Retell – Invisible 	Setting – Hansel and Gretel 	Retell – Hansel and Gretel 	Anne Boleyn Diary Entry 	
Year 5 Genre Progression	Handwriting gaps from handwriting tracker. Revision and consolidation of previous year group skills using dictation. Set expectations for handwriting, presentation and editing.			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.	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.	
Handwriting –Adapt handwriting style according to the purpose of the writing.								
Year 5 Grammar and Punctuation			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). Adding a new line whenever a new person starts speaking.	Include complex sentences, which start with a subordinating conjunction followed by a comma. (When, Before, After, As,, While) Understand and identify the main clause & subordinate clause. 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. Use ISPACED (<u>ing word</u> , simile, preposition, adverb, conjunction, <u>-ed word</u> , dialogue) to open a sentence. Insert whole sentences to describe setting and characters. <i>(Consolidate Year 4 compound sentences)</i>	Confidently use the correct tense throughout a piece of writing (even if it means a change of tense). Use show don't tell to convey a character's emotions. Consolidate contractions. Ask a rhetorical question to appeal directly to the reader.		
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>							
	ACE Spelling Dictionary Practice	Unit 1: mis-, un-, in-, dis- Book 4	Unit 2: -sure Book 4	Unit 3: auto- Book 4	Unit 4: -ly Book 4	Unit 5: inter- Book 4	Unit 6: eigh, ei, ey Book 4	Unit 7: -ous Book 4
UKS2 words			accompany, achieve, existence, identity, neighbour	NEED BOOK FOR WORDS	NEED BOOK FOR WORDS		appreciate, conscience, government, immediate(ly), privilege	

ADWICK PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 5

Autumn 2

Science – Properties and Changes

Geography – What is life like in the Alps (Mountains)

Weeks 1 & 2

Week 3

Week 4

Week 5

Week 6

Text and Genre

Tudor Non-Chronological Report (Sub-headings to be decided).



Setting Description – Mountain.
<https://www.youtube.com/watch?v=Wle3-h1yxc0>

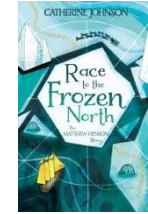


Retell – Cloud Tea Monkeys



Assessment Week

Race to the Frozen North – Retell Section



Year 5
Genre Progression

Independent research.
Select own sub-headings.
Use examples for presentation/structure.
Include a glossary.
Consider audience (fun, factual etc).

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.

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

Punctuate bullet points consistently in non-fiction.
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Non-fiction

Use more sophisticated metaphors to describe things in my writing.
Use a metaphor as an opener.
Use personification.
Insert whole sentences to describe setting.

Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).
Use ISPAD (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 speech within a piece of writing to move the story on.

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

Unit 8: sc Book 4

Unit 9: -sion Book 4

Unit 10: il-, un-, in-, mis-, dis- Book 4

Unit 11: -que, -gue Book 4

Unit 12: ir- *Please add these words to the model text either in the preceding or subsequent week. Book 4

Unit 13: -ion Book 4

UKS2 words

controversy, criticise, parliament, sufficient, disastrous

aggressive (weather?), desperate, equip(ped, ment), temperature

community, curiosity, determined, explanation, excellent

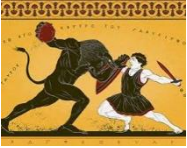



environment, individual, muscle, competition, marvellous

ADWICK PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 5

Spring 1

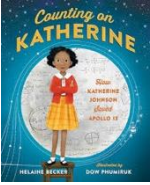
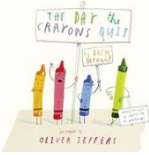
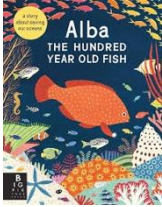

Science- Earth and Space

History – Ancient Greeks

		Autumn 2 Week 7 Spring 1 Week 1	Week 2	Weeks 3 & 4	Weeks 5 & 6
Text and Genre		Retell – Theseus and the Minotaur 	Character Description – Medusa 	Icarus and Deadalus (Choice of own wing material) 	Planet Non-Chronological Report. 
	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.	Written in the past / past tense. Describe the character and included their feelings by using show don't tell. Including speech and moving the action on.	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.	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).
Handwriting- Choose the writing implement that best suits the task.					
Year 5 Grammar and Punctuation	Link sentences and paragraphs using coordinating and subordinating conjunction. In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.	Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener.	Use short sentences to build suspense. Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.	Use an embedded relative clause, marked with commas for parenthesis. Appropriate non-fiction openers. Use a colon to introduce a list within a sentence.	
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>				
	Special Focus 1: ou Book 4	Special Foci 2 & 4: homophones Book 4	Special Focus 3: Possessive apostrophes with plural words Book 4	Unit 1: silent b Book 5	Unit 2: -ible Book 5
UKS2 words	ancient, communicate, necessary, recognise, physical	definite(ly), conscious, sacrifice	profession, hindrance, frequently, attached, recommend		amateur (astrologers/astronomers), correspond, category, foreign, occupy

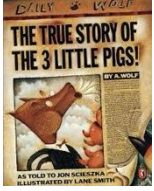



ADWICK PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 5

Spring 2

Science – Life Cycles and Reproduction		Geography – Why do Oceans Matter?			
Weeks 1 & 2		Week 3	Week 4	Week 5	Summer 1 Week 1
Text and Genre	Katherine Johnson Biography 	Assessment Week	The Day the Crayons Quit - informal Persuasive Letter. 	Alba the Hundred Year old 	Haikus 
	Historical famous characters. Link to whole school theme / local hero. Key influences in the person's life, (their relationship with other people and who inspired them).	Assessment Week	Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of 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	Haiku – Language poetry 3 lines long The syllables in each line match the format 5,7,5 Haiku poems are often about nature or the seasons and how we feel about them Haiku is traditional poetry in Japan
Handwriting- Choose the writing implement that best suits the task.					
Year 5 Grammar and Punctuation	Include complex sentences, which start with a subordinating conjunction followed by a comma. (Although, Despite, Even though) Use brackets to add parenthesis. Use a rhetorical question to make the reader think. (Non-fiction)	Assessment Week	Use modal verbs and adverbs to show the possibility of something happening.	AFL / Consolidation	AFL / Consolidation
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				
	Unit 4: silent t Book 5	Unit 5: -ibly Book 5	Unit 6: -ent *Please add these words to the model text either in the preceding or subsequent weeks. Book 5	Unit 7: -ence Book 5	Unit 8: ei Book 5
UKS2 words	NEED BOOK FOR WORDS Prejudice,		embarrass, available, leisure, suggest, exaggerate, sincerely	convenience, guarantee, opportunity, familiar, develop	*Recap stage 5 words from this/last half term in spelling homework





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Summer 1

History – The Mayans		Science- Forces				
Week 2		Weeks 3 & 4		Week 5	Week 6	
Text and Genre	The True Story of the Three Little Pigs – Diary Entry 	Retell (up to crossing the rivers to get to the underworld) change the rivers. 		Instructions to build a Mayan House 	Non-chronological report – Mayan Gods. 	
	Year 5 Genre Progression 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.	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.		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).	
Handwriting- Maintain legibility in joined handwriting when writing at speed.						
Year 5 Grammar and Punctuation	Use dashes to add parenthesis. Use the past perfect form to mark relationship of time and cause.	Consolidation of plural possessive apostrophe		Formal language Correct use of parenthesis.	AFL / Consolidation	
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					
	Unit 10: -cious Book 5	Unit 11: -tious Book 5	Unit 12: -cial, -tial Book 5	Special Focus 1: ough Book 5	Special Focus 2: homophones Book 5	Special Foci 3 & 4: orange words Book 5
UKS2 words	aggressive, especially, nuisance, stomach, interrupt	average, mischievous, persuade, thorough, variety		relevant, vegetable (crops grown outside), accommodate, bargain, occupy, cemetery (no cemetery – relatives were buried under the house)		according, existence, explanation, symbol

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Summer 2

Science – Human Timeline							Geography – Would you like to live in the Desert?	
	Week 1	Week 2	Week 3	Week 4	Weeks 5 & 6			
Text and Genre	Holes Setting Description 	Catch it – retell / own ending 	Assessment Week	Formal Letter to authorities protesting his innocence 	Persuasive Travel Brochure to the desert 			
Year 5 Genre Progression	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	Assessment Week	Include facts and opinions Use modal verbs and degrees of possibility Facts and statistics Persuasive openers Rule of three Conjunctions for cause	. Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.			
Handwriting- Maintain legibility in joined handwriting when writing at speed.								
Year 5 Grammar and Punctuation	AFL / Consolidation	AFL / Consolidation	Assessment Week	AFL / Consolidation	Know the difference between direct speech and reported speech.			
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>							
	Special Focus 5: homophones and other words that are easily confused Book 5	Special Foci 6 & 7: orange words Book 5	Special Focus 8: homophones and other words that are easily confused *Please add these words to the model text either in the preceding or subsequent weeks. Book 5	Special Foci 9 & 10: orange words Book 5	Special Focus 11: orange words Book 5	Special Focus 12: orange words Book 5		
UKS2 words	accommodate, guarantee, privilege, occupy, occur	awkward, harass, queue, shoulder, interfere		secretary, committee, signature, system, programme	restaurant, vehicle, yacht, language, excellent			

SPAG -

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.