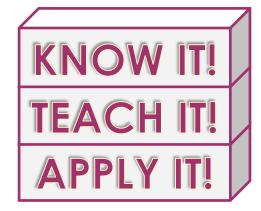


# YEAR 5

# WRITING CURRICULUM



Sponsored by





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

	SPELLING		
Synonym	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	bury/berry, accept/except		

# YEAR 5

New Learning Prior Learning

# **WORD CLASS**

Personal Pronoun	Replaces the name of a person.
Relative Pronoun	A word which can introduce a relative clause. who, whom, whose, that, which
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: <b>but and yet</b>
Fronted Adverbial	An adverb/adverbial at the front of the sentence <u>before the verb</u> . <b>carefully,</b>
Determiner	A word used to define the noun. all, few, many
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. The boy wrote a story, as there was a competition.

# **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.

# TEACH IT: TRANSCRIPTION YEAR 5



SPELLING			HANDWRITING	
Children in Year 5/6 should be taught to spell in line with the Read Write I	Children should use their handwriting skills to:			
Common Exception Words  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.	Word Endings  Endings which sound like 'shus' spelt like ~cious or ~tious.  Endings which sound like 'shl' ~cial, ~tial.	Suffix Words  ~ant, ~ance/~ancy ~ent, ~ence/~ency ~able, ~ible ~ably, ~ibly	<ul> <li>Write legibly, fluently and with increasing speed by:</li> <li>choosing which shape letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters;</li> <li>choosing the writing implement that is best suited for the task.</li> <li>Ensure the needs of left-handed children are considered.</li> </ul>	
	~ 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	• Word containing the letter string ~ough. ought, brought, thought, cough, though, dough, through, through, through, thorough	Homophones  Homophones and other words that are often confused for example, advice/advise device/devise licence/license practice/practise	Please see RWI handwriting scheme.	
RULES TO BE TAUGHT TO SUPPORT SPELLING IN YEAR 5  In most cases:  if the root words ends in ~ce the 'sh' sound is usually spelt as ~c e.g. vice-vice  use ~cial after a vowel letter and ~tial after a consonant letter e.g. official, sp  when spelling homophones such as practice/practise, device/devise, licence/  if it sounds like 'zur' then 'sure' should be used e.g. measure; if it sounds like	ecial, partial, essential; ∕license, nouns end in ~ce and ver	bs end in ∼se;		

## WRITING SKILLS

#### Grammar

### Children should be taught to:

convert nouns or adjectives into verbs using suffixes.

Extend sentence structures and aid cohesion through:

- Inking 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**

#### 5. Evaluate and edit

Evaluate effectiveness of own & others' writing.
Propose changes to vocab, grammar and punctuation to enhance effects and clarify meaning. Ensure consistent use of tense and correct subject/verb agreement. Distinguishing between speech and writing and selecting appropriate register.

Précising longer passages. Proofread for spelling and punctuation errors.

#### 6. Produce and publish

Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Steps to

Success

#### 1. Read and Respond

Identify and discuss language, grammar, structure and organisational features in a model text.

#### 2. Prepare

Introduce the writing task identifying C.A.P. Discuss and share ideas. Gather information and vocabulary. banks.

#### 4. Draft and write

Draft and write through selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Organise paragraphs around a theme and consider organisational devices.

#### 3. Plan

Plan writing through noting and developing initial ideas, continuing to refer back to the C.A.P and draw upon reading.

# **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	Informal	
Contact specific vesselvian	Personal tone	
Context specific vocabulary	Direct Addresses	
Avoid contracted form	Vernacular Language	
Perfect Tense	Contracted Form	







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

# TO ENTERTAIN

#### **STORY WRITING POETRY DESCRIPTION** (MYTH, STORY WITH A HISTORICAL SETTING) Children should be taught to: Children should be taught to explore and experience a range of Children should be taught to: 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 **Structure & Organisation** Structure & Organisation their poems to an audience. create a title which hints at the theme: • introduce the character, setting or object to the reader; include a beginning which introduces the character, setting describe unusual and distinctive features: They should be given the opportunity to plan, write and perform and atmosphere; ensure features are described in a logical and cohesive poetry. include a build up which hints at what is going to happen order; next; Children should be taught to read, write and perform: include a dilemma which introduces the problem; Grammatical features include a resolution where the problem is solved; • use the third person; Haiku include an ending which details the characters' feelings and use the tense consistently (past or present); what will happen next; contains 3 lines: use a wide range of conjunctions to link ideas; organise writing into paragraphs; use subordinate clauses, in varied positions, to add detail the first line has 5 syllables; use a range of cohesive devices to aid flow; and context; the second line has 7 syllables; use fronted adverbials to detail time/place; the third line has 5 syllables; **Grammatical features** use pronouns to refer back to subject/object; choose vocabulary for effect. use the tense consistently (past or present); use a wide range of conjunctions to express, time, place and Language features Haikus tend to link to nature and natural phenomena. For example: manner; • use precise adjectives, adverbs and prepositions to create consistently maintain first or third person (may use 2nd atmosphere and effect; Frozen Kingdom; person addresses to the reader); • use figurative language to add detail and description; Ice crystals clinging; use fronted adverbials to detail time/place; use show not tell techniques, encouraging the reader to Branches glimmer in the sun; use expanded noun phrases to add detail; make inferences: Winter's masterpiece. use direct speech/reported speech to advance the action use pronouns to avoid repetition; and/or aid characterisation; • use expanded noun phrases to aid cohesion and add detail. Pupils should also experience a range of poetry through the reading curriculum. Language features

use pronouns to avoid repetition;

use fronted adverbials to detail where, when and how.

# APPLY IT: TO INFORM



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	<u>Procedural</u>	RECOUNT- HISTORICAL ACCOUNT
Children should be taught to:	Children should be taught to:	Children should be taught to:	Children should be taught to:
Structure & Organisation  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;  Grammatical features  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;  Language features	<ul> <li>Structure &amp; Organisation</li> <li>include a short, catchy headline (may include a pun/wordplay if appropriate);</li> <li>include a by-line with who is reporting;</li> <li>organise the article into columns;</li> <li>may include an image with caption;</li> <li>begin with an introduction which summarises the report (5Ws);</li> <li>use paragraphs to sequence the events;</li> <li>close with a final comment/recommendation linked to the article;</li> <li>Grammatical features</li> <li>include witness statements through direct and reported speech;</li> <li>include a reporting clause for direct speech;</li> <li>use past tense;</li> </ul>	Structure & Organisation  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;  Grammatical features  use second person;  use present tense;  use adverbs to indicate time and place;  use imperative verbs to indicate importance;	<ul> <li>Structure &amp; Organisation</li> <li>state whose viewpoint the account is written from;</li> <li>include relevant/significant factual information;</li> <li>provide brief introductory outline of the event;</li> <li>follow on with chronologically ordered paragraphs detailing events;</li> <li>conclude with a summing up e.g. impact of the event; personal statement of feeling or opinion;</li> <li>Grammatical features</li> <li>use the third or first person;</li> <li>use the tense consistently (past or present);</li> <li>use a wide range of conjunctions to link ideas;</li> <li>use subordinate clauses, in varied positions to add detail and context;</li> </ul>
<ul> <li>maintain a suitably formal tone;</li> <li>use technical vocabulary to demonstrate factual knowledge;</li> <li>use specific names of people or places;</li> </ul>	<ul> <li>use third person;</li> <li>use relative clauses to add further detail;</li> <li>use of determiners to open paragraphs;</li> </ul>	<ul> <li>use conjunctions to illustrate the sequence;</li> <li>Language features</li> <li>use determiners to give precision and</li> </ul>	<ul> <li>positions, to add detail and context;</li> <li>use fronted adverbials to detail time/ place;</li> <li>use relative clauses to provide additional useful detail;</li> </ul>
<ul> <li>use statistics to inform;</li> <li>use noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>use pronouns to refer back to the subject;</li> <li>use noun phrases to avoid repetition;</li> <li>use a range of determiners.</li> </ul>	Language features  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.	<ul> <li>quantify;</li> <li>use technical/subject specific language for clarity;</li> <li>use noun phrases and pronouns to avoid repetition;</li> <li>use cautionary language to emphasise.</li> </ul>	<ul> <li>Language features</li> <li>use precise adjectives, adverbs and prepositions to clarify or evoke response;</li> <li>use pronouns to avoid repetition and reference back;</li> <li>use expanded noun phrases to aid cohesion and add further detail;</li> <li>use context specific language.</li> </ul>





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

# TO PERSUADE

# TO DISCUSS

#### **LETTER SPEECH DISCUSSION** Children should be taught to: Children should be taught to: Children should be taught to: Structure & Organisation Structure & Organisation Structure & Organisation • include a sender and recipient's address; • include a clear title which states the discussion topic • include an opening which outlines the topic; include the date the letter was written; (often a question); elaborate upon points in the main body; begin the letter with 'Dear..."; • include an opening paragraph which summarises the • use examples and evidence, including statistics, to • inform the recipient of the purpose of the letter and discussion; support points made; how the writer is feeling • use paragraphs to outline arguments for and against; • include a conclusion which links back to the opening; (I am excited to inform you/saddened to tell you/happy use examples and evidence, including statistics, to to announce); Grammatical features support points made; present facts and information clearly within logically use mainly present tense; • include a conclusion which outlines the writer's ordered paragraphs; • add a rhetorical question to cause the reader to • include only relevant/significant information; position; consider the writer's view and to draw them in; close by stating what you would like to happen next; **Grammatical features** use subordinating conjunctions to express cause and Grammatical features use third person consistently; effect; use mainly past tense; use mainly present tense; use modal verbs to indicate necessity; use first person address; use subordinating conjunctions to aid cohesion and present opinions as facts; • add a rhetorical question to cause the reader to express cause and effect; consider the writer's view and to draw them in; use adverbials to link ideas/opinion; Language features use subordinating conjunctions to express cause and use emotive language to emphasise feelings; effect; Language features use technical vocabulary to convey knowledge and use modal verbs to indicate necessity; • use emotive language to emphasise opinion and evoke expertise; Language features • use the power of three for effect; use technical vocabulary to convey knowledge and use Sir/Madam if the recipient is unknown; • use pronouns to avoid the repetition of proper nouns; • use 'faithfully' to close if the recipient is unknown, expertise; • use cautionary language for emphasis and to draw in 'sincerely' when know; • use pronouns to avoid the repetition of proper nouns. the audience. • 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.