











St Mewan Writing Curriculum



Year 5

<p>Year 5 writing units</p> <p>Non-fiction Fiction Skills work Poetry</p> <p><i>I – Independent</i> <i>S – Scaffolded</i></p>	<p>Brave Setting Description (S) Character Description (S) Formal Letter (I)</p> 	<p>Wonder Balanced Argument (I) First person recount as a social media post (I)</p>  <p>Polar Express Setting Description (I)</p> 	<p>Victorians Job Advert (S) Instructions (factory work) (S) Character Description (Oliver) (I) Biography (Queen Victoria – History lesson cross over) (I)</p> 	<p>The Facts in the case of Mr Hollow Character Description - Suspects (I) Setting description - Crime Scene (S) Narrative – Mystery Story (I)</p> 	<p>Space Astronaut interview (S) Planet information page (S) (Science lesson crossover) Persuasive advert (I)</p> 	<p>Greek Gods Fact file - Top Trumps (S) Information page (History lesson crossover) (I)</p>  <p>Day of the Dead Newspaper report (I)</p> 
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> begin to spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 <p style="text-align: center;">See Spelling Progression in separate document</p>					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use a thesaurus use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 					
<p>Transcription</p>	<ul style="list-style-type: none"> work with increasing independence to transcribe own thoughts, opinions and ideas or take notes from others including videos and audio recordings. 					
<p>Handwriting</p>	<ul style="list-style-type: none"> begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters begin to choose the writing implement that is best suited for a task 					
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to, or seen performed 					
<p>Planning Writing</p>	<ul style="list-style-type: none"> begin to make notes and develop initial ideas, drawing on reading and research where necessary 					
<p>Drafting Writing</p>	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to 	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning begin to use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning use adverbials and tense choices to build cohesion within and across paragraphs in narratives, begin to describe settings & characters 	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning] in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to 	<ul style="list-style-type: none"> begin to precise longer passages begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning use adverbials and tense choices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning use adverbials and tense choices to build cohesion within and across paragraphs begin to use further organisational and

	convey character and advance the action <ul style="list-style-type: none"> • use adverbials and tense choices to build cohesion within and across paragraphs • begin to use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • use adverbials and tense choices to build cohesion within and across paragraphs 	and atmosphere and integrating dialogue to convey character and advance the action <ul style="list-style-type: none"> • begin to precise longer passages • begin to use further organisational and presentational devices to structure text and to guide the reader 	convey character and advance the action <ul style="list-style-type: none"> • use adverbials and tense choices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • begin to use further organisational and presentational devices to structure text and to guide the reader 	presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> • begin to assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <ul style="list-style-type: none"> • begin to edit for the consistent and correct use of tense throughout a piece of writing • begin to edit for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • begin to proofread for spelling and punctuation errors 					
Performing Writing			<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 			
Word	<ul style="list-style-type: none"> • convert nouns or adjectives into verbs using suffixes (ate, ise, ify) and verb prefixes (dis, de, mis, over, re) • synonyms & antonyms - to understand how words share connected meaning through synonyms and that prefixes can change the meaning of a root word. <p style="text-align: center;">Revisited through the SPAG curriculum.</p>					
Sentence	<ul style="list-style-type: none"> • indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) 	<ul style="list-style-type: none"> • use expanded noun phrases to convey complicated information concisely • indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) 	<ul style="list-style-type: none"> • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should will, must) 	<ul style="list-style-type: none"> • use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • use expanded noun phrases to convey complicated information concisely
Text	<ul style="list-style-type: none"> • use devices to build cohesion within a paragraph, including adverbials of time, place, and number to link ideas AND tense choice to show connections (e.g. he has seen her before, or this had happened the last time) 					
Punctuation			<ul style="list-style-type: none"> • ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. • use brackets, dashes, or commas to indicate parenthesis 	<ul style="list-style-type: none"> • ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. 	<ul style="list-style-type: none"> • ensure commas are used to separate main and subordinate clauses, clarify meaning and avoid ambiguity. • use brackets, dashes, or commas to indicate parenthesis 	<ul style="list-style-type: none"> • use brackets, dashes, or commas to indicate parenthesis
Terminology for pupils to use and understand	modal verb, cohesion, ambiguity	modal verb, cohesion,	relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,	relative pronoun, relative clause, cohesion,	modal verb, parenthesis, bracket, dash, cohesion	relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,
Sentence types introduced		If only,	Noun, who, which, where Name – adjective pair – De:de		Imagine 3 examples. If, if, if then If only,	2 pairs Sentence
Statutory word list	Appreciate, sincerely					

***Bold objectives indicate new learning.** Non-bold objectives indicate an opportunity to revisit, apply or consolidate previously taught skills.