
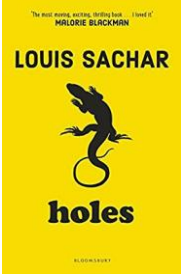


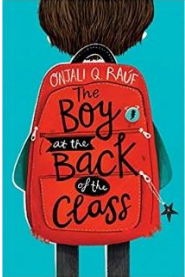
## Writing Curriculum: Year Five Autumn Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use expanded noun phrases to convey complicated information concisely.	To be able to use a full range of punctuation – Capital letters for various purposes, question marks and exclamation marks	 <p>Journey to Jo'burg by Beverly Naidoo</p>	Balanced argument	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	“Is one man’s terrorist another man’s freedom fighter? Write a balanced argument discussing this question in relation to Nelson Mandela.	<p>Explore the opportunity of getting a guest speaker/expert to come and address the class.</p> <p><a href="https://journeytojustice.org.uk/">https://journeytojustice.org.uk/</a></p>
2	To be able to write multi-clause compound sentences using a variety of co-ordinating conjunctions – FANBOYS	To be able to use a full range of punctuation – commas in a list					
3	Extended Writing Week						
4	To be able to write multi-clause complex sentences using subordinating conjunctions – because, if, although,	To be able to use a full range of punctuation – apostrophe for contraction		Report	To describe settings, characters and atmosphere to consciously engage the reader.	Write a report about apartheid in South Africa.	
5	To be able to write multi-clause complex sentences using subordinating conjunctions – when, while, where	To be able to use a full range of punctuation – apostrophe for possession (singular)					
6	Extended Writing Week						

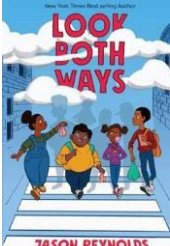
## Writing Curriculum: Year Five Autumn Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To be able to use a full range of punctuation – apostrophe for possession (plural)	 <p>The most daring, darkest, unforgettable... "Heart of" <b>LOUISE SACHAR</b></p> <p><b>holes</b></p> <p>LOUIS SACHAR</p>	Diary	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	Diary writing – write a diary entry based on the same event from the text, albeit from the POV of several different characters	
2	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To use 'a' or 'an' correctly					
3	Extended Writing Week						
4	To be able to write fronted adverbials and punctuate them correctly	To be able to use commas to clarify meaning or avoid ambiguity.	Holes by Louis Sachar	Suspense writing	To use dialogue to convey a character and advance the action with increasing confidence.	Continue the story from a given point; develop skills of building up atmosphere in writing e.g. passages building up tension	
5	To be able to write fronted adverbials and punctuate them correctly	To be able to use commas to clarify meaning or avoid ambiguity.					
6	Extended Writing Week						

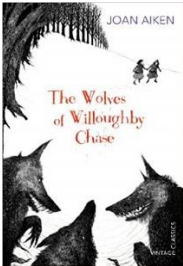
## Writing Curriculum: Year Five Spring Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use expanded noun phrases to convey complicated information concisely.	To be able to use commas to clarify meaning or avoid ambiguity.	 <p>The Boy at the Back of the Class by Onjali Rauf</p>	Setting description	To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.	Write a description of the market. Make sure the mood and atmosphere is created through the use of the senses.	<p>Amnesty International UK provide free workshops about refugees and guest speakers for primary schools.</p> <p><a href="https://refugeeweek.org.uk/resources/education-resources/schools-speakers/">https://refugeeweek.org.uk/resources/education-resources/schools-speakers/</a></p>
2	To be able to use brackets and commas to indicate parenthesis.	To be able to use commas to clarify meaning or avoid ambiguity.					
3	Extended Writing Week						
4	To be able to indicate degrees of possibility using adverbs	To be able to use brackets and commas to indicate parenthesis.		Newspaper report	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	Write a newspaper report giving details about the events at Buckingham Palace or write the exclusive newspaper article 'Ahmet: The Most Famous Refugee Boy in the World'.	
5	To be able to indicate degrees of possibility using modal verbs	To be able to use brackets and commas to indicate parenthesis.					
6	Extended Writing Week						

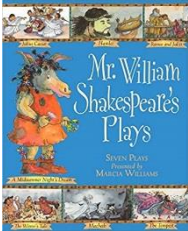
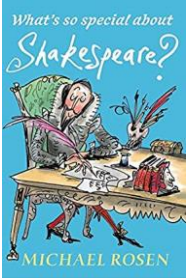
## Writing Curriculum: Year Five Spring Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use devices to build cohesion within a paragraph	To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.		Short story	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	Look Both Ways recounts the myriad stories of a cast of characters and their walks home from school. Through their ten tales, Jason Reynolds offers a brief glimpse into the trials and tribulations students face in their lives outside of school. From dealing with chronic illness to fighting off bullies to coping with the loss of a loved one to a parent with cancer, the novel portrays the range of conflicts in young people's lives that often remain unknown. Write a short story in a similar style to that of Reynolds.	
2	To be able to use devices to build cohesion within a paragraph	To spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.					
3	Extended Writing Week						
4	To be able to integrate dialogue to convey character and advance the action in narrative	To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	Look Both Ways By Jason Reynolds	Book review	To use dialogue to convey a character and advance the action with increasing confidence.	Write a review of Look Both Ways, identifying the strengths and weak-nesses of the book. Your review should make it clear if you recommend the book or not.	
5	To be able to integrate dialogue to convey character and advance the action in narrative	To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.					
6	Extended Writing Week						

## Writing Curriculum: Year Five Summer Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to describe settings, characters and atmosphere in narratives;	To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.	 <p>The Wolves of Willoughby Chase by Joan Aiken</p>	Graphic Novel	To describe settings, characters and atmosphere to consciously engage the reader.	Transform an event in the story into a graphic novel.	
2	To be able to describe settings, characters and atmosphere in narratives;	To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.					
3	Extended Writing Week						
4	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To use brackets, dashes or commas to begin to indicate parenthesis.		Fiction from our literary heritage	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.	Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	
5	To be able to use inverted commas and other punctuation to indicate direct speech	To use brackets, dashes or commas to begin to indicate parenthesis.					
6	Extended Writing Week						

## Writing Curriculum: Year Five Summer Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use expanded noun phrases to convey complicated information concisely.	To spell many words correctly from the Y5/6 statutory spelling list.	Sonnets	Poetry; Structure – Sonnets	To begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details	Write a sonnet in the style of one studied.	
2	To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	To spell many words correctly from the Y5/6 statutory spelling list.		Play script	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	Write a play script based on Macbeth	Visit Stratford Upon Avon and Shakespeare's Birthplace Museum.  Go and visit the Globe Theatre!
3	Extended Writing Week		Mr William Shakespeare's Plays				<a href="https://www.planmyschooltrip.co.uk/971/Macbeth-Workshop.php">https://www.planmyschooltrip.co.uk/971/Macbeth-Workshop.php</a>
4	To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion	To spell many words correctly from the Y5/6 statutory spelling list.		Speech	To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.	Study the speeches of Mark Anthony and Brutus.  Write an alternative version of Mark Anthony's speech – modernise Shakespeare's speech.	Year six are also studying Shakespeare this half-term, so a joint workshop would be a great idea!
5	To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion	To spell many words correctly from the Y5/6 statutory spelling list.	What's So Special About Shakespeare?				
6	Extended Writing Week						

## Writing Curriculum: Sequence of Objectives

Year Five

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> <li>1. <b>To be able to describe settings, characters and atmosphere in narratives;</b></li> <li>2. To be able to use expanded noun phrases to convey complicated information concisely.</li> <li>3. <b>To be able to write multi-clause complex sentences using a wide array of subordinating conjunctions</b></li> <li>4. <b>To be able to write multi-clause complex sentences</b></li> <li>5. <b>To know when a comma is needed in a multi-clause complex sentence</b></li> <li>6. <b>To be able to write adverbial phrases for time (when), manner (how) and place (where)</b></li> <li>7. <b>To be able to write fronted adverbials and punctuate them correctly</b></li> <li>8. <b>To be able to use commas to clarify meaning or avoid ambiguity.</b></li> <li>9. To be able to write relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>10. To be able to integrate dialogue to convey character and advance the action in narrative</li> <li>11. To be able to use brackets to indicate parenthesis.</li> <li>12. To be able to use commas to indicate parenthesis.</li> <li>13. To be able to use dashes to indicate parenthesis.</li> <li>14. <b>To be able to use devices to build cohesion within a paragraph</b></li> <li>15. To be able to link ideas across paragraphs using adverbials of time</li> <li>16. To be able to link ideas across paragraphs using adverbials of place</li> <li>17. To be able to link ideas across paragraphs using adverbials of number</li> <li>18. To be able to use a wide range of devices to build cohesion within and across paragraphs;</li> <li>19. <b>To be able to indicate degrees of possibility using adverbs</b></li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>2. To be able to use a thesaurus to find synonyms and antonyms</li> <li>3. <b>To be able to spell all of the words in the year 5/6 spelling list</b></li> <li>4. <b>To be able to convert nouns or adjectives into verbs using suffixes</b></li> <li>5. <b>To be able to turn adjectives into adverbs by adding the suffix -ly</b></li> <li>6. <b>To be able to use a variety of verb prefixes</b></li> <li>7. To be able to use further prefixes and suffixes and understand the guidance for adding them.</li> <li>8. To be able to spell some words with 'silent' letters</li> <li>9. To be able to distinguish between homophones and other words which are often confused.</li> <li>10. To be able 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 English Appendix 1 (Years 6).</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>2. <b>To be able to use further organisational and presentational devices to structure text and to guide the reader</b></li> <li>3. To be able to plan their writing by using other similar writing as models for their own compositions;</li> <li>4. To be able to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>5. To be able to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>6. <b>To be able to plan their writing by identifying the audience for and purpose of the writing;</b></li> <li>7. <b>To be able to plan their writing by selecting the appropriate form and using other similar writing;</b></li> <li>8. To be able to draft and write by selecting appropriate grammar and vocabulary;</li> <li>9. To be able to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</li> <li>10. <b>To be able to evaluate and edit by proof-reading for spelling and punctuation errors</b></li> <li>11. To be able to evaluate and edit by proposing changes to Vocabulary,</li> </ol>

<p>20. <b>To be able to indicate degrees of possibility using modal verbs</b></p> <p>21. To be able to précise longer passages</p>		<p>Grammar &amp; Punctuation to enhance effects and clarify meaning;</p> <p><b>12. To be able to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing;</b></p> <p>13. To be able to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural;</p> <p>14. To be able to evaluate and edit by assessing the effectiveness of their own and others' writing;</p>
<p>To be able to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>To be able to write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>		