

Year Five Writing Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 plan their writt identifying noting and in writing draft and write selecting a in narrativ précision l using a wid using furth evaluate and e assessing t proposing ensuring c proofread for s perform their o develop their o recognisin using relat learning th indicate gramm using brac using brac 	ing by: the audience for and purpose of d developing initial ideas, drawing narratives, considering how authors by: uppropriate grammar and vocabu- es, describing settings, characters onger passages de range of devices to build coher- ner organisational and presentations dit by: the effectiveness of their own and changes to vocabulary, grammar he consistent and correct use of the orrect subject and verb agreement spelling and punctuation errors own compositions, using appropri- understanding of the concepts se g vocabulary and structures that tive verbs to affect the presentat perfect form of verbs to mark rela- and verbs or adverbs to indicate de- tive clauses beginning with who, we regrammar for years 5 and 6 in E- matical and other features by: mas to clarify meaning or avoid and thens to avoid ambiguity kets, dashes or commas to indicate icolons, colons or dashes to mark	the writing, selecting the app g on reading and research whe ors have developed character. lary, understanding how such s and atmosphere and integra sion within and across paragra onal devices to structure text d others' writing and punctuation to enhance tense throughout a piece of w int when using singular and plut riate intonation, volume, and t out in English appendix 2 by are appropriate for formal spe ion of information in a senter ationships of time and cause mplicated information concise tegrees of possibility which, where, when, whose, t nglish appendix 2 mbiguity in writing te parenthesis	propriate form and using other ere necessary s and settings in what pupils have choices can change and enhar iting dialogue to convey charace aphs and to guide the reader [for ex- effects and clarify meaning withing ural, distinguishing between the movement so that meaning is of eech and writing, including sub nce ely chat or with an implied (ie omit	similar writing as models for their ave read, listened to or seen perfor nce meaning tter and advance the action ample, headings, bullet points, un he language of speech and writing a clear	r own rmed derlining]
	• • •	gy in English appendix 2 accur	rately and appropriately in disc	cussing their writing and reading	
Word: Converting Verb prefixes [for e Sentence: Relative Indicating degrees Text: Devices to bu Link ideas across p Punctuation: Brack	nouns or adjectives into verbs us example, dis–, de–, mis–, over– an clauses beginning with who, whi of possibility using adverbs [for e iild cohesion within a paragraph [aragraphs using adverbials of tim kets, dashes or commas to indicat	ing suffixes [for example, –atond re–] ch, where, when, whose, that example, perhaps, surely] or n for example, then, after that, e [for example, later], place [for te parenthesis	e; –ise; –ify] t, or an omitted relative prono nodal verbs [for example, migh this, firstly]	un t, should, will, must]	for example, he had seen her before]
	 plan their writ identifying noting and in writing draft and write selecting a in narrativ précision l using a wie using furth evaluate and e assessing t proposing ensuring t ensuring t develop their d recognisin using expa using the p using com using the p using com using the p using com using brac using sem using a col punctuatir use and under Word: Converting Verb prefixes [for e Sentence: Relative Indicating degrees Text: Devices to bu Link ideas across p Punctuation: Brack Use of commas to 	 plan their writing by: identifying the audience for and purpose of noting and developing initial ideas, drawing in writing narratives, considering how authol draft and write by: selecting appropriate grammar and vocabu in narratives, describing settings, characters précision longer passages using a wide range of devices to build cohes using further organisational and presentatio evaluate and edit by: assessing the effectiveness of their own and proposing changes to vocabulary, grammar ensuring the consistent and correct use of t ensuring correct subject and verb agreement proofread for spelling and punctuation errors perform their own compositions, using approprior develop their understanding of the concepts se recognising vocabulary and structures that using passive verbs to affect the presentat using modal verbs or adverbs to indicate de using relative clauses beginning with who, villearning the grammar for years 5 and 6 in [] indicate grammatical and other features by: using brackets, dashes or commas to indicat using semicolons, colons or dashes to mark using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminolo Word: Converting nouns or adjectives into verbs us Verb prefixes [for example, dis-, de-, mis-, over- an Sentence: Relative clauses beginning with who, whilndicating degrees of possibility using adverbs [for example, dis-, de-, mis-, over- an Sentence: Relative clauses beginning with who, whilndicating degre	 plan their writing by: identifying the audience for and purpose of the writing, selecting the appendix and developing initial ideas, drawing on reading and research when in writing narratives, considering how authors have developed character draft and write by: selecting appropriate grammar and vocabulary, understanding how such in narratives, describing settings, characters and atmosphere and integra précision longer passages using a wide range of devices to build cohesion within and across paragre. using further organisational and presentational devices to structure text evaluate and edit by: assessing the effectiveness of their own and others' writing proopsing changes to vocabulary, grammar and punctuation to enhance ensuring correct subject and verb agreement when using singular and pl proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and develop their understanding of the concepts set out in <u>English appendix 2</u> by recognising vocabulary and structures that are appropriate for formal spi using passive verbs to affect the presentation of information in a sente using modal verbs or adverbs to indicate degrees of possibility using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using able to clarify meaning or avoid ambiguity in writing using conton introduce a list punctuating bullet points consistently using acolon to introduce a list using acolon to introduc	 plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils he draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhara in narratives, describing settings, characters and atmosphere and integrating dialogue to convey charact précision longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for es evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the proform their own compositions, using appropriate intonation, volume, and movement so that meaning is: develop their understanding of the concepts set out in <u>English appendix 2</u> by: recognising vocabulary and structures that are appropriate for formal speech and writing, including sut using paraded noun phrases to convey complicated information concisely using wale relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omiti learning the grammar for	 plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their onting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen perfored draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précision longer passages using a wide range of devices to build cohesion within and across paragraphs using urither organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, unevaluate and edit by: assessing the effectiveness of their own and others' writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing perform their own compositions, using appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using passive verbs to indicate degrees of possibility using commas to indicate degrees of possibility using commas to adverbs to indicate degrees of possibility using comma to charfy meaning or avoid ambiguity in writing using prammatice and on the fourovers 5 an



Curriculum Theme	Tombs, Temple	es and Tourists	Traders a	nd Raiders	Rumble in the Jungle		
No of weeks Suggested number of units					6 weeks with 2 short weeks 2 units + short unit	7 weeks (Sports day/shuffle up) 2 units (1 long 4 weeks and one 2 week unit)	
Genres Please see Teacher Packs for features of genres to be taught	Information text – letter home from a trip to Cairo in Egypt (describing) <u>Instruction</u> – how to mummify a body <u>Narrative</u> Secret of a Sun King	Persuasion - letter of application <u>Newspaper report</u> – discovery of Tutenkhamun's tomb <u>Adventure narrative –</u> Secrets of a Sun King/Race to the Frozen North	Persuasive- Letter of applicationRace to the FrozenNorth – the MatthewHenson StoryFictionBeowulf (using animation as stimulus)Long UnitCharacter description.Retelling of feasting Poetry - performanceNon-chronological report – Anglo Saxons	Warning story – The Watertower (set in desert)The missing chapterNarrative - Thor graphic novel to write a fight scene OR use literacy shed Jotun – Journey of a Viking as stimulusNon-fiction – special news report from Bangladesh describing the impacts of raising sea level	Explanation (scientific) Rainforest ecosystem Persuasion/Balanced argument – who should protect the Brazilian rainforest? Persuasion - The Orangutan Text rantang the story of dirty palm oil – fiction text	Fantasy Adventure narrative – long unit Persuasive letter – application to fund a tropical expedition	
Handwriting	Fluent, neat, legible and	l joined. Specific intervent	l ions for any fine motor ski	l ills needed.			
NC Writing – vocabulary, grammar and punctuation Can appear in other teacher packs but MUST be taught & assessed within this unit	précision longer passages using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Editing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using the perfect form of verbs to mark relationships of time and cause	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear using passive verbs to affect the presentation of information in a sentence	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using expanded noun phrases to convey complicated information concisely	using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] using passive verbs to affect the presentation	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (if they were to be) using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey	



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	editing - assessing the effectiveness of their own and others' writing using passive verbs to affect the presentation of information in a sentence using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list punctuating bullet	using expanded noun phrases to convey complicated information concisely using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun using commas to clarify meaning or avoid ambiguity in writing	using modal verbs or adverbs to indicate degrees of possibility	using semicolons, colons or dashes to mark boundaries between independent clauses	of information in a sentence using modal verbs or adverbs to indicate degrees of possibility using commas to clarify meaning or avoid ambiguity in writing Colons to introduce a list Punctuating bullet points consistently subjunctive if they were to be	complicated information concisely using modal verbs or adverbs to indicate degrees of possibility
Grammar - appendix 2 Can appear in other teacher packs but MUST be		Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, abaged with growth	Brackets, dashes or commas to indicate parenthesis Linking ideas across paragraphs using	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might,	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might,
taught & assessed within this unit			should, will, must]	adverbials of time [for example, later], place	should, will, must]	should, will, must]



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	Brackets, dashes or commas to indicate parenthesis	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Use of commas to clarify meaning or avoid ambiguity	using hyphens to avoid ambiguity	[for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] using hyphens to avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
Spelling Appendix 1 & 2	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ –cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Appendix 2 - Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]	Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Appendix 2 - Verb prefixes [for example, dis–, de–, mis–, over– and re–]	Use of the hyphen Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. co-ordinate, re-enter, co-operate, co-own	Spelling lists	Spelling lists



Unit Feedback and Marking format Writing at Tyndale Primary

				Fe						
	Focus within the writing process	Verbal feedback	Self- marking	Brief adult marking	Correction of spelling/ grammar	Highlighting of the writing checklist	In-depth marking potentially pupil conferencing	Short celebratory comment	Assessment Notes	
1	Features of text, immersion in genre	1	~	>	~				There are 3 opportunities to check and correct pupils' understanding of the features of the text Day 1, 6 and 9	
2	Comprehension of content	~	~	>	~					
3	Vocabulary – short burst	~	~	7	~				Can children use tier 2 vocabulary in context of the writing but also (verbally) in another context? Can they use tier 3 (if appropriate)?	
4	Grammar focus	~	~	~	~				Are children using the correct grammatical term, can they identify an example of each?	
5	Grammar focus - short burst	~	~	~	~				Can they show they can use the grammatical structure accurately discretely?	
6	Plan - content and language features	~		~	~					
7	First draft				~	~	~		Live marking should be used for emerging writers	
8	First draft				~	~	~			
9	Edit and review	~	~	>	~					
10	Final write					~	~	~		