

Year Five Writing Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Composition - NC	<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 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 have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> 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 precision 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 example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> 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 language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 					
Writing Vocabulary, grammar and punctuation - NC	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 indicate grammatical and other features by: <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 					
Grammar	<p>Word: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Text: Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Link 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]</p> <p>Punctuation: Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>					

Curriculum Theme	Tombs, Temples and Tourists		Traders and 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	<p><u>Information text</u> – letter home from a trip to Cairo in Egypt (describing)</p> <p><u>Instruction</u> – how to mummify a body</p> <p><u>Narrative</u> Secret of a Sun King</p>	<p><u>Persuasion</u> - letter of application</p> <p><u>Newspaper report</u> – discovery of Tutenkhamun’s tomb</p> <p><u>Adventure narrative</u> – Secrets of a Sun King/Race to the Frozen North</p>	<p><u>Persuasive</u> - Letter of application Race to the Frozen North – the Matthew Henson Story</p> <p><u>Fiction</u> Beowulf (using animation as stimulus) Long Unit Character description. Retelling of feasting Poetry - performance</p> <p>Non-chronological report – Anglo Saxons</p>	<p><u>Warning story</u> – The Watertower (set in desert) The missing chapter</p> <p><u>Narrative</u> - Thor graphic novel to write a fight scene OR use literacy shed Jotun – Journey of a Viking as stimulus</p> <p><u>Non-fiction</u> – special news report from Bangladesh describing the impacts of raising sea level</p>	<p><u>Explanation</u> (scientific) Rainforest ecosystem</p> <p><u>Persuasion/Balanced argument</u> – who should protect the Brazilian rainforest?</p> <p><u>Persuasion</u> - The Orangutan Text rantang the story of dirty palm oil – fiction text</p>	<p><u>Fantasy Adventure narrative</u> – long unit</p> <p><u>Persuasive letter</u> – application to fund a tropical expedition</p>
Handwriting	Fluent, neat, legible and joined. Specific interventions for any fine motor skills needed.					
NC Writing – vocabulary, grammar and punctuation Can appear in other teacher packs but MUST be taught & assessed within this unit	<p>précision longer passages</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Editing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>using the perfect form of verbs to mark relationships of time and cause</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>using passive verbs to affect the presentation of information in a sentence</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using expanded noun phrases to convey information concisely</p>	<p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>using passive verbs to affect the presentation</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (if they were to be . . .)</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey</p>

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

	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

		Feedback Method Suggested							Assessment Notes
	Focus within the writing process	Verbal feedback	Self-marking	Brief adult marking	Correction of spelling/grammar	Highlighting of the writing checklist	In-depth marking <i>potentially pupil conferencing</i>	Short celebratory comment	
1	Features of text, immersion in genre	✓	✓	✓	✓				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	✓	✓	✓	✓				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					✓	✓	✓	