

## YEAR 5 LITERACY- WRITING

	AUTUMN 1	AUTUMN 2
<b>COMPOSITION</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>o identifying the audience for and purpose of the writing , selecting the appropriate form ( IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own ( USE EXAMPLES)</li> <li>o noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING)</li> <li>o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ( NARRATIVE SPECIFIC FOCUS)</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP)</li> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages (VCOP)</li> <li>o using a wide range of devices to build cohesion within and across paragraphs (VCOP)</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] VCOP</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing (AFL)</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL)</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing (AFL)</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL)</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	
<b>TEXT/ VOCAB</b>	<p><i>To use the terms clause and phrase in relation to sentences</i></p> <p>Devises to build cohesion within a paragraph</p>	<p><i>Teach other forms of figurative language - onomatopoeia and personification.</i></p> <p>Devises to build cohesion within a paragraph</p> <p>Linking ideas across paragraphs using adverbials of time ( later), place (nearby) number (secondly) or tense choices (he had seen her before)</p>
<b>SENTENCE</b>	<p><i>To identify component part of a sentence using the appropriate vocabulary- see Year 6 grammar test</i></p> <p><i>Sentences with varying openers (VCOP)- b) c) j) l) m)</i></p>	<p>Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun</p> <p><i>Sentences with varying openers (VCOP)- b) c) j) l) m)</i></p>
<b>PUNCTUATION</b>	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity
<b>GENRE / TEXTS</b>	<ul style="list-style-type: none"> <li>• Narrative Yr5 - The Present</li> <li>• Narrative YR 5 - Cosmic</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction Yr5 - Scott of the Antarctic</li> <li>• Non- Fiction Yr5 - Emperor Penguins</li> </ul>
<b>SPELLING</b>	<p><u>YEAR 5 SPELLING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>	<p><u>Specific Spellings (Appendix):-</u></p> <p>Set 1: Revision from previous years 1</p> <p>Set 2: Revision from previous years 2</p> <p>Set 3: Words ending in 'cious'</p> <p>Set 4: Words ending in 'tious'</p> <p>Set 5: Words ending in 'cial'</p> <p>Set 6: Words ending in 'tial'</p> <p>Set 7: Words ending in 'ant' and 'ance'</p> <p>Set 8: Words ending in 'ent' and 'ence'</p> <p>Set 9: Words ending in 'ance' and 'ence'</p> <p>Set 10: Revision</p> <p>At least 2 weeks on personal spellings from the back of literacy books.</p>
<b>HAND WRITING</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>	

## YEAR 5 LITERACY- WRITING

	SPRING 1	SPRING 2
<b>COMPOSITION</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>o identifying the audience for and purpose of the writing , selecting the appropriate form ( IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own ( USE EXAMPLES)</li> <li>o noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING)</li> <li>o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ( NARRATIVE SPECIFIC FOCUS)</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP)</li> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages (VCOP)</li> <li>o using a wide range of devices to build cohesion within and across paragraphs (VCOP)</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] VCOP</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing (AFL)</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL)</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing (AFL)</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL)</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	
<b>TEXT/ VOCAB</b>	Linking ideas across paragraphs using adverbials of time ( later), place (nearby) number (secondly) or tense choices (he had seen her before)	Linking ideas across paragraphs using adverbials of time ( later), place (nearby) number (secondly) or tense choices (he had seen her before)  <i>Teach other forms of figurative language - onomatopoeia and personification.</i>
<b>SENTENCE</b>	Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun	Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun
<b>PUNCTUATION</b>	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity
<b>GENRE / TEXTS</b>	<ul style="list-style-type: none"> <li>• Narrative Own Planning - Street Child</li> <li>• Narrative Yr5 - Computer Dad</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction Yr5 - Mars Transmission</li> <li>• Non-Fiction Yr6 - Everest</li> </ul>
<b>SPELLING</b>	<p><u>YEAR 5 SPELLING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>	<u>Specific Spellings (Appendix):-</u>
<b>HAND WRITING</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>	

## YEAR 5 LITERACY- WRITING

	SUMMER 1	SUMMER 2
<b>COMPOSITION</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>o identifying the audience for and purpose of the writing , selecting the appropriate form ( IDENTIFYING FEATURES OF GENRE) and using other similar writing as models for their own ( USE EXAMPLES)</li> <li>o noting and developing initial ideas, drawing on reading and research where necessary (MAKING NOTES/ PLANNING)</li> <li>o in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ( NARRATIVE SPECIFIC FOCUS)</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>o selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (VCOP)</li> <li>o in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages (VCOP)</li> <li>o using a wide range of devices to build cohesion within and across paragraphs (VCOP)</li> <li>o using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] VCOP</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>o assessing the effectiveness of their own and others' writing (AFL)</li> <li>o proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (AFL)</li> <li>o ensuring the consistent and correct use of tense throughout a piece of writing (AFL)</li> <li>o ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (AFL)</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	
<b>TEXT/ VOCAB</b>	Linking ideas across paragraphs using adverbials of time ( later), place (nearby) number (secondly) or tense choices (he had seen her before)	
<b>SENTENCE</b>	<p>Indicating of degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will or must)</p> <p><i>p) If, then sentence - To be able to write a sentence which contains two if phrases.</i></p>	<p>Relative clauses beginning with who, which where, when, whose, that or an omitted relative pronoun</p> <p><i>v) Outside, (inside) sentences - begin to introduce the use of brackets for diary entries to show personal thoughts and humour.</i></p> <p><i>q) Choice sentence - (using a dash) To write a sentence which begins with related words/phrases (adjectives are the easiest) and then finishes with a related question. To refine and expand the word choices.</i></p>
<b>PUNCTUATION</b>	Use of commas to clarify meaning or avoid ambiguity	Use of commas to clarify meaning or avoid ambiguity  Brackets, dashes or commas to indicate parenthesis
<b>GENRE / TEXTS</b>	<ul style="list-style-type: none"> <li>• Narrative Yr5 - One Small Step</li> <li>• Poetry Yr5 - The Highwayman</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Own Planning - Stig of the Dump</li> <li>• Non-Fiction Yr6 - Anglo Saxon Battle</li> </ul>
<b>SPELLING</b>	<p><u>YEAR 5 SPELLING</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>	<u>Specific Spellings (Appendix):-</u>
<b>HAND WRITING</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>	