

## Year 5 Writing Curriculum

Summer 1 Term	Reimagine the legend of Beowulf; integrate dialogue to convey character and describe the setting to create atmosphere and (Spoken outcome) compose a persuasive speech to persuade the villagers to help fight the monster.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> <li>• <b>Using relative pronouns who, which, where, whose, when, that, create complex sentences by using relative clauses, both at the end of sentences and embedded within.</b></li> <li>• <b>Create complex sentences where the relative pronoun is omitted e.g. Grendel, prowling across the moor, raged with fury.</b></li> <li>• <b>Create and punctuate complex sentences using ed and ing opening clauses in fiction and non-fiction writing.</b></li> <li>• <b>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. To build cohesion.</b></li> <li>• <b>Use devices to build cohesion within a paragraph;</b> use of a range of conjunctions varying the position within the sentence and use of pronouns/nouns.</li> <li>• <b>Use expanded noun phrases to convey complicated information concisely</b></li> <li>• Use commas consistently to clarify meaning or to avoid ambiguity as well as I n a list and to mark a clause.</li> <li>• Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>• Ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>• Mark speech with accurate punctuation and use a reported clause to give detail</li> </ul>
Composition Drafting and writing	<ul style="list-style-type: none"> <li>• <b>Blend action, dialogue and description within and across paragraphs.</b></li> <li>• <b>During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</b></li> <li>• <b>Include literary devices for a legend: alliteration, kennings, similies. Heroic language, foreshadowing (hints or clues about later events), rule of 3.</b></li> <li>• Include a formulaic openings and endings</li> <li>• Develop settings through vivid description and link this with the characters or plot. Include some description of a dramatic settings.</li> <li>• Include accurate historical detail- give clues about when the story takes place-what characters are wearing, buildings, weapons etc</li> <li>• Include archaic language</li> <li>• Emphasise the struggle between good and evil and include Imagery: similes, metaphors, symbolism</li> <li>• Use rich, strong vocabulary to describe power and splendour of settings or characters to enhance mood and create pace.</li> <li>• Use dialogue to convey a character and to advance the action</li> <li>• Develop introduction and conclusion to set out and summarise argument.</li> <li>• Ensure your view point is transparent for reader befitting of the character's role and sustain the viewpoint throughout</li> <li>• Include emotive language to engage including use of modals and adverbs for possibility (e.g. surely,); directly appeal to the reader.</li> <li>• Create authority through a formal style where appropriate and keep formality consistent.</li> <li>• Include rhetorical questions; persuasive language</li> <li>• Support opinions with facts; support points using persuasive examples and provide evidence</li> <li>• Mention the other side of argument with affect and pre-empt reader objections e.g. you may disagree but...</li> </ul>
Composition planning	<ul style="list-style-type: none"> <li>• <b>Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use, using emotive language, rhetorical questions, and persuasive words.</b></li> <li>• <b>Drawing on reading and research, create own plan for writing,</b></li> <li>• <b>Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases.</b></li> <li>• <b>Examine how characters and settings are presented. Develop ideas further by adding descriptive vocabulary.</b></li> <li>• <b>Proof read and assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</b></li> <li>• <b>Perform their own compositions confidently using appropriate intonation, volume</b></li> <li>• Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing.</li> <li>• Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details.</li> </ul>

<b>Summer 2 Term Y5</b>	<b>Write an additional chapter to the book Anglo Saxon Boy. Include dialogue to convey character and advance the action. Write a set of detailed instructions for how to live forever. Build cohesion and select grammar to enhance meaning.</b>
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns <b>who, which, where, whose, when, that</b> in varying positions.</li> <li>• Create complex sentences where the relative pronoun is omitted.</li> <li>• Create and punctuate complex sentences using <b>ing and ed opening clauses</b></li> <li>• <b>Demarcate complex sentences using commas in order to clarify meaning.</b> Use commas effectively to mark clause boundaries and also in a list.</li> <li>• <b>Indicate parenthesis using commas; brackets and dashes.</b></li> <li>• <b>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly and</b> mark it with a comma correctly</li> <li>• <b>Use devices to build cohesion within a paragraph;</b> use pronouns to reduce repetition and aid cohesions.</li> <li>• Use a range of coordinating and subordinating conjunctions to create compound and complex sentences varying the position of the clauses.</li> <li>• <b>Use expanded noun phrases to convey complicated information concisely</b> with modifying adjectives and specific vocabulary choices.</li> <li>• To use prepositions to add detail for the reader.</li> <li>• Mark speech with accurate punctuation and use a reported clause to give detail.</li> <li>• To use apostrophes to mark singular and plural possession and contractions.</li> </ul>
Composition Drafting and writing	<ul style="list-style-type: none"> <li>• <b>Blend action, dialogue and description within and across paragraphs.</b></li> <li>• <b>Use different sentence structures with increasing control (see VGP)</b> <ul style="list-style-type: none"> <li>• In narrative, ensure a clear opening paragraph which explores setting, character and atmosphere moving onto a paragraph which introduces the dilemma.</li> <li>• In narrative, using dialogue as a tool to move action forward.</li> <li>• To ensure style and form is beginning to develop consistency.</li> <li>• To begin ensuring consistent use of tone and formality: are instructions formal or informal?</li> <li>• Understand when a new paragraph should begin eg time, setting, and character.</li> <li>• Ensure sentence choice enhances structure eg time adverbials, conjunctions, prepositions and tense within and across paragraphs.</li> <li>• Ensure sequencing of information enhances clarity for the reader; group similar information into paragraphs and begin developing material in a logical manner.</li> <li>• In non-narratives, use headings and sub-headings to group information as well as specific text type features. (list of ingredients, imperative verbs etc, bullet points, numbered steps)</li> <li>• In non-narrative, use introduction and concluding paragraphs as well as using opening sentence, specific detail/examples and a concluding sentence within a paragraph.</li> </ul> </li> </ul>
Composition Planning	<ul style="list-style-type: none"> <li>• <b>Assess the effectiveness of own and others' writing in relation to audience and purpose.</b></li> <li>• <b>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</b></li> <li>• <b>Proofread for spelling and punctuation errors; spot and correct mistakes.</b> make simple additions, revisions and corrections to their own writing independently and accurately.</li> <li>• <b>Select the appropriate language and structures.</b></li> <li>• <b>Use similar writing models and draw on reading and research. Note and develop ideas. Think how authors develop characters and settings.</b></li> <li>• Begin considering viewpoint when writing.</li> <li>• Refer to planning when writing independently.</li> <li>• Reread to check that their writing makes sense and re-draft sentences to improve writing.</li> <li>• Check for consistency in tense.</li> <li>• Begin to use text features with increasing independence such as subheadings in non-narrative writing and dialogue in narratives.</li> <li>• Explore differing forms of the same text type within their writing eg narrative as a flashback. how authors have developed characters and settings.</li> <li>• Draft and write by selecting increasingly accurate and appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Check writing carefully and make changes which enhance clarity or meaning independently. To use additional resources, such as a dictionary, to aid accuracy.</li> </ul>