

	Year 5 Writing Curriculum
Autumn 1 Y5	Riddle poems describing the setting and animal and a formal information leaflet about the Amazon river.
Vocabulary, grammar and punctuation	Prior learning from Y4: <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use a range of adverbials for where, when and how and use of commas after fronted adverbials • Draw attention to importance of subject verb agreements • Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus • Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence. (however, although)
	Year 5 learning <ul style="list-style-type: none"> • Explore, identify, collect and use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Collect and use adverbials for time, place and numbers to link ideas across paragraphs e.g. also, additionally, usually, commonly • Demarcate complex sentences using commas in order to clarify meaning. • Indicate degrees of possibility using adverbs for example, usually, commonly, mostly
Composition, drafting and writing	<ul style="list-style-type: none"> • Improve a passage prepared by the teacher • Select appropriate vocabulary and grammar to describe setting • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun (synonyms) within and across sentences to aid cohesion and avoid repetition • Use a range of conjunctions to link ideas • Use devices to build cohesion: Use fronted adverbials e.g. also, additionally, usually, commonly • Consider using a question in the title to interest the reader • focusing on clarity, conciseness and impersonal style; adopt a formal tone to suit purpose and audience • Use precise word choices and clarify technical vocabulary • Select language to appeal to the reader • Provide well-developed factual information for the reader • Include a summarising statement
Composition, planning and editing	<ul style="list-style-type: none"> • Collect information to write a report in which two or more subjects are compared • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use • Plan writing by drawing on a writing model • Proofread to ensure: Consistent and correct use of tense throughout; Consistent subject and verb agreement; Spelling and punctuation errors are addressed

Autumn 2 Y5	A travel leaflet explaining items to take on an expedition to the Amazon the opening for a chapter of Finton Fedora setting the scene
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials - note how these are usually used to specific a time or cause e.g. When an animal or plant, Consequently... • Devices to build cohesion within a paragraph. Build on the range of connecting adverbs/adverbials used in year 4 to present further sequencing • Use a range of conjunctions to link ideas • Use of inverted commas and other punctuation to indicate direct speech • Explore, identify, collect and use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (y4) • Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably. • Demarcate complex sentences using commas in order to clarify meaning. • Create and punctuate complex sentences using ed opening clauses
Composition, Drafting and writing	<ul style="list-style-type: none"> • Improve a passage prepared by the teacher • Use devices to build cohesion: Use words/phrases to make sequential, causal or logical connections e.g. resulting in, consequently, in addition • Link ideas across paragraphs using fronted adverbials for time, place and numbers or tense choices and referring back to the previous content. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, Now that you know to take, why don't you... • Adapt and manipulate formality to suit purpose and audience; explore the use of a more personal style to engage the reader • Interest the reader by addressing them directly or use rhetorical questions to talk directly to the reader eg. You'll be surprised to know that... • Use features of the chosen form to add interest to the writing e.g. charts and diagrams • Consider use of vocabulary to inform the reader e.g. technical language or use of precise verbs and nouns; Apply language from independent research; use repetition for effect • Use hypothetical language (if...then, might, when the...) • Show characterisation through the use of description and dialogue • Select appropriate structure, vocabulary and grammar to describe setting. Use a setting where there is potential for adventure through a threat or danger • Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot. Description adds to the sense of adventure or possible prediction at what could happen • Vary story openings: start with dialogue, action or description • Use dialogue to move action forward and to advance the action or create tension 'did you hear a noise?'
Composition planning and editing	<ul style="list-style-type: none"> • Plan writing by drawing on a writing model, • Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used) • Distinguish between explanatory texts, reports and recounts • Plan clear steps in an explanation; ensure sentences are sequenced logically to enable the reader to understand the process • Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style • Examine how authors develop settings and characters in books • Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use. • Proofread to ensure consistent and correct use of tense throughout; Consistent subject and verb agreement; spelling and punctuation errors are addressed.