

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING – YEAR 5

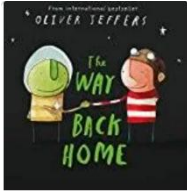
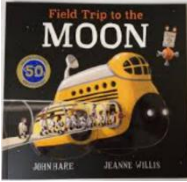
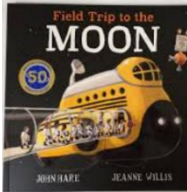


- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Science Earth and Space

Geography – Weather and Climate

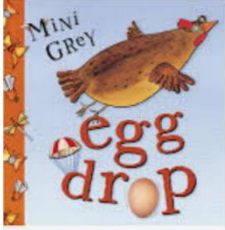


Text and Genre	Retell-The Way Back Home	Retell- Field trip to the Moon	Diary Entry- Field Trip to the Moon	Biography- Helen Sharman Range of resources	Non- Chronological Report - the Planets
Text and Genre					
Year 5 Genre Progression	<p>Describe setting, characters and atmosphere.</p> <p>Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions.</p> <p>Use dialogue to convey a character and advance the action.</p> <p>Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Describe setting, characters and atmosphere.</p> <p>Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions.</p> <p>Use dialogue to convey a character and advance the action.</p> <p>Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Past perfect tense.</p> <p>Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day.</p> <p>Language choices to reflect the theme (historical etc.).</p> <p>Include a quote.</p> <p>Move between tenses within paragraphs – own choice.</p>	<p>Key influences in the person's life, (their relationship with other people and who inspired them).</p> <p>Historical famous characters. Link to whole school theme / local hero.</p>	<p>Independent research.</p> <p>Select own sub-headings.</p> <p>Use examples for presentation/structure.</p> <p>Include a glossary.</p> <p>Consider audience (fun, factual etc).</p>
Year 5 Grammar and	<p>Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).</p>	<p>Insert whole sentences to describe setting and characters.</p> <p>Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.</p>	<p>Include complex sentences, which start with a subordinating conjunction followed by a comma.</p> <p>Understand and identify the main clause & subordinate clause.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	<p>Use a colon to introduce a list within a sentence.</p> <p>Punctuate bullet points consistently in non-fiction.</p>
Year 5 Spelling	<p><i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i></p>				
	<p>Follow the academy's long-term plan for spellings</p>				

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Autumn 2

Science – Forces

History – The Vikings


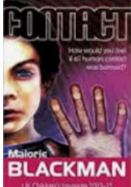
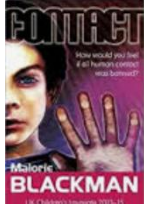

Text and Genre	<p>Retell - Egg Drop</p> 	<p>Setting Description - Opening Chapter</p> 	<p>Persuasive Letter - to the Atrix from Arthur- Why he should go on the quest.</p> 	<p>Retell - section of the story</p> 	<p>Non- Chronological Report - On Viking Daily Life</p> 	<p>Persuasive Letter - to Santa- Applying for a job.</p> 
Year 5 Genre Progression	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.</p>	<p>Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>	<p>Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.</p>
<p>Handwriting –Adapt handwriting style according to the purpose of the writing.</p>						
Year 5 Grammar and	<p>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</p>	<p>Use more sophisticated metaphors to describe things in my writing. Use a metaphor as an opener. Use personification. (Revisit similes if metaphors are not appropriate.) Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing.</p>	<p>Use the acronym FANBOYS to help me remember coordinating conjunctions</p>	<p>In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action. Adding a new line whenever a new person starts speaking. Use speech within a piece of writing to move the story on.</p>	<p>Link sentences and paragraphs using coordinating and subordinating conjunction.</p>	<p>Consolidation of previously taught skills. Ask a rhetorical question to appeal directly to the reader.</p>
Year 5 Spelling	<p>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>					

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING – YEAR 5

Spring 1

Science-Properties of Materials

History – The Development of Medicine

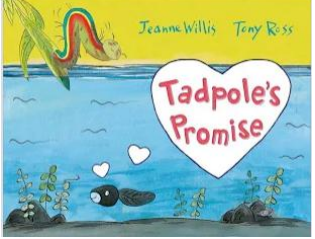
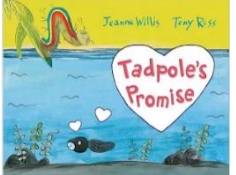


Text and Genre	<p>Winter Haiku and Cinquain Poetry</p> 	<p>Retell- A section of the story</p> 	<p>Multiple Diary Entry- Choose a section</p> 	<p>Non- Chronologica Report on the Black Death</p> 
Year 5 Genre Progression	<p><u>Haiku</u> – Language poetry. 3 lines long. The syllables in each line match the format 5,7,5. Haiku poems are often about nature or the seasons and how we feel about them. Haiku is traditional poetry in Japan.</p> <p><u>Cinquain</u> Cinquains are five-line poems that describe something. They have 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and just 2 in the last line. Cinquains do not need to rhyme, but this can be included.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.</p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>
Handwriting- Choose the writing implement that best suits the task.				
Year 5 Grammar	<p>Syllable practise</p>	<p>Use short sentences to build suspense.</p>		<p>Use an embedded relative clause, marked with commas for parenthesis. Use brackets to add parenthesis.</p>
Year 5 Spelling	<p><i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i></p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>			

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING – YEAR 5

Spring 2

Science Changing Materials

History – The Development of Medicine

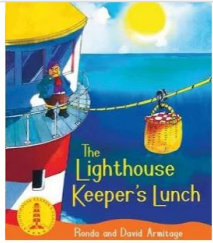
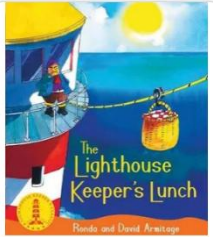
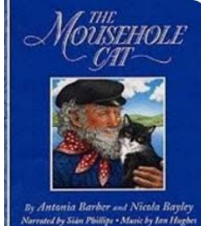
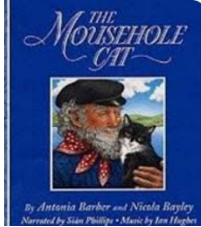

Text and Genre	<p>Retell -Tadpole's Promise</p> 	<p>Informal Letter from the tadpole to the caterpillar begging for forgiveness.</p> 	<p>Setting description- The Railway Children Clip - The Landslide</p> 	<p>Instructions for building a bird box</p> 
Year 5 Genre Progression	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Paragraphs around a theme. Address the reader directly. Present perfect tense. Thoughts and feelings; show don't tell. Rhetorical questions.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Informal / formal instructions could be humorous or formal. Hook the reader in the introduction Sophisticated / appropriate use of adverbs / adjectives Awareness of the audience Add a recommendation</p>
Handwriting- Choose the writing implement that best suits the task.				
Year 5 Grammar	<p>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</p>	<p>Use dashes to add parenthesis. Use the past perfect form to mark relationship of time and cause.</p>	<p>Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.</p>	<p>Consolidation of previously taught skills.</p>
Year 5 Spelling	<p><i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i></p> <p style="text-align: center;">Follow the academy's long-term plan for spellings</p>			

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Summer 1

Science-Living Things and their habitats

Geography- Coasts

Text and Genre	<p>1st-person retell - From the point of view of the seagulls</p> 	<p>Formal Letter - to the Council urging them to do something about the seagulls</p> 	<p>Retell - Opening Section of the story</p> 	<p>Setting Description - Out at sea.</p> 	<p>Recount - trip to Hornsea</p> 
Year 5 Genre	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Include sender's address. Formal/detailed introduction. Justification of thoughts. Persuasive openers. Facts. Rhetorical questions.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.</p>	<p>Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.</p>
<p>Handwriting- Maintain legibility in joined handwriting when writing at speed.</p>					
Year 5 Grammar and Punctuation	<p>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</p>	<p>Use modal verbs and adverbs to show the possibility of something happening. Use a rhetorical question to make the reader think.</p>	<p>Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.</p>	<p>Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener.</p>	<p>Consolidation of previously taught skills.</p>
Year 5 Spelling	<p>*"Dictation gives children opportunities to practice and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2022</p> <p>Follow the academy's long-term plan for spellings</p>				

MARSHLAND PRIMARY ACADEMY CURRICULUM FOR WRITING – YEAR 5

Summer 2

Science Animals including Humans

Geography- Coasts

Text and Genre	<p>Non- Chronological Report - Coastal Erosion</p> 	<p>Biography - David Attenborough</p> 	<p>Retell- - The Catch</p> 
Year 5 Genre	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>	<p>Key influences in the person’s life, (their relationship with other. people and who inspired them). Historical famous characters. Link to whole school theme / local hero.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>
<p>Handwriting- Maintain legibility in joined handwriting when writing at speed.</p>			
Year 5 Grammar	<p>AfL</p>	<p>AfL</p>	<p>AfL</p>
Year 5 Spelling	<p><i>*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i></p> <p style="text-align: center;">Follow the academy’s long-term plan for spellings</p>		

Ongoing skill- Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).

The skills below might need to be taught in stand-alone spag lessons-

Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.

Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.

Know the difference between direct speech and reported speech.