

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



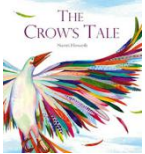


Year 5 Key Indicator Skills

Link sentences and paragraphs using coordinating and subordinating conjunctions.

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

Science – Light

History- WW2

Text and Genre	Setting - The Lighthouse 	Retell - The Lighthouse 	Retell - The Crow's Tale 	Description - The Lion, The Witch and the Wardrobe – opening scene 	Letter - from the government to parents about evacuation. 
Year 6 Genre Progression	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author's voice	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author's voice	Maintain formality throughout. Consider the audience, purpose and write using the appropriate author's voice

Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.

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Year 6 Grammar and Punctuation	<p><i>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</i> <i>Revision of ISPACED</i></p> <p>In narratives, describe settings.</p> <p>Use a range of figurative language (metaphors, onomatopoeia, personification).</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>Use commas to demarcate embedded clauses.</p>	<p>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</p> <p>Use commas to demarcate reporting clauses.</p> <p>Inverted commas and other punctuation to indicate direct speech.</p> <p>Use commas to separate the subordinate clause from the main clause where the subordinate clause comes first.</p>	<p>Use speech within a piece of writing to move the story on.</p> <p>In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.</p> <p>In narratives, describe settings, and atmosphere.</p> <p>Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.</p> <p>Use simple sentences to build tension.</p> <p>Consistently use the correct subject and verb when using singular and plural.</p>	<p>Use modal verbs and adverbs to show the possibility of something happening.</p> <p>Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).</p> <p>Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence.</p> <p><i>Use a colon to introduce a list within a sentence.</i></p>
Year 6 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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Autumn 2

Science Electricity

Geography: Finding out about the World (mapping)

Text and Genre	Diary Entry – Goodnight Mister Tom 	Retell - Section of Goodnight Mister (involving different characters) 	Instructions - to have a Wartime Christmas 	Informal Letter 
Year 6 Genre Progression	Multiple entries Include suspense Changing moods and emotions Maintaining tense and writer's voice Subjunctive form Active and passive voice Formality for effect Consider the audience, purpose and write using the appropriate author's voice	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Develop an introduction – add background. If appropriate add personal advice using parentheses. Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently Use brackets to add asides Author's style of writing and use appropriate author's voice. Consider purpose and audience.	Include a range of tenses – own choice. Include colloquialism Cohesion; referring back, pronouns Consider the audience, purpose and write using the appropriate author's voice
Handwriting - Maintain legibility and consistency in joined handwriting when writing at speed.				
Year 6 Grammar and Punctuation	Use dashes to add parenthesis. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense). Use commas to separate the subordinate clause from the main clause where the subordinate clause comes first.	Integrate dialogue to convey character and advance the action. Integrate dialogue in narratives to convey character and advance the action. Distinguish between the language of speech and writing and choose the appropriate register. Distinguish between the language of speech and writing and choose the appropriate register Use hyphens and ellipses.	Use colons to introduce a list and punctuate bullet points consistently. Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...)	Use dashes for parenthesis
Year 6 Spelling	*"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 Follow the academy's long-term plan for spellings			

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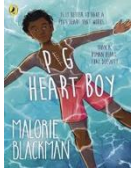
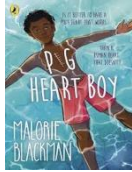
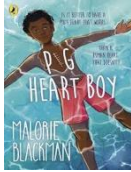
Spring 1

Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.

Use linking adverbs to show opposition or a counter argument.

Use adverbials in different places in a sentence (On one hand... whereas/yet/however...).

Science- Animals including Humans (Circulatory System and Health)




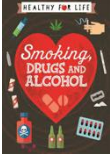
Text and Genre	<p>Free Verse - Winter Poetry</p> 	<p>Formal letter - Pig Heart Boy</p> 	<p>Diary Entry – Pig Heart Boy</p> 	<p>Retell – Section</p> 
Year 6 Genre Progression		<p>Maintain formality throughout. Consider the audience, purpose and write using the appropriate author's voice.</p>	<p>Multiple entries Include suspense Changing moods and emotions Maintaining tense and writer's voice Subjunctive form Active and passive voice Formality for effect Consider the audience, purpose and write using the appropriate author's voice</p>	<p>Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback</p>
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.				
Year 6 Grammar and Punctuation	<p>Consolidation of figurative language</p>	<p>Use adverbials to introduce an argument (Firstly). Use adverbials to form links between arguments and develop arguments, to signal an illustration of a preceding point. Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results. Use adverbials to introduce a concluding paragraph (Having considered all of the arguments... In Summary, To conclude,).</p>	<p>Use colons, semi-colons and dashes deliberately, according to formality, context and the effect that is trying to be created. Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>Use extended reporting clauses in speech to show character's thoughts, actions, or feelings. Use senses to "show not tell" settings, characters' feelings, and thoughts. Use adverbials to move time in a narrative (Later on, Meanwhile). Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...)</p>
Year 6 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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Spring 2

Geography Finding out about the World (Natural Resources and Trade)

Science – Animals including Humans (Circulatory System and Health)

Text and Genre	<p>Retell - Someone Swallowed Stanley</p> 	<p>Instructions to discrete a heart</p> 	<p>Explanation of the circulatory system / Non-chronological report</p> 	<p>Advice leaflet – Dangers of drugs and alcohol</p> 
Year 6 Genre Progression	<p>Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback</p>	<p>Develop an introduction – add background. If appropriate add personal advice using parentheses. Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently Use brackets to add asides. Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>	<p>More ownership Independent research and presentation Decide where diagrams, illustrations, or a flow chart would help explain. Author's style of writing and use appropriate author's voice. Consider purpose and audience</p>	
<p>Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.</p>				
Year 6 Grammar and			<p>Use brackets to add parenthesis. Use the passive voice to make the object more important in the sentence than the subject. (Explanation)</p>	<p>Use quotes for effective purpose in newspaper reports – to add authenticity and make them more memorable.</p>
Year 6 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>			

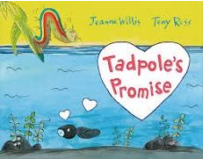
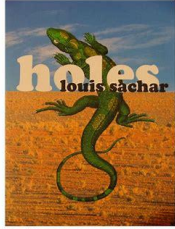
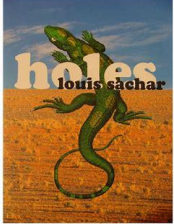
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Summer 1

Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.

Pollution and Climate Change

Science – Living Things and their Habitats

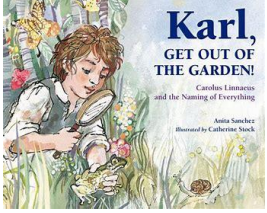

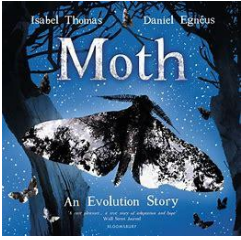

Text and Genre	Retell – Tadpole’s Promise 	SATS Revision	SATS Revision	SATS	Setting Description and retell of arriving at the camp – Holes 	Diary Entry – Holes 
Year 6 Genre Progression	Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback				Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author’s voice. Author’s style of writing and use appropriate author’s voice Consider purpose and audience Changing tenses – flashback	Multiple entries Include suspense Changing moods and emotions Maintaining tense and writer’s voice Subjunctive form Active and passive voice Formality for effect Consider the audience, purpose and write using the appropriate author’s voice
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.						
Year 6 Grammar and Punctuation	Consolidation of skills				Consolidation of skills	Consolidation of skills
Year 6 Spelling	*"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 Follow the academy’s long-term plan for spellings					

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Summer 2

Science – Evolution and Inheritance

Mining

Text and Genre	Biography - Karl Linnaeus – Karl, Get out of the Garden 	Recount - Trip to Drax Power Station 	Setting Description – Moth 	Broken: Rock, Paper, Scissors 	Transition Units	Transition Units
	Year 6 Genre Progression	Own inspirational character Own research / link to interviews Includes links to inferences of the time	Select events appropriate to the reader Include anecdotes to vary formality	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author's voice.		
Handwriting -Maintain legibility and consistency in joined handwriting when writing at speed.						
Year 6 Grammar and	Consolidation of skills	Consolidation of skills	Consolidation of skills	Consolidation of skills		
Year 6 Spelling	* <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."</i> Research and Review, May 2023					
	Follow the academy's long-term plan for spellings					

Informal Letter	Retell	Diary	Setting	Persuasive Letter	Character description
Include a range of tenses – own choice. Include colloquialism Cohesion; referring back, pronouns Consider the audience, purpose and write using the appropriate author's voice	Author's style of writing and use appropriate author's voice Consider purpose and audience Changing tenses – flashback	Multiple entries Include suspense Changing moods and emotions Maintaining tense and writer's voice Subjunctive form Active and passive voice Formality for effect	Power of three fronted adverbials Personification of the weather Evocative language to create a mood, strong feelings, memories, or emotions back Consider the audience, purpose and write using the appropriate author's voice	Own inspirational character Own research / link to interviews Includes links to inferences of the time	

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		Consider the audience, purpose and write using the appropriate author's voice			
Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount
<p>More ownership</p> <p>Independent research and presentation</p> <p>Decide where diagrams, illustrations, or a flow chart would help explain.</p> <p>Author's style of writing and use appropriate author's voice.</p> <p>Consider purpose and audience</p>	<p>Own inspirational character</p> <p>Own research / link to interviews</p> <p>Includes links to inferences of the time</p>	<p>Presentation/structure to be independently planned</p> <p>References sources of data</p> <p>Independent research</p> <p>Use a range of presentational devices (table, diagram)</p> <p>Include questions for intrigue/to entice the reader</p> <p>Author's style of writing and use appropriate author's voice</p> <p>Consider purpose and audience</p>	<p>Précis key events Lead the reader to reflect on the events Skilfully manages of shifts in time (past, present and future)</p> <p>Appropriate presentation</p> <p>Reconstruct, interpret and communicate events</p> <p>Passive voice First-hand accounts</p> <p>Paints a vivid and dramatic picture</p> <p>Distinctive voices of individuals</p> <p>Thoughtful ending</p> <p>Closing editorial comment adapts a more personal stance</p>	<p>Develop an introduction – add background.</p> <p>If appropriate add personal advice using parentheses.</p> <p>Select own title, headings and presentational devices</p> <p>Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently</p> <p>Use brackets to add asides</p> <p>Author's style of writing and use appropriate author's voice.</p> <p>Consider purpose and audience.</p>	<p>Select events appropriate to the reader</p> <p>Include anecdotes to vary formality</p>
Formal Letter					
<p>Maintain formality throughout.</p> <p>Consider the audience, purpose and write using the appropriate author's voice</p>					