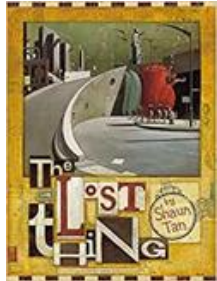


YEAR 5&6 WRITING CURRICULUM – CYCLE A

Autumn Term – Fiction/ Non-Fiction/ Poetry

AUTUMN 1

THE LOST THING
by Shaun Tan

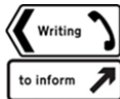


Main Writing Outcome:

Own version fantasy narrative



Other Outcomes:
diary entries, formal letters, guides / non-chronological reports, adverts, official paperwork, lost tags



Writing Transcription (Spelling and Handwriting)

- Identify an increasing range of homophones and other words that are often confused
- Spell words containing the 'ough' grapheme and identify alternative pronunciations
- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]

Vocabulary, Grammar & Punctuation

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Using expanded noun phrases to convey complicated information concisely
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials

Writing Composition

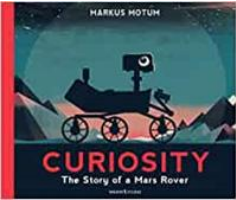
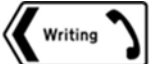

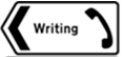



Plan their writing by:


- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed

Draft and write by:



- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text

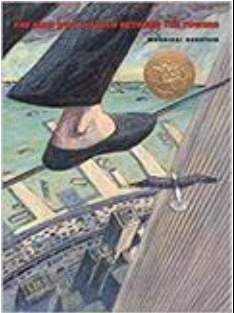




Evaluate and edit by:


				<ul style="list-style-type: none"> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn] • Use of the colon to introduce a list • Punctuation of bullet points to list information • 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing
	<p>CURIOSITY by Markus Motum</p> 	<p>Main outcome: Expanded explanation for a new rover</p>   <p>Other Outcomes: Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report</p>    	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them • 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 • Use dictionaries to check the spelling and meaning of words 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use of commas to clarify meaning or avoid ambiguity • Brackets, dashes or commas to indicate parenthesis • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] (Y6) 	<p>Writing Composition</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

			<ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus 		<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Proof-read for spelling and punctuation errors
Autumn Poetry	<p>Focus Poet: Joseph Coelho</p> 	<p>Example Poems</p> <p>If all the World Was Paper Werewolf Club Rules</p>	<p>Recommended poems to read & share</p> <p>YEAR 5: <i>The Rainforest Grew All Around</i> by Susan K Mitchell</p> <p>YEAR 6: <i>Shimblehanks the Railway Cat</i> by T.S. Elliott</p>	<p>Poetic style to study</p> <p>NARRATIVE POETRY</p> <p>YEAR 5 <i>The Highwayman</i> by Alfred Noyes (Classic)</p> <p>YEAR 6 <i>The Lady of Shalott</i> by Alfred, Lord Tennyson (Classic)</p>	<p>Poems to perform</p> <p><i>Built in obsolescence</i> (Poetry Shed)</p>

Spring Term – Fiction/ Non-Fiction/ Poetry

SPRING 1	Beowulf by Michael Morpurgo	Main writing outcome: Own version legend or missing chapter	Writing Transcription (Spelling and Handwriting)	Vocabulary, Grammar & Punctuation	Writing (Composition)
		 Other Outcomes: Epitaph, glossary, letter of advice, dialogue, recount, character and setting description, summarising captions, obituary	<ul style="list-style-type: none"> • 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 • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus 	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • Use of inverted commas and other punctuation to indicate direct speech (Y4) • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) 	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

				<ul style="list-style-type: none"> • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6) • Use of layout devices [for example, headings, subheadings, columns, bullets or tables] to structure text (Y6) 	
	<p>The man who walked between the towers by Mordical Gerstein</p> 	<p>Main writing outcome: Biography</p>  <p>Other outcomes:</p> <p>Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech</p>   	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them (-auto) • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (where words are spelt differently in UK English to American English) 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • • Using passive verbs to affect the presentation of information in a sentence • • Using expanded noun phrases to convey complicated information concisely • • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • • Use of commas to clarify meaning or avoid ambiguity 	<p>Writing (Composition)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Using a wide range of devices to build cohesion within and across paragraphs • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Using further organisational and presentational devices to structure

				<ul style="list-style-type: none"> Using brackets, dashes or commas to indicate parenthesis 	<p>text and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proof-reading for spelling and punctuation errors
Spring Poetry	<p>Focus Poet: Joseph Coelho</p> 	<p>Example Poems</p> <p>The Duelling Duo The Watchers</p>	<p>Recommended poems to read & share</p> <p>YEAR 5: <i>Junk - the Story of Jasper O'Leary</i> by Kirk Hendry (also on Literacy Shed and Youtube)</p> <p>YEAR 6: <i>The Charge of the Light Brigade</i> by Alfred, Lord Tennyson (Classic)</p>	<p>Poetic style to study</p> <p>FIGUARATIVE POETRY</p> <p>YEAR 5 <i>Night Comes Too Soon</i> by James Berry <i>Or Sleep</i> by Annie Matheson</p> <p>YEAR 6 <i>I Wandered Lonely as a Cloud</i> by William Wordsworth</p>	<p>Poems to perform</p> <p><i>Give and Take</i> by Roger Mc Gough</p>

Summer Term – Fiction/ Non-Fiction/ Poetry

SUMMER 1

Rain Player
by David
Wisniewski



MAIN WRITING OUTCOME:

Analytical essay about
The Maya



OTHER OUTCOMES:

Instructions, poster,
missing scene, diary,
newspaper, debate



Writing Transcription (Spelling and Handwriting)

- Use further prefixes and suffixes and understand the guidance for adding them
- 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 - Use a thesaurus

Vocabulary, Grammar & Punctuation

- Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision]
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using modal verbs or adverbs to indicate degrees of possibility
- Linking ideas across paragraphs using adverbials of time [for example, later]
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?]
- Linking ideas across paragraphs using a wider range of cohesive

Writing Composition

Plan their writing by:



- Noting and developing initial ideas, drawing on reading and research where necessary



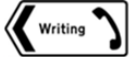


Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- Assessing the effectiveness of their own and others’ writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

				<p>devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <ul style="list-style-type: none"> • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] • Use of the colon to introduce a list and use of semi-colons within lists • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] 	<ul style="list-style-type: none"> • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
SUMMER 2	<p>Paradise Sands by Levi Pinfold</p> 	<p>Main writing outcome:</p> <p>Narrative prequel</p>  <p>Other outcomes: Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation</p>	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 	<p>Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (Y5) • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y5) • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] 	<p>Writing Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

		<p>between characters, book review</p>    		<ul style="list-style-type: none"> • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] (use of hyphenated adjectives) • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence] • Brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Proof-read for spelling and punctuation errors
Summer Poetry	<p>Focus Poet: Joseph Coelho</p> 	<p>Example Poems</p> <p>Miss Flotsam I am a Writer</p>	<p>Recommended poems to read & share</p> <p>YEAR 5 <i>Jabberwocky</i> by Lewis Carroll (Classic)</p> <p>YEAR 6 <i>The Tyger</i> by William Blake (Classic)</p>	<p>Poetic style to study</p> <p>CLASSICS</p> <p>YEAR 5 <i>Wind on the Hill</i> by A A Milne <i>Cats</i> by Eleanor Farjeon</p> <p>YEAR 6 <i>The Fish</i> by Marianne Moore <i>The Panther</i> by Raine Maria Rilke</p>	<p>Poems to perform</p> <p><i>Plastic Bag</i> (Poetry Shed)</p>

Speaking & Listening opportunities across the curriculum

LISTENING SKILLS	<p>YEAR 5</p> <ul style="list-style-type: none"> To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group. 	<p>YEAR 6</p> <ul style="list-style-type: none"> To make improvements based on constructive feedback on their listening skills.
FOLLOWING INSTRUCTIONS	<p>YEAR 5</p> <ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition. 	<p>YEAR 6</p> <ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition.
ASKING & ANSWERING QUESTIONS	<p>YEAR 5</p> <ul style="list-style-type: none"> To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification. 	<p>YEAR 6</p> <ul style="list-style-type: none"> To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.
DRAMA, PERFORMANCE & CONFIDENCE	<p>YEAR 5</p> <ul style="list-style-type: none"> To narrate stories with intonation and expression to add detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. 	<p>YEAR 6</p> <ul style="list-style-type: none"> To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To gain, maintain and monitor the interest of the listener(s). To select and use appropriate registers for effective communication.

	VOCABULARY BUILDING & STANDARD ENGLISH	YEAR 5 <ul style="list-style-type: none"> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way. 	YEAR 6 <ul style="list-style-type: none"> To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose. To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics. To speak audibly, fluently and with a full command of Standard English in all situations. To confidently explain the meaning of words and offer alternative synonyms.
	SPEAKING FOR A RANGE OF PURPOSES	YEAR 5 <ul style="list-style-type: none"> To plan and present information clearly with ambitious added detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate. 	YEAR 6 <ul style="list-style-type: none"> To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.
	PARTICIPATING IN DISCUSSIONS	YEAR 5 <ul style="list-style-type: none"> To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions. 	YEAR 6 <ul style="list-style-type: none"> To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.

