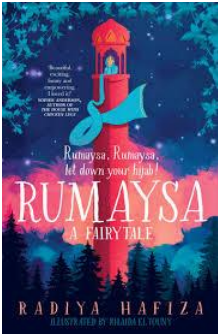












YEAR 5&6 WRITING CURRICULUM – CYCLE B

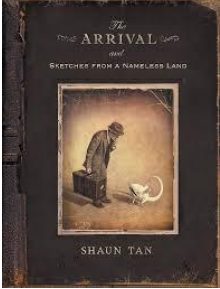



Autumn Term – Fiction/ Non-Fiction/ Poetry

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AUTUMN 1</p>	<p>Rumaysa: A Fairy Tale by Radiya Hafiza</p> 	<p>Main Writing Outcome: Fairy tale reworking (prequel)</p>  <p>Other Outcomes: Warning poster, diary entry, dialogue, villain's lair advert, character description, missing narrative</p>    	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Spell words that are often misspelt (English Appendix 1) 	<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 • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • 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] • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Use of expanded noun phrases to convey complicated information concisely • How words are related by meaning as synonyms and antonyms [for example, big, large, little] (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 • 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

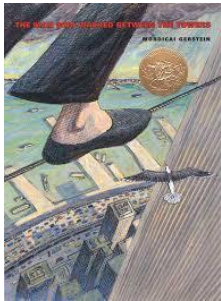
				<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)</p>	<ul style="list-style-type: none"> Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
AUTUMN 2	<p>The Last Bear by Hannah Gold</p> 	<p>Main outcome: Newspaper report</p>  <p>Other Outcomes: figurative descriptions, dialogue, monologue, logbook entries, scientific report</p>  	<p>Writing Transcription (Spelling and Handwriting)</p> <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 three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus 	<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 Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: Using commas to clarify meaning or avoid ambiguity in writing 	<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 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"> • Punctuating bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 	<p>Evaluate and edit by:</p> <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 • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof-read for spelling and punctuation errors
Autumn Poetry	<p>Focus Poet:</p> <p>Carol Ann Duffy</p>	<p>Example Poems</p> <p><i>The Christmas Truce</i></p>	<p>Recommended poems to read & share</p> <p><i>'Twas the Night Before Christmas</i> by Clement Clarke Moore</p> <p><i>Where the Poppies Now Grow</i> by Hilary Robinson</p>	<p>Poetic style to study</p> <p>NARRATIVE POETRY</p> <p><i>The Stream School</i> (Poetry Shed video)</p> <p><i>The Raven</i> by Edgar Allen Poe</p>	<p>Poems to perform</p> <p><i>The Jumblies</i> by Edward Lear</p>
					

Spring Term – Fiction/ Non-Fiction/ Poetry

SPRING 1	<p align="center">The Arrival by Shaun Tan</p> 	<p>Main writing outcome: Narrative retelling (longer story built around a man's journey to another country)</p> 	<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus 	<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 • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with <i>who, which, where, when, whose, that</i> • Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun 	<p>Writing (Composition)</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary and understanding how such choices can change and enhance meaning • Writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • 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
		<p>Other Outcomes: Letters, character descriptions, diaries, poster, short playscripts, short report</p>  			

The Man Who walked Between the Towers by Mordicai Gerstein



Main writing outcome:
Biography



Other outcomes:
Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech



Writing Transcription (Spelling and Handwriting)

- 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)

Vocabulary, Grammar & Punctuation

- 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
- Using brackets, dashes or commas to indicate parenthesis


Writing (Composition)

Plan their writing by:

- 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

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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: Carol Ann Duffy</p> 	<p>Example Poems</p> <p><i>Be Very Afraid</i></p>	<p>Recommended poems to read & share</p> <p><i>Night Mail</i> by W H Auden <i>Daffodils</i> by William Wordsworth</p>	<p>Poetic style to study</p> <p>MONOLOGUE <i>Alice in Wonderland</i> by Lewis Carroll</p> <p><i>Witches Poem, Macbeth</i> by William Shakespeare</p>	<p>Poems to perform</p> <p><i>Conversation with a Tree</i> (Poetry Shed)</p>

Summer Term – Fiction/ Non-Fiction/ Poetry

SUMMER 1

The Wind in the Wall by Sally Gardner and Rovina Cai



MAIN WRITING OUTCOME:

Extended Gothic narrative/ghost story



OTHER OUTCOMES:

Horror film poster, figurative writing, character/setting descriptions, old English letter, dialogue



Writing transcript (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 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

Vocabulary, Grammar & Punctuation Pupils should be taught to:

- 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
- Using modal verbs or adverbs to indicate degrees of possibility
- Learning the grammar for years 5 and 6 in English appendix 2
- Indicate grammatical and other features by:
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis
- Using semicolons, colons or dashes to mark boundaries between independent clauses
- Use and understand the grammatical terminology in English appendix 2 accurately and

Writing (Composition)

Pupils should be taught to plan their writing by:

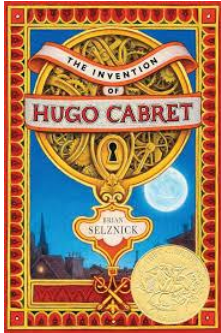
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters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

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
- Précising longer passages
- Using a wide range of devices to build cohesion within and across paragraphs

				<p>appropriately in discussing their writing and reading</p>	<ul style="list-style-type: none">• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <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• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• Proofread for spelling and punctuation errors• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
--	--	--	--	--	---

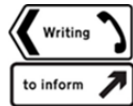
The Invention of Hugo Cabret by Brian Selznick



Main writing outcome:
Biography



Other Outcomes: Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique



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 dictionaries to check the spelling and meaning of words

Vocabulary, Grammar & Punctuation

- Use of the present perfect and progressive forms of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (KS1/LKS2 Revision)
- 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 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)]
- 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? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

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 pupils have read, listened to or seen performed

Draft and write by:

- Using a wide range of devices to build cohesion within and across paragraphs
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

				<ul style="list-style-type: none"> How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Punctuation of bullet points to list information 	<p>Assessing the effectiveness of their own and others' writing</p> <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 Poetry	<p>Focus Poet: Carol Ann Duffy</p>	<p>Example Poems</p> <p><i>A Worry</i></p>	<p>Recommended poems to read & share</p> <p><i>Rum Tum Tiger</i> by T S Eliot</p> <p><i>Sea Fever</i> by John Masefield</p>	<p>Poetic style to study</p> <p>SONNETS</p> <p><i>Sonnet Written at the Close of Spring</i> by Charlotte Smith</p> <p><i>Sonnet 18 (Shall I Compare Thee to a Summer's Day?)</i> by William Shakespeare</p>	<p>Poems to perform</p> <p><i>Just One Straw</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	YEAR 5 <ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition. 	YEAR 6 <ul style="list-style-type: none"> To follow complex directions/multi-step instructions without the need for repetition.
ASKING & ANSWERING QUESTIONS	YEAR 5 <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. 	YEAR 6 <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	YEAR 5 <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. 	YEAR 6 <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.