



# YEAR 5

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## Writing Curriculum

Over the course of the year, the children will be exposed to a range of different narrative and non-narrative text types. These will be taught through high-quality literature and non-fiction texts.

The order of teaching is at the discretion of the class teacher and written text types should be chosen to suit the fiction or non-fiction texts that are being studied. Within these sessions, there will be a focus on sentence structure and composition and effect.

Spelling, punctuation, grammar and handwriting will be taught in context where possible and discretely as needed.

## Autumn Writing Assessment Indicators for the Expected Standard (EXS)

- Join writing legibly and fluently with increased speed.
- Ideas across paragraphs are linked using a wide range of cohesive devices.
- Identify the audience and purpose of the writing, selecting the appropriate form.
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing.
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly etc.*)
- Use a dictionary to check the meaning and spelling of words and a thesaurus to find synonyms and antonyms using the first three or four letters of word.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Use a range of expanded noun phrases.
- Use modal verbs or adverbs to indicate degrees of possibility, (e.g. *might, should, will, must.*)
- Uses relative clauses beginning with *who, which, where, when, whose, that* or with an implied (*i.e. omitted*) relative pronoun.
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary.
- Use both reported and direct speech with correct punctuation.
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform.
- Begin to evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

## Spring Writing Assessment Indicators for the Expected Standard (EXS)

- Join writing legibly and fluently with increased speed.
- Secure use of complex sentences and position of clauses and commas, which show an understanding of how to achieve different effects.
- Identify the audience and purpose of the writing, selecting the appropriate form.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing.
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly etc.*)
- Use brackets, dashes and/or commas to indicate parenthesis.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Can mark relationships of time and cause, through the use of perfect form of verbs.
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing.
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary.
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform.
- In narrative, can use dialogue to help convey the character and advance the action.
- In narrative, describes settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*)
- Sometimes will evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

## Summer Writing Assessment Indicators for the Expected Standard (EXS)

- Identify the audience and purpose of the writing, selecting the appropriate form.
- Ensures the consistent and correct use of tense throughout a piece of writing.
- Spell most of the Year 3/4 statutory word list and some of the Year 5/6 words correctly in my writing.
- Knows that some words have silent letters and can spell them correctly, (e.g. *knight, psalm.*)
- Write words with prefixes and suffixes understanding the meaning and effect they convey, (e.g. *-ible, -able, -ably, -ibly etc.*)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Understands the purpose of different conjunctions and uses them appropriately across different types of writing.
- Effectively plans their writing, noting and developing initial ideas, drawing on reading and research – précising where necessary.
- Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform.
- In narrative, can use dialogue to help convey the character and advance the action.
- In narrative, describes settings, characters and atmosphere using expressive or figurative language, (*words and phrases.*)
- Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly, within a piece of writing.
- Identify and use correct terminology for modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, colon (*for list*), cohesion and ambiguity.

## Greater Depth (GDS) Statement

- Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing.
- Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing.
- Make effective choices, revisions and purposeful omissions to impact on and interest the reader.

***\*The greater depth statement is one that can be achieved at any point providing there is enough evidence of the application of independent work from the child with an emphasis on writing for a particular purpose***

# Narrative Text Types

<p>Write a 5-part story using language to evoke mood and atmosphere and develop characterisation.</p> <p>Challenge: Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p>	<p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>Challenge: Change the story (or a part of the story) to focus on a different technique looking at how the language choice changes.</p>	<p>Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>Challenge: Adapt the story for a different audience aiming for consistency in character and style.</p>	<p>Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.</p> <p>Challenge: Use parallel narrators where events are portrayed simultaneously.</p>	<p>Plan and write a non – linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p>Challenge: Use the non-linear structure to show changes in atmosphere and mood.</p>	<p>Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward</p> <p>Challenge: Add an additional narrative voice demonstrating a change in formality.</p>
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# Other Text Types

<p><b>Recount</b></p> <p>Write a recount with a specific form and audience (e.g. newspaper report), considering the precise level of formality required.</p> <p>Challenge: Make a change to the person it is written in, the audience or form (e.g. tabloid, broadsheet, online news article, older audience or younger) and chose what text and language features to use.</p>	<p><b>Non-Chronological Report</b></p> <p>Plan, compose, edit and refine a non-chronological report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience e.g. a magazine spread.</p> <p>Challenge: Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p>	<p><b>Persuasion</b></p> <p>Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p>Challenge: Transform the piece into a persuasive letter with the shifts of formality embedded within it by focusing on use of vocabulary or adding quotes or references.</p>	<p><b>Procedural Text</b></p> <p>Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p>Challenge: Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p>	<p><b>Discussion</b></p> <p>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.</p> <p>Challenge: Combine the discussion text with another text type with a clear audience and form.</p>	<p><b>Explanation</b></p> <p>Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style.</p> <p>Challenge: Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p>
<p><b>Letter</b></p> <p>Write an informal letter from one key character to another.</p> <p>Challenge: Write in advanced style of another character adapting their speech and mannerisms through writing, e.g. BFG speech, stammers, nervous habits.</p>	<p><b>Factual Writing</b></p> <p>Use formal and technical language to create a biography on a chosen significant figure. Use a range of presentational devices to appeal to a specific audience.</p> <p>Challenge: Transform biography in to online factual article for a younger audience.</p>	<p><b>Recount</b></p> <p>Practise writing a recount in the style of a blog, considering the precise level of formality required.</p> <p>Challenge: Write the same recount over a series of Tweets.</p>	<p><b>Non-fiction (choice) (1)</b></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p><b>Non-fiction (choice) (2)</b></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>	<p><b>Non-fiction (choice) (3)</b></p> <p>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>