

Year Five	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Ancient Greeks</p> <p><u>Key Text</u> Who let the Gods out?</p>	<p>The Ancient Greeks</p> <p><u>Key Text</u> Holes</p>	<p>The Victorians and The Industrial Revolution</p> <p><u>Key Text</u> Cogheart Oliver Twist</p>	<p>The Victorians and The Industrial Revolution</p> <p><u>Key Text</u> The boy at the back of the class Wonder</p>	<p>The Mayans</p> <p><u>Key Text</u> The Explorer The Rain Player</p>	<p>Earth and space</p> <p><u>Key Text</u> Cosmic</p>
<p>Knowledge (Genres taught)</p>	<p>Write to entertain -short story based on key text -Greek myth</p> <p>Write to inform -non-Chronological report on an aspect of Ancient Greece</p>	<p>Write to entertain -poetry -letter writing</p> <p>Write to discuss -balanced argument</p>	<p>Write to entertain -description writing of Queen's Victoria Coronation - story with a flashback</p> <p>Write to persuade -speech inspired by Dr Barnardo</p>	<p>Write to entertain -poetry -diary writing using key text stimulus</p> <p>Write to inform -explanation text on aspect of great inventions/ industrial revolution</p>	<p>Write to entertain -adventure story based on key text -Mayan creation player</p>	<p>Write to entertain -narrative using 'Pandora's Box' video from Literacy Shed +</p> <p>Write to persuade -letter using the text Cosmic</p> <p>Write to inform -information text using an aspect of Space</p>
<p>Skills (spelling)</p>	<p>Write to entertain variety sufficient symbol physical sacrifice aggressive Statutory spelling rule: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Write to inform ancient thorough equipped Statutory spelling rule: Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p>	<p>Write to entertain language exaggerate equipment awkward mischievous statutory spelling rule: -homophones and near homophones - The -ible ending</p> <p>Write to discuss Government sincerely immediate statutory spelling rule: - The 'i before e except after c' rule</p>	<p>Write to entertain queue opportunity definite (definitely) develop disastrous mischievous statutory spelling rule: -cial and -tial endings - The -able/-ably endings are far more common than the -ible/-ibly endings</p> <p>Write to persuade persuade explanation especially hindrance environment familiar statutory spelling rule: -Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu - Homophones and near homophones</p>	<p>Write to entertain interrupt interfere appreciate conscious criticise curiosity statutory spelling rule: - Words containing the letter-string ough - Use of the hyphenated words - Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Write to inform category achieve vehicle statutory spelling rule: -Homophones and other words that are often confused</p>	<p>Write to entertain according communicate available lightning suggest controversy statutory spelling rule: -Homophones and other words that are often confused - Endings which sound like /jəs/ spelt -cious or -tious</p>	<p>Write to entertain privilege parliament individual statutory spelling rule: Homophones and other words that are often confused</p> <p>Write to persuade signature competition leisure statutory spelling rule: - Words with 'silent' letters</p> <p>Write to inform forty twelfth temperature statutory spelling rule: -Endings which sound like -tial/-cial</p>

<p>Skills (composition, vocabulary, grammar and punctuation)</p>	<p>Write to entertain -Joined handwriting -Build cohesion within and across paragraphs using: Co-ordinated conjunctions Subordinated conjunctions Relative clauses and pronouns Time and place adverbials -Use precise and varied word choices for effect -begin to use dialogue to convey character and advance the action -use punctuation: accurate speech punctuation commas in clauses</p> <p>Write to inform -Joined handwriting -Use presentational and organisational features appropriate to text types -Use tense correctly and consistently -Use precise and varied word choices for purpose and effects -Use punctuation accurately: Parenthesis (brackets, dashes and commas) -proofreading, editing, drafting and publishing</p>	<p>Write to entertain -joined handwriting -figurative language -poetic devices and structure -formal and informal language -action to convey meaning within dialogue -commas for clauses</p> <p>Write to discuss -joined handwriting -formal language -varying sentence types -structure to support balanced argument cohesion -commas for clauses -parenthesis punctuation -draft, editing and publish</p>	<p>Write to entertain -joined handwriting - cohesive devices to show the reader jumps forwards and backwards -parenthesis punctuation -varying sentence types -synonyms -describing settings, characters and atmospheres</p> <p>Write to persuade -joined handwriting -Persuasive language -Expanded noun phrases - Subordinate conjunctions - Relative clauses -Imperative verbs -Formal/ informal language</p>	<p>Write to entertain -joined handwriting -use precise and varied word choices for purpose and effect -use organisational and presentational devices appropriate to text type - use a range of punctuation taught in KS2 -use tense correctly and consistently -poetic devices and structure - build cohesion within and across paragraphs (for example co-ordinating/ subordinating conjunctions, relative clauses)</p> <p>Write to inform -use precise and varied word choices for purpose and effect</p> <p>-build cohesion within and across paragraphs (for example co-ordinating/ subordinating conjunctions, relative clauses) - use commas to clarify meaning and avoid ambiguity -use a range of punctuation mostly correctly - Brackets, dashes and commas for parenthesis Semi-colons -structure devices appropriate to test</p>	<p>Write to entertain -describe settings, characters and atmosphere -can build cohesion within and across paragraphs using the following: -Co-ordinating conjunctions -Relative clauses that begin with a relative pronoun -use a range of punctuation mostly correctly: -Commas for clauses -Brackets, dashes and commas for parenthesis - accurate speech punctuation - begin to use the passive voice to affect how information is presented</p>	<p>Write to entertain -joined handwriting -can organise my writing into paragraphs -can use organisational and presentational devices appropriate to the text type -can use precise and varied word choices for purpose and effect - can build cohesion within and across paragraphs (subordinating conjunctions) - can use a range of punctuation mostly correctly (brackets, dashes and commas for parenthesis)</p> <p>Write to persuade -joined handwriting -can use tense correctly and consistently -Precise and varied vocabulary choices Apostrophes for possession -can convert nouns or adjectives into verbs using suffixes (designate, classify, criticise) -persuasive language</p> <p>Write to inform -joined handwriting -can use organisational and presentational devices appropriate to the text type -can use precise and varied word choices for purpose and effect - build cohesion within and across paragraphs (subordinating conjunctions) -technical vocabulary -proofreading, editing, drafting and publishing</p>
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Intent - Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.