

## Year 5 Writing Knowledge and Skills Curriculum Map

In every unit of writing lessons, children will be taught and continue to practise the following:

**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;
- 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;
- 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** by checking for spelling and punctuation errors;

**Perform** their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Skills are cumulative across the year and will be repeated and practised in many contexts. The following curriculum map outlines when specific knowledge and skills will be taught however, each unit will often also practise previously taught skills in order to embed them. For example, parenthesis is taught in Autumn 1 but will be practised and revisited in narratives throughout the year.

Handwriting, spelling and reading skills are also taught and practised within writing units but more explicitly taught in other lessons dedicated solely to these aspects.

Autumn 1	Spring 1	Summer 1
<p><b>Secrets of the Sun King narrative:</b></p> <ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</li> <li>• features of a letter.</li> </ul> <p><b>Dragon World non-chronological report:</b></p> <ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely(revision);</li> <li>• devices to build cohesion within a paragraphs;</li> <li>• features of non-chronological reports.</li> <li>• punctuating bullet points consistently;</li> </ul>	<p><b>The Hunchback of Notre Dame Newspaper Report:</b></p> <ul style="list-style-type: none"> <li>• using and punctuating reported and direct speech accurately (revision);</li> <li>• using the perfect form of verbs to mark relationships of time and cause;</li> <li>• features of a newspaper report.</li> <li>•</li> </ul> <p><b>Pig Heart Boy narrative:</b></p> <ul style="list-style-type: none"> <li>• using brackets, dashes or commas to indicate parenthesis;</li> <li>• using and punctuating direct speech (revision);</li> <li>• using rich and varied vocabulary.</li> </ul>	<p><b>Ice Trap Persuasive Letter:</b></p> <ul style="list-style-type: none"> <li>• using semi-colons, colons or dashes to mark boundaries between independent clauses;</li> <li>• using modal verbs or adverbs to indicate degrees of possibility;</li> <li>• using a colon to introduce a list</li> </ul> <p><b>Pandora Non-chronological Report:</b></p> <ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</li> <li>• creating cohesion across paragraphs using adverbials for time, place and number or by tense choices. using semi-colons, colons or dashes to mark boundaries between independent clauses;</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Wolf Brother narrative:</b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing;</li> <li>• devices to build cohesion within and between paragraphs.</li> </ul> <p><b>Colston Statue persuasive letter:</b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms;</li> <li>• using modal verbs or adverbs to indicate degrees of possibility;</li> </ul>	<p><b>Wisp Narrative:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although (revision) and using shorter sentences for dramatic effect;</li> <li>• using brackets, dashes or commas to indicate parenthesis;</li> <li>• features of creating dramatic tension in narrative (powerful verbs, repetition, questioning/talking directly to reader).</li> </ul>	<p><b>Transport Poetry:</b></p> <ul style="list-style-type: none"> <li>• using different types of figurative language;</li> <li>• using rich and varied vocabulary;</li> <li>• creating detailed atmospheres and settings.</li> </ul> <p><b>Transition Projects:</b></p> <ul style="list-style-type: none"> <li>• combining and applying skills and knowledge in writing from across the year.</li> </ul>

- features of persuasion.

**Floodland by Marcus Sedgwick Narrative:**

- using complex sentences with subordinate clauses;
- using fronted adverbials for time, place and manner (revision);
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;