

AUTUMN WRITING Year 5

Autumn 1 Non-Fiction: Space Survival Guide Fiction: The Jamie Drake Equation  
 Autumn 2 Fiction: The Roman Quest Poetry: T'was the Night Before Christmas

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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 <b>appendix 1</b></li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>use a thesaurus</li> <li>Spell some of the common exception words (50-100)</li> </ul> <p><u>Spelling Statutory Requirements: Appendix 1</u>                      silent letters,                      homophones,</p>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence</li> <li>Using the perfect form of verbs to mark relationships of time and cause</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using modal verbs or adverbs to indicate degrees of possibility</li> <li>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> <li>Using brackets, dashes or commas to indicate parenthesis</li> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points consistently</li> <li>Use and understand the grammatical terminology in english appendix 2 accurately and appropriately in discussing their writing and reading <u>TERMINOLOGY TO COVER</u>: modal verb, relative pronoun, relative clauses, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In narratives considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>Proofread for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>

SPRING WRITING Year 5  
 Spring 1 Fiction: The Tempest (Shakespeare)  
 Spring 2 Fiction: Beowulf

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• 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 <b>appendix 1</b></li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> <li>• Spell many of the common exception words (70-100)</li> <li>•</li> </ul> <p><u>Spelling Statutory Requirements: Appendix 1</u>                      able/ible, ably/ibly,                      tious/cious,                      tial/cial                      hyphens                      fer                      ei after c</p>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</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 expanded noun phrases to convey complicated information concisely</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using hyphens to avoid ambiguity</li> <li>• Use and understand the grammatical terminology in english appendix 2 accurately and appropriately in discussing their writing and reading <b>TERMINOLOGY TO COVER</b>: modal verb, relative pronoun, relative clauses, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• In narratives considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>

SUMMER WRITING Year 5  
 Summer 1 Fiction: Goodnight Mr Tom and Solider Diary Entry  
 Summer 2 Non-Fiction Surrey Persuasive Leaflet

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>• 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 <b>appendix 1</b></li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> <li>• Spell most of the common exception words (90-100)</li> </ul> <p><u>Spelling Statutory Requirements: Appendix 1</u>            ant/ance/ancy/ent/ence/ency            able/ably, ible/ibly            ough letter string            tious/cious            homophones            silent letters</p>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using hyphens to avoid ambiguity</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> <li>• Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• Using a colon to introduce a list</li> <li>• Punctuating bullet points consistently</li> <li>• Use and understand the grammatical terminology in english appendix 2 accurately and appropriately in discussing their writing and reading <b>TERMINOLOGY TO COVER:</b> modal verb, relative pronoun, relative clauses, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• In narratives considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Précising longer passages</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> </ul>

NATIONAL CURRICULUM WRITING Year 5 and 6

Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<p>develop their understanding of the concepts set out in English appendix 2 by:</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 passive verbs to affect the presentation of information in a sentence</li> <li>• Using the perfect form of verbs to mark relationships of time and cause</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing</li> <li>• Using hyphens to avoid ambiguity</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> <li>• Using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• Using a colon to introduce a list</li> <li>• Punctuating bullet points consistently</li> <li>• Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading <b>TERMINOLOGY TO COVER:</b> modal verb, relative pronoun, relative clauses, parenthesis, bracket, dash, cohesion, ambiguity</li> </ul>	<p><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• In narratives considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• Précising longer passages</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>