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| Year 5 Writing Intention Overview 2021-22 | | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Insight KPIs |
| **Topic**: Amazon  **Text:** Journey to the River Sea  **Sustained writing outcomes**  AFL Introductory letter  Diary entry  Sequential adverbials  Leaflet – information text  Expanded noun phrases  Setting description  prepositional phrases  **Cross curricular opportunities** – information text layers of the rainforest  Information text – plant lifecycle  **Additional SPAG**  Coordinating and subordinating conjunctions – Natural curriculum | **Topic:** Victorian Christmas  **Text:** A Boy Called Christmas  **Play:** A Christmas Carol  **Sustained writing outcomes**  Narrative – Writing a Christmas story to give as a gift  -Setting descriptions and character descriptions.  Recount – A Victorian Christmas  **Cross curricular opportunities**  Victorian life comparisons  **Additional SPAG**  Fronted adverbials  Speech punctuation  Use commas to  clarify meaning within speech– natural curriculum | **Topic:** Infinity and Beyond  **Text:** Hidden figures  The Jamie Drake equations  Planetarium  **Sustained writing outcomes**  Diary entry –  *JDE*  Information text – *Planetarium*  **Cross curricular opportunities**  **Additional SPAG**  Parenthesis – natural curriculum  Use apostrophes correctly | **Topic:** Beetles  **Text:** Beetle Boy  **Sustained writing outcomes**  Poems – *Beetles*  Newspaper report – *BB*  Information text – *BB*  Description of a setting – Natural curriculum (giraffe)  **Additional SPAG**  Formal / informal  tenses  1st / 2nd / 3rd person  Poetry features  Relative clauses (include embedded)  direct and indirect speech | **Topic:** West Africa – Benin Kingdom  **Text**: The One and Only Ivan  **Sustained writing outcomes**  Character description – *TOAOI*  Information text – *TOAOI*  Balanced argument – *Zoos*  Formal/persuasive letter – Sea world  **Additional SPAG**  Tense consistency  paragraphing  comparative conjunction  Formal language  modal verbs | **Topic:** Tudors  **Text:** Treason  **Sustained writing outcomes**  Narrative – children’s book  Biography  Independent evidence gathering of a range of genre | Composition  Sometimes selects vocabulary and grammatical structures that reflect the level of formality required. DEPTH: Selecting vocabulary and grammatical structures that reflect the level of formality required mostly accurately.  Use coordinating and subordinating conjunctions with increasing confidence e.g. as, while, despite, even though. DEPTH: Varying the position of the subordinate clause in a sentence. Use of compound/complex sentences  Can use a dictionary and thesaurus to check spellings and word meanings. DEPTH: Independently choose resources e.g. Dictionaries/ thesauruses to check spellings, word meanings in order to edit and improve work.  Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. DEPTH: Extensively edits and re-writes their own writing in order to improve it.  In narrative, creating atmosphere by describing characters and settings and integrating dialogue. DEPTH: In narrative, creating atmosphere by describing characters and settings; making appropriate vocabulary choices; varying sentence lengths and integrating dialogue.  Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion. DEPTH: Can make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.  Vocabulary, Grammar and Punctuation  Relative clauses are used such as: who, which, where, when, whose, that or an omitted relative pronoun. DEPTH: Use of embedded clauses.  Makes use of adverbs, prepositional phrases and noun phrases to add detail and clarity. DEPTH: Selects adverbs, prepositional phrases and noun phrases to create effect in writing.  Using different verb forms mostly appropriately, including some passive and modal verbs. DEPTH: Can select verb forms for meaning and effect.  Using inverted commas and commas for clarity. DEPTH: Use of inverted commas and commas avoids any ambiguity in writing.  Beginning to use punctuation for parenthesis mostly correctly and making some correct use of semi colons, dashes, colons and hyphens. DEPTH: Often punctuation for parenthesis mostly correctly and making correct use of semi colons, dashes, colons and hyphens.  Handwriting  Handwriting is legible and joined. DEPTH: Maintaining legibility, fluency and speed in handwriting.  Transcription  Apply knowledge of spelling rules and patterns taught in Year 5 when spelling words, including words with silent letters and homophones, with a reasonable degree of accuracy. DEPTH: Correctly spell agreed Year 5 high frequency / non-negotiable words.  Spells many of the words from the Year 5/6 spelling list. DEPTH: Spells most words from the Year 5/6 spelling list. |
| What will reading look like in Y5?  Bookflix to promote reading for pleasure  Verbal book reviews  Reading comprehensions embedded within literacy writing sequences e.g. – diary entries from Diary of Killer Cat and Once, persuasive letter written to SeaWorld.  Bug Club homework.  1:1reading for PPG and PP  Talisman for reluctant readers  Barrington Stoke dyslexia friendly books available  Daily quiet reading  Core, quality texts at the very heart of our English curriculum.  Read and performed A Christmas Carol play.  Read and watch a wide variety of poetry performances.  Read out own work eg- poetry slams and sharing writing  Cross curricular texts within other lessons.  Weekly bible readings. | | | | | | |
| What does spelling look like in Y5?  Spelling journals  Spelling crosswords with rich discussion based on etymology  Spelling games – brainbox  Proof reading and editing lessons with use of dictionaries.  Spellings are discussed during shared writing.  SNIP intervention as required  Phonetic link investigated within spelling lessons | | | | | | |
| What does grammar look like in Y5?  Where possible specific grammar lessons sit within writing sequences, teaching and practising the skills required for the writing outcome.  Standalone grammar lessons are used to cover any other aspects of the grammar curriculum.  We often use Natural Curriculum lessons which the children find very engaging.  Proof reading and editing lessons include a grammar focus.  Grammar points are raised during shared writing. | | | | | | |