



## Curriculum Overview - Writing

### Year 5

#### Narrative

Poetry, short/extended story; myth, legend, science-fiction, historical fantasy, fable, anecdote, setting description, character description, diary in role

#### Grammatical Features (not exhaustive)

- past tense
- prepositional phrases or adverbs of time and place to establish setting
- time connectives to sequence events
- range of verb types:
  - doing or action verbs predominate in complication and resolution as action unfolds
  - verbs to describe
  - saying verbs used in dialogue or reported speech
  - thinking and feeling verbs to reflect characters' internal world
- noun groups to build description of characters, places, things
- attitudes expressed through evaluative language choices to convey likes or dislikes, judgement of characters' actions or behaviours, appreciation of appearances or object
  - figurative language, e.g. simile, metaphor
- subordination

#### Composition

##### **BEGINNING TO;**

- 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.

#### Grammar/ Vocabulary / Punctuation

- Using modal verbs or adverbs to indicate degrees of possibility.
- Using brackets, dashes or commas to indicate parenthesis.
- Using brackets, dashes or commas to indicate parenthesis.

#### Transcription

- Use some prefixes and suffixes and understand the guidance for adding them.

##### **BEGINNING TO**

- Spell some words with 'silent' letters [for example, knight, psalm, solemn].

<ul style="list-style-type: none"> <li>• Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</li> <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>• Proof-read for spelling and punctuation errors.</li> </ul>	<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>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>• Understanding verb prefixes [for example, dis-, de-, mis-, over- and re-].</li> <li>• Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</li> <li>• Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> <li>• Punctuation Using commas to clarify meaning or avoid ambiguity in writing.</li> </ul>	<ul style="list-style-type: none"> <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 three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary/ thesaurus</li> </ul>
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**Recount**

Diary, newspaper article, historical recount, biography, autobiographical recount, educational visit recount.

**Grammatical Features**

- mostly action verbs to relate activities
- specific (personal recount) and generalised participants
- past tense
- adverbs or prepositional phrases provide details of where, when, with whom, how
- time connectives to sequence events

- attitudes expressed evaluate behaviours or actions of people, appreciate places or impact of events

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<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> <li>• Précising longer passages</li> </ul>		
<p><u>Information Report</u>  <b>Descriptive, classifying, scientific, historical, geographical etc</b></p>		
<p><b>Grammatical Features</b></p> <ul style="list-style-type: none"> <li>• action verbs to relate activities or behaviours</li> <li>• simple present tense (timeless present)</li> <li>• general and technical nouns</li> <li>• noun groups include factual, classifying adjectives</li> <li>• adjectival phrases and clauses to add details to noun groups</li> <li>• declarative statements</li> </ul>		
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### Explanation

## **Scientific writing, explanation text, spoken presentation**

### **Grammatical Features**

- verbs to define, describe the phenomenon
- action verbs in explanation of what occurs and in sequence of events
- extended noun groups to include factual adjectives
- simple present tense
- general, non-human, technical, abstract nouns
- causal conjunctions or connectives such as because, as a result, to establish cause/ effect; temporal (time) conjunctions or connectives or adverbs such as when, as, after that, next to establish sequence
- dependent clauses which relate cause and effect, time sequences
- declarative statements
- passive voice (the prey is eaten by the lion etc)

- subordination

### Composition

- Using a wide range of devices to build cohesion within and across paragraphs.
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- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

### and

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- 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.
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- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### Grammar/ Vocabulary/ Punctuation

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- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]
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## Persuasive

### Exposition, discussion, advertisement, letter to the editor/councillor etc, newspaper/ magazine article

- range of verb types
  - action verbs
  - relating verbs to define, present reasons
  - saying or reporting verbs to cite/ quote expert or other opinions
  - some use of thinking or feeling verbs in the expression of opinions
- modal verbs (should, must, might) and modal adverbs, e.g. usually, probably
- general, abstract and technical nouns as they relate to the issue
- attitudes amplified or softened through vocabulary choices, adverbs
- comment adverbials at the beginning of a sentence e.g. surely, obviously
- conjunctions or connectives to link ideas, e.g. because, therefore, on the other hand
- declarative statements, may also include rhetorical questions
- passive voice – The playground is being ruined by the litter

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