

# Wheelers Lane Primary School

## Curriculum Overview

### English - Writing



#### YEAR 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>UNIT (High quality text/s to be used)</b>	1. Clockwork	2. The Highway Man 3. The Lady of Shalott	4. Wonder	5. Odysseus	6. The Piano 7. Below Zero	7 (continued). Below Zero
<b>Genres to be covered (in sequence) * <i>Bold indicates Gold Book Write</i></b>	Tension and suspense 1.1 Narrative 1.2 Persuasive Letter	Similes, onomatopoeia, metaphors 2.1 Narrative 2.2 Newspaper Report 3.1 Diary Entry	Descriptive writing <b>Different Perspectives</b> 4.1 Narrative (different perspective) 4.2 Non-chronological report	Character creation and description <b>Setting description</b> 5.1 Writing own myth	6.1 Narrative (Flashback) 7.1 Narrative	7.2 Newspaper report
<b>Knowledge and Skills to be covered * Statements in Green indicate assessment statement</b>	<p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.</p> <p>To describe settings, characters and atmosphere to consciously engage the reader.</p> <p>To use dialogue to convey a character and advance the action with increasing confidence.</p> <p>To use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To use the full range of punctuation from previous year groups correctly most of the time</p>	<p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</p> <p>To use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later, place adverbials, e.g. nearby, and number, e.g. secondly.</p> <p>To create paragraphs that are suitably linked most of the time</p> <p>Establishes a clear viewpoint in their writing and maintains this throughout a text.</p> <p>To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</p> <p>To use brackets, dashes or commas to begin to indicate parenthesis.</p>	<p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>To begin to proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</p> <p>Can routinely add detail and interest to sentences through precise use of techniques such as adverbial phrases, expanded noun phrases etc.</p> <p>Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas.</p>	<p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)</p> <p>Uses a range of sentence types with growing dexterity.</p>	<p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p>	<p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p>

\* Our writing curriculum uses selected high quality texts as our starting point. All our writing, both fiction and non-fiction, should begin with our selected high quality texts

\*\* Knowledge and skills to be covered indicate when something should be introduced. This should be revisited along with previous knowledge and skills where needed