**Year 5 English Writing Overview**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| The Promisehttps://m.media-amazon.com/images/I/51Brq5PSMNL._SX479_BO1,204,203,200_.jpg | King Kong King Kong: Amazon.co.uk: Browne, Anthony: 9780552553841: Books | Where Once We StoodWHERE ONCE WE STOOD: STORIES OF THE APOLLO ASTRONAUTS WHO WALKED ON THE  MOON: Amazon.co.uk: RILEY, CHRISTOPHER, IMPEY, MARTIN: 9781916062504: Books | The Hound of the Baskervilleshttps://pictures.abebooks.com/isbn/9780192743589-uk.jpg | FArTHER | The Lost Book of AdventureThe Lost Book of Adventure on OnBuy |
| **Writing Outcome and Purpose****Fiction** |
|  Narrative: Character Narrative  Purpose: To narrate |  Narrative: Dilemma Narrative  Purpose: To narrate |  Narrative: Exploration Narrative  Purpose: To narrate | Narrative: Cliff hanger Narrative  Purpose: To narrate |  Narrative: Setting Narrative   Purpose: To narrate |  Narrative: Survival Narrative   Purpose: To narrate |
| **Non-Fiction Curriculum Focus** |
|  **History: The Passionists** Non-Chronological Report: History of the Passionists Order | **History: Anglo-Saxons** Fact file  |  **History: The Vikings** Diary Entry  | **Geography: Changes in Our Local Environment**Persuasive letter |  **Geography: Alpine Region** Balanced argument (positive/negative impact of tourism) | **Science: Materials** Survival guide (reference to materials) |
| **Oracy/ Current Affairs** |
| News Report  | Rap/ Song  | Drama  | Debate  | Spoken letter to an authority figure  | PowerPoint Presentation  |
| **No Nonsense Spelling** |
| Plurals (adding ‘-s’, ‘-es’ and ‘-ies’)Apostrophe for contraction and possessionRare GPCsWords with ‘silent’ lettersMorphology/ EtymologyUse spelling journals to record helpfuletymological notes on curious ordifficult wordsWord endingsWords with the letter string ‘-ough’Words ending in ‘-able’ and ‘-ible’Homophonesisle/aisle, aloud/allowed, affect/effect, herd/heard, past/passedHyphenUse of the hyphen (co-ordinate, co-operate | Apostrophe for possessionRare GPCsTeach words with rare GPCs from the Year5 and 6 word list (bruise, guarantee, queue,immediately, vehicle, yacht)Words with the /i:/ sound spelt ‘ei’ after ‘c’(receive, ceiling)Morphology/ EtymologyTeach extension of base words usingword matrices.Word endingsWords ending in ‘-ably’ and ‘-ibly’Revise words ending in ‘-able’ and ‘-ible’Homophonesaltar/alter, led/lead, steal/steel | A range of strategies for learning wordsHomophones(cereal/serial, father/farther, guessed/guest,morning/mourning, who’s/whose)SuffixesProblem suffixes |
| **Grammar: Sentence** |
| Build on previous units & focus on: Indicate degrees of possibility usingmodal verbs and adverbs | Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structurestypical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form |  Build on previous year & focus on: Indicate degrees of possibility using modal verbs Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form |  Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use commas to clarify meaning and avoid ambiguity Semi-colons to separate the boundary between independent clauses |  Build on previous units & focus on: Indicate degrees of possibility using modal verbs  |  Build on previous units & focus on: Indicate degrees of possibility using adverbs. Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form |
| **Grammar: Text** |
| Build on previous units & focus on: Linking ideas across paragraphs, using adverbials | Build on previous units & focus on: Linking ideas across paragraphs, using adverbials Use a range of devices to build cohesion, eg conjunctions |  Build on previous year & focus on: Linking ideas across paragraphs, using adverbials  |  Build on previous units & focus on: Linking ideas across paragraphs, using adverbials  |  Build on previous units & focus on: Linking ideas across paragraphs, using adverbials |  Build on previous units & focus on: Linking ideas across paragraphs, using adverbials |
| **Grammar: Punctuation** |
| Build on previous units & focus on: Use hyphens to avoid ambiguity | Build on previous units & focus on: Recap speech punctuation Brackets for parenthesis | Build on previous year & focus on: Dashes to mark boundaries between independent clauses  | Build on previous units & focus on: Use hyphens to avoid ambiguity Semi-colons to mark boundaries between independent clauses Colons and bullet points  |  Build on previous units & focus on: Commas for parenthesis Dashes to mark boundaries between independent clauses |  Build on previous units & focus on: Semi-colons to mark boundaries between independent clauses of equal weighting Use hyphens to avoid ambiguity Commas for clarity |
| **Terminology for Pupils** |
| modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |