**Year 5 English Writing Overview**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| The Promise  https://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 Stood WHERE 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 Baskervilles  https://pictures.abebooks.com/isbn/9780192743589-uk.jpg | FArTHER | The Lost Book of Adventure The 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 possession  Rare GPCs  Words with ‘silent’ letters  Morphology/ Etymology  Use spelling journals to record helpful  etymological notes on curious or  difficult words  Word endings  Words with the letter string ‘-ough’  Words ending in ‘-able’ and ‘-ible’  Homophones  isle/aisle, aloud/allowed, affect/effect, herd/  heard, past/passed  Hyphen  Use of the hyphen (co-ordinate, co-operate | | Apostrophe for possession  Rare GPCs  Teach words with rare GPCs from the Year  5 and 6 word list (bruise, guarantee, queue,  immediately, vehicle, yacht)  Words with the /i:/ sound spelt ‘ei’ after ‘c’  (receive, ceiling)  Morphology/ Etymology  Teach extension of base words using  word matrices.  Word endings  Words ending in ‘-ably’ and ‘-ibly’  Revise words ending in ‘-able’ and ‘-ible’  Homophones  altar/alter, led/lead, steal/steel | | A range of strategies for learning words  Homophones  (cereal/serial, father/farther, guessed/guest,  morning/mourning, who’s/whose)  Suffixes  Problem suffixes | |
| **Grammar: Sentence** | | | | | |
| Build on previous units & focus on: Indicate degrees of possibility using  modal 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 structures  typical 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 | | | | | |