

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

- fAll new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Science – Properties and Changes of Materials

History- Dynamic Dynasties /Investigating Our World

Text and Genre	Retell- Ocean Meets Sky	Diary- Entry Mulan Preparing for Battle	Retell- Different Section Ending	Retell	Setting Description	Character Description
Y5 Genre Progression	<p>Describe setting, characters and atmosphere.</p> <p>Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Past perfect tense.</p> <p>Organised into paragraphs, with the day's events developed and expanded through descriptive detail.</p> <p>The opening locates the events precisely in time and the piece concludes by looking ahead to the following day.</p> <p>Language choices to reflect the theme (historical etc.).</p>	<p>Describe setting, characters and atmosphere.</p> <p>Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Describe setting, characters and atmosphere.</p> <p>Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Include two adjectives in my fronted adverbial of place.</p> <p>“Under the ancient, crumbling bridge,”</p> <p>Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.</p> <p><u>Personification</u></p> <p>Hailstones crashed into and thumped against the ageing windows.</p> <p><u>Metaphors</u></p> <p>The road ahead was a ribbon stretching across the desert.</p> <p><u>Onomatopoeia</u></p> <p>The tick tock of the grand clock.</p> <p>Emotive language – to cause an emotion.</p>	<p>Written in the past tense.</p> <p>Describe the character and include their feelings by using show don't tell.</p> <p>Including speech and moving the action on.</p>
Handwriting- Adapt handwriting style according to the purpose of the writing.						
Year 5 Grammar and Punctuation	<p>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</p>	<p>Use Expanded Noun Phrases (ENP) with a modifier, choosing words carefully to really 'show' the reader what I am describing.</p> <p>Use show don't tell to build suspense and convey a character's emotions.</p>	<p>Insert whole sentences to describe setting and characters.</p> <p>Use ISPACE (ing word, simile, preposition, adverb, conjunction, -ed word) to open a sentence.</p>	<p>Use speech within a piece of writing to move the story on.</p>	<p>Use ISPACE, (ing word, simile, preposition, adverb, conjunction -ed word) to open a sentence.</p>	<p>Use metaphors and personification. (Powerful Verbs)</p>
Year 5 Spel						


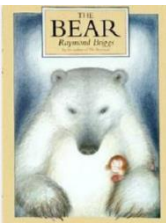


FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

Autumn 2

Story Time

Science – Properties and Changes of Materials

History- Dynamic Dynasties /Investigating Our World

Autumn 2						
Science – Properties and Changes of Materials				History- Dynamic Dynasties /Investigating Our World		
Text and Genre	 The Bear Raymond Briggs Retell	 Diary Entry- The Bear	Skill Consolidation Sessions (Visit)	 Biography- Fu Hao	Independent Writing Assessment Unit	Poetry – Winter is Here  Free Verse
Y5 Genre Progression	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use dialogue to convey a character	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.).		Key influences in the person's life, (their relationship with other people and who inspired them). Historical famous characters. Link to year group theme / local hero		Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.
Handwriting- Adapt handwriting style according to the purpose of the writing.						
Year 5 Grammar and Punctuation	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action. In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.	Use show don't tell to build suspense and convey a character's emotions. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).	Adding a new line whenever a new person starts speaking	Use a colon to introduce a list within a sentence. Punctuate bullet points consistently in non-fiction. Understand and identify the main clause & subordinate clause. Include complex sentences, which start with a subordinating conjunction followed by a comma.		Use ISPACE, (ing word, simile, preposition, adverb, conjunction - ed word) to open a sentence. Use metaphors and personification. (Powerful Verbs)
Year 5 Spelling						


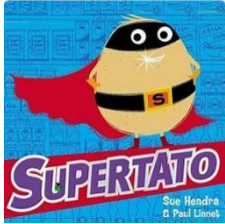



FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

Spring 1

Story Time- Charlotte's Web

Geography/ History -Sow, Grow and Farm

Science-Forces

Spring 1					
Geography/ History -Sow, Grow and Farm			Science-Forces		
Text and Genre	 <p>Trip to the Farm Informal Letter as a thank you.</p>	 <p>Retell- Supertato</p>	 <p>Retell</p>	 <p>Formal Persuasive Letter</p>	 <p>Non- Chronological Report on farming</p>
Year 5 Genre Progression	<p>Past, Present and Future tense. Include a range of tenses. Include a quote.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Emotive language to influence the reader. Exaggeration Rhetorical questions.</p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>
Handwriting- Choose the writing implement that best suits the task.					
Year 5 Grammar and	<p>Use the past perfect form to mark relationship of time and cause.</p>	<p>Use short sentences to build suspense. Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</p>	<p>Consolidation of speech Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.</p>	<p>Use an embedded relative clause, marked with commas for parenthesis. Use a rhetorical question to make the reader think.</p>	<p>Use a variety of structures to help guide the reader (headings, subheadings, bullet points, underlining and capitalisation).</p>
Year 5 Spelling					

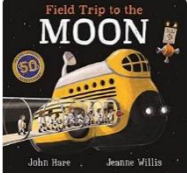
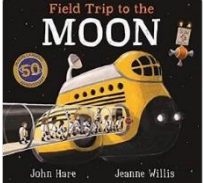



FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

Spring 2

Story Time

Geography/History- Sow, Grow and Farm

Science – Earth and Space

Text and Genre	 <p>Retell- Field Trip the Moon Retell</p>	 <p>Diary Entry – Field Trip to the Moon</p>	 <p>Biography- Katherine Johnson</p>	 <p>Felix Baumgartner Recount of the super sonic freefall</p>	<p>Independent Writing Assessment Unit</p>	 <p>Space Poetry- Free Verse</p>
Year 5 Genre Progression	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.).</p>	<p>Key influences in the person's life, (their relationship with other people and who inspired them). Historical famous characters. Link to year group theme / local hero</p>	<p>Consider audience (e.g., use humour). Add detail to bring events to life. Select appropriate tense.</p>		<p>Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.</p>
Handwriting- Choose the writing implement that best suits the task.						
Year 5 Grammar and Punctuation	<p>Use rich description for interest, (metaphors, personification, onomatopoeia) Consolidation of speech.</p>	<p>Use modal verbs and adverbs to show the possibility of something happening.</p>	<p>Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.</p>	<p>Link sentences and paragraphs using coordinating and subordinating conjunction.</p>		<p>Use rich description for interest, (metaphors, personification, onomatopoeia)</p>
Year 5 Spelling						





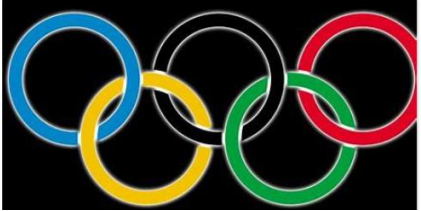
FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

Summer 1

Story Time

History-Ground Breaking Greeks

Science- Living things and their Habitats

Text and Genre		History-Ground Breaking Greeks		Science- Living things and their Habitats	
	 <p>Retell- Medusa</p>	 <p>Retell Icarus and Daedalus</p>	 <p>Diary Entry Trojan Horse – Soldier in the Horse</p>	 <p>Character Description- Minotaur</p>	 <p>Non- Chronological report The Ancient and Modern Olympics</p>
Year 5 Genre Progression	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use dialogue to convey a character</p>	<p>Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.).</p>	<p>Written in the past tense. Describe the character and include their feelings by using show don't tell. Including speech and moving the action on.</p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>
Handwriting- Maintain legibility in joined handwriting when writing at speed.					
Year 5 Grammar and Punctuation	Consolidation of previously taught skills.	Consolidation of previously taught skills.	Use brackets and dashes to add parenthesis.	Use a metaphor as an opener.	Use brackets and dashes to add parenthesis. Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.
Year 5 Spelling					

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 5

Summer 2

Story Time

Science -

Geography –

Text and Genre



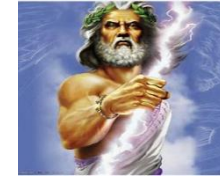
Retell- Percy Jackson



Retell- Percy Jackson

Independent Writing Assessment Unit

THESEUS AND THE Minotaur- maze section



Non- Chronological Report- The Ancient Greek Gods



Retell -Broken- Rock. Paper, Scissors

Year 5 Genre Progression

Describe setting, characters and atmosphere.
Describe the character and include their feelings using show don't tell.
Use dialogue to convey a character.

Describe setting, characters and atmosphere.
Describe the character and include their feelings using show don't tell.
Use dialogue to convey a character.

Independent research.
Select own sub-headings.
Use examples for presentation/structure.
Include a glossary.
Consider audience (fun, factual etc).

Describe setting, characters and atmosphere.
Describe the character and include their feelings using show don't tell.
Use dialogue to convey a character.

Handwriting- Maintain legibility in joined handwriting when writing at speed.

Consolidation of previously taught skills.

Consolidation of previously taught skills.

Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.

Consolidation of previously taught skills.

Year 5 Spelling