**Writing Curriculum Plan Year 5 /6 Year A**

**Intent**

We believe that all children have the right to become unique and ambitious writers. We provide all our children with a secure foundation of writing for a purpose, to empower them to become writers who are equipped to use their skills confidently and creatively in opportunities presented to them now and in the future.

Our intentions are that writers in the Raleigh Hub will:

* Become motivated, resilient, and resourceful writers.
* Develop a strong thread of individual creativity in their writing.
* Understand writing for a purpose and audience.
* Have a secure skill set in spelling, punctuation, and grammar.
* Engage in a wide range of experiences that initiate discussion, allowing children to develop their own ideas and opinions in their writing.
* Have opportunities to explore and use a rich and varied bank of vocabulary.
* Use a cursive script designed to promote fluent and neat writing.

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| **Year A**  **Year 5/6** |  | |  | |  | |  | |  | |  | |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Progression Core text with outcomes** | The Day the Crayons Quit  Fiction  **Key Outcome:**  Book of letters | Jungle Survival Handbook  Non- fiction  **Key Outcome**:  Handbook | The Tear Thief  Fiction  **Key Outcome:**  Story | I am Cat  Poetry  **Key Outcome:**  Poem in the style of  Bethlehem  Carol Ann Duffy  Poetry  **Key Outcome:**  Poem | Dragonology  Fictional information text  **Key Outcome:**  Non fiction page about a fictional character | Straw into Gold  Fiction  **Key Outcome:**  Retell a fairy tale from a different perspective | Ripley’s Mighty Machines  Non Fiction  **Key Outcome:**  Non-chron report | Women in Science  (Biographies)  Non fiction  **Key Outcome**: Book of biographies | Kensuke’s Kingdom  Fiction  **Key Outcome:**  Story based on chapter 4 | | Flood  Fiction  **Key Outcome:**  Diary entries |  |
| **Vocabulary linked to core texts** | Beige  Stubby  Gorgeous  Career  Whiner  Unused  Fabulous  Embarrassed |  |  | Prowl  Roam  Scorched  Bleached  Sleek  Scent  Dappled  Shrouded  Lounge  regal | Paradoxically  Refute  Sceptical  Noble  Hypothesis fortuitous  Perilous  Hoard  Prominent  Fearsome |  |  |  | Navigate  Solitary  Deserted  Parched |  | Devastation  Destruction  Anticipation Preparation  Despair  Community  Rebuild |  |
| **Links to Wider Curriculum** | Art – illustrating  Science and Geography - biomes and Amazing America – survival guides | | | | Science non-chron report on Space  Jigsaw – women in science | | | | Geography  History  Diary writing for Residential | | | |
| **Overview** |  | | | |  | | | |  | | | |
| **Independent purposeful writing outcomes** | Information texts about America/biomes | |  | | Survival guides – the Space race | | Letters – writing to astronauts/  astrophysicists | | Fictional character writing | | Retelling from different perspectives (different characters in The Flood) | |
| **Grammar skills** | **Strand 1- Sentences**  1b. Coordination and subordination  Use of the semi- colon, colon and dash to mark the boundary between independent **clauses** (for example, *It’s raining; I’m fed up*).  semi-colon  colon dash  Use of commas to clarify meaning or avoid **ambiguity**.  ambiguity  **Brackets**, **dashes** or commas to indicate **parenthesis**.  parenthesis  bracket  dash  The difference between structures typical of informal and formal speech, and writing.  1c. Sentence types  The difference between structures typical of  informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: *He’s your friend, isn’t he?*). | | **Strand 2- Noun Phrases**  **Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun.  Use of commas to clarify meaning or avoid ambiguity.  How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*).  relative pronoun  relative clause  subject  object  synonym  antonym  cohesion  How hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*).  hyphen  (Although *hyphen* is terminology in Y6, this punctuation mark will be used  in word work and writing from Y2 onwards). | | **Strand 3: Adverbials**  Indicating degrees of possibility using adverbs (for example, perhaps, surely).  Devices to build cohesion within a paragraph (for  example, then, after that, this, firstly).  Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly).  Linking ideas across paragraphs using  a wider range of cohesive devices. Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence).  cohesion | | **Strand 4: Verbs**  Indicating degrees of possibility using modal verbs (for example, might, should, will, must).  Use of the passive to affect the presentation of information in  a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).)  Converting nouns or adjectives into verbs using suffixes (for example, -ate; -ise;  -ify).  Verb prefixes (for example, dis-, de-, mis-, over- and re-).  modal verb  active passive subjunctive  cohesion  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request;  go in – enter).  Linking ideas across paragraphs using tense choices (for example, he had seen her before).  Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive. | | **Strand 6: Cohesion**  Devices to build cohesion within a paragraph (for  example, then, after that, this, firstly)  (Link with teaching of adverbials.)  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). (Link with teaching of adverbials  and verbs.)  How words are related by meaning as synonyms and antonyms (for example, big, large, little).  (Link with teaching of noun/noun phrases.)  Synonym  antonym  Linking ideas across paragraphs using  a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis.  (Link with various strands and also to be taught in teaching and  learning sequences.)  Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text).  (To be taught through teaching and learning sequences.)  cohesion | | Strand 7: Punctuation  Sentence demarcation  Punctuating simple, compound and complex sentences accurately.  Commas  Brackets, dashes or commas to indicate parenthesis.  Use of commas to clarify meaning or avoid ambiguity.  (Link with teaching of various strands.)  parenthesis  bracket  dash  ambiguity  Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses.  Apostrophes for contraction  Consolidate use of apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags.  Apostrophes for possession.  Consolidate use of apostrophes for possession.  Speech  Consolidate using speech punctuation and layout correctly.  Other Punctuation  Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text).  (To be taught through teaching and learning sequences)  bullet point  Use of the semi-colon, colon and dash to mark the boundary between independent  clauses (for example, It’s raining; I’m fed up).  (Link with teaching of co-ordination and subordination.)  semi-colon colon dash  Use of the colon to introduce a list and use of semi-colons within lists.  (To be taught through teaching and learning sequences.)  colon  semi-colon  Punctuation of bullet points to list information.  (To be taught through teaching and learning sequences.)  bullet point  How hyphens can be used to avoid ambiguity (for example, man eating shark versus  man-eating shark, or recover versus re-cover).  (Link with teaching of noun/noun phrases.)  hyphen | |
| Grammar and punctuation  No Nonsense Grammar | p47-51 | | P52-56 | | P57-59 | | P60-69 | |  | |  | |
| Spelling and Punctuation  No Nonsense spelling  (Year 5 Spellings) | Teach  Words with the letter string ‘ough’  Teach  Words with ‘silent’ letters  Teach  Use of spelling journals for etymology  Teach  Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) | | Revise/Teach  From previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’  Revise  From previous years: apostrophe for contraction and possession  Teach  Use of the hyphen  Teach  Proofreading, focusing on checking words from personal lists  Teach  Using a dictionary to support learning word roots, derivations and spelling patterns  Practise  Using dictionaries to create word webs | | Teach  Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)  Revise/Teach  Using spelling journals for etymology  Teach  Words ending in ‘-ably’ and ‘-ibly’  Teach  Homophones (led/lead, steel/steal, alter/altar) | | Teach  Proofreading: checking from another source after writing  Revise  Building words from root words  Revise  Homophones  Teach  Words with the /i:/ sound spelt ‘ei’  Teach  ‘ei’ and ‘ie’ words | | Teach  Strategies at the point of writing: using etymological/ morphological strategies for spelling  Teach  Using spelling journals for etymology  Teach  Proofreading for words on statutory list  Teach  Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose) | | Teach  Proofreading: use of dictionary to check words referring to first three or four letters  Revise  Strategies for learning words: problem suffixes  Revise/Practise Homophones  Revise  Spelling aspects from Year 5 that are not secure | |

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| Spelling and Punctuation  No Nonsense spelling  (Year 6 Spellings) | Revise  Strategies for learning words: words from statutory and personal spelling lists  Revise  Words ending ‘-able’/  ‘-ably’, and ‘-ible’/‘-ibly’  Teach  Adding suffixes beginning with vowels to words ending in ‘-fer’  Practise  SATS practice  Teach  Proofreading in smaller chunks (sentences, paragraphs) | Learn  Homophones (‘ce’/‘se’)  Teach  Endings that sound like  /ʃəs/ spelt ‘-cious’ or ‘-tious’ | Revise  Words with ‘ough’ letter string  Teach  Words ending ‘-cial’ and ‘-tial’  Teach  Proofreading someone else’s writing  Revise  Generating words from  prefixes | Teach  Homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)  Revise  Homophones covered in KS2  Practise  Proofreading  Revise  Generating words from  prefixes and roots | Teach  Strategies for learning words: rare GPCs from statutory word list  Teach  Words ending in ‘ant’, ‘-ance and ‘-ancy’  Teach  Proofreading own writing independently  Revise  Root words and meaning | Teach  Words ending ‘-ent’, ‘-ence’ and ‘-ency’  Teach  Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)  Learn  Strategies for learning words: commonly misspelt homophones |

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| Handwriting | All Pupils will be expected to join their writing in a cursive and legible style using the letterjoin website.  All pupils to use a handwriting pen.  8mm lined books used to support writing.  Handwriting to be implicitly taught at least once a week using handwriting books. |