**Writing Curriculum Plan - Heron Class Year 5 and 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 5 and 6** | | | | | | | | | | | | | | | | | | |
| **Year A**  **Year 5 and 6** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | | **Summer 2** | | | |
| **Progression Core Text** | **The Tear Thief (F) 5** | | **101 Things to do to become a superhero (NF) 5** | **The day the crayons quit (NF) 5/6** | | **I am Cat/ Bethlehem (P)**  **5/6** | **Dragonology (NF) 5/6** | **Inside the Villains (F) 5/6** | | **Wallace and Grommit (NF) 6** | **How the whale became? (F) 5/6** | | **Usborne Illustrated Thesaurus (NF) Year 5 only** | | **Ripley’s Believe it or not! Mighty Machines (NF) 5/6** | | **Is this a poem? (P) 5/6** |
| **Key Outcomes 5 /6** | To write own story about a thief of something abstract e.g. a feeling. | | To write a page/s for a book entitled ‘Things to do to become a superhero or evil genius’ | To write 3 contrasting letters, showing different levels of formality, about a group of disgruntled objects  . | | To write a poem in the style of | To write page for an -ology book. | To (re)write a traditional style fairy tale featuring a chosen character or setting and at least one additional section. | | To devise and write about my own ‘Cracking Contraption’ to create a class Haynes Manual. | To write a new ‘How the..’ story | | To create a page of a thesaurus that includes words and their synonyms and a themed panel based on a letter from the alphabet. | | To write an information text for a class book | | To write a poem making choices and decisions about form and content. |
| **Vocabulary linked to core texts** |  | |  |  | |  |  |  | |  |  | |  | |  | |  |
| **Writing opportunities across the curriculum** | Information about the construction and location of hill forts in Iron Age Britain. | | | | | | Explanation of how the circulatory system/ teeth and digestion. | | | | | Comparison of life in two different ancient civilisations. | | | | | | |
| **Grammar coverage available in sequence** | **5/6**  expanded noun phrases within complex sentences  linking of ideas across paragraphs using adverbials  inverted commas and other punctuation to indicate direct speech | **5/6**  Multi clause sentences using conjunctions as, if, when  Use modal verbs and adverbs to show degrees of possibility  Use commas to clarify meaning or avoid ambiguity  **6**  Use subjunctive form to show degrees of possibility  Use hyphens to avoid ambiguity  Punctuating bullet points consistently to list information  Use layout devices to structure text | | **5/6**  Using modal verbs or adverbs to indicate degrees of possibility  using brackets, dashes or commas to indicate parenthesis  **6**  vocab and structures that are typical of informal / formal speech and writing or the use of subjunctive  linking of ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections and ellipsis  words related by meaning as synonyms and antonyms | **5/6**  using expanded noun phrases to convey complicated information concisely  How words are related by meaning as synonyms | | **5/6**  using expanded noun phrases to convey complicated information concisely  indicate grammatical and other features by: · using brackets, dashes or commas to indicate parenthesis  **6**  vocab and structures that are typical of informal / formal speech and writing or the use of subjunctive  using the passive to affect the presentation of information in a sentence  use layout devices (e.g. headings, subheadings, columns, bullets, or tables) to structure text | **5/6**  using commas to clarify meaning or avoid ambiguity in writing  using brackets, dashes or commas to indicate parenthesis  linking ideas across paragraphs using adverbials of time, place and number or tense choices  **6**  using semi-colons, colons or dashes to mark boundaries between independent clauses  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  layout devices (e.g. headings, sub headings, columns, bullets or tables to structure text) | | **5/6**  Use  expanded noun phrases to convey complicated information concisely  indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis  **6**  recognising vocab and structures that are typical of informal /formal speech or the use of subjunctive forms  using the passive to affect the presentation of information in a sentence | | **5/6**  indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing  linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)  **6**  recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech) | | selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning | **5/6**  using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  **6**  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections and ellipsis | **5/6**  using commas to clarify meaning or avoid ambiguity in writing  **6**  words related by meaning as synonyms and antonyms | |
| **Year Group Outcomes 5/6** | Sustain the narrative with a convincing beginning, middle and end.  Develop a series of events based on an emotion and explore the various ways in which the emotion is caused.  Create atmosphere e.g. through vocabulary choices, use of adverbials, prepositional phrases  Greater Depth  Use ‘poetic’ language, and structure sentences, to support the creation of atmosphere e.g. by considering word order. | Write guidance which is clear and authoritative and communicates directly to the reader  Include precise vocabulary  Use multi-clause sentences to add detail and create authority  Use a range of organisational and presentational devices to guide the reader  Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty  Greater Depth:  Add humour to your guidance without losing the authoritative tone | | Write 3 letters with distinctly different levels of formality, including at least one more formal letter. ·  Create clear cohesion within and between paragraphs.  Use a wide range of punctuation to emphasise points and enhance meaning.  Greater Depth  Write with well-developed voices, making clear choices about levels of formality. | Write a sequence of sentences to describe the different lives of the animal/object they have chosen using similes  Adopt a consistent tone throughout  Include adverbial phrases  Use expanded noun phrases  Write complex sentences combining clauses and phrases for effect  Ensure the different fish/birds/ cars etc are contrasting in character  Greater Depth  Include hyphenated adjectives in noun phrases eg sharp-eyed | | To write a book for a specific audience in a formal tone including the passive voice  Use a range of punctuation to delineate extra information  Use a range of sentence constructions and vocabulary to communicate meaning effectively  Use layout to guide the reader through the information  Greater Depth  Use the subjunctive as part of the formality of the writing | (In the introductory section…) Give a character their ‘voice’ by choosing words and phrases to suit them; use punctuation correctly to make it clear how the reader should read what they say.  (In the fairy tale…) Lead a reader clearly and chronologically through a plot by linking paragraphs/sections cohesively.  Select language and sentence structures that are commonly found in fairy tales, e.g. repetition, minimal use of contracted forms, phrases/constructions suited to oral storytelling.  Draw on knowledge of a number of fairy tales and make connections with character archetypes and settings.  Greater Depth  (In the introductory section…) Include words and phrases in the character’s introduction to hint at his/her cleverness, or evil intent; manipulate the way the reader reads by choosing precisely from a full range of punctuation to enhance meaning and avoid ambiguity.  (In the fairy tale…) Make considered choices of which details to include and which to omit to move the tale on briskly, while still satisfying the reader’s interest and needs, e.g. through use of description.  Keep the ‘fairy tale’ style consistent throughout. | | Write a general explanation of a cracking contraption using ‘strong’ verbs in multi-clause sentences.  Use expanded noun phrases with pre and post modification to describe the invention clearly and concisely.  Include some useful additional information, e.g. in brackets.  **6**  Write using the passive voice to create a formal text.  Greater Depth  Use more formal and technical vocabulary in multi-clause sentences, making choices to aid precision.  Show a difference in formality between the text and the diagram of the invention, or humorous comments within brackets, etc. | | Write a creation story to explain the existence/ development of an animal’s distinguishing feature(s).  Keep the plot clear by linking ideas and events across paragraphs, e.g. by starting some with time adverbials.  Include some passages of dialogue to help convey the characters’ personalities and priorities. Punctuate this correctly.  Order clauses in complex sentences to achieve a particular effect.  Greater Depth  Use a range of punctuation to clarify meaning, particularly commas. | | Create synonyms for each word  Add the word class to their list of words  Greater Depth  Create sentences that show the different uses of each word and their synonyms | Create an engaging layout.  Write in complex sentences.  Link information on the page.  Use relative clauses to add extra detail (embedded or not).  Greater Depth  Make stylistic decisions about punctuation used to aid clarity. | Choose poetic forms appropriate to meaning.  Develop drafting and editing skills when crafting poems.  Make bold and precise use of vocab to create images.  Greater Depth  refine choices of vocabulary and structure, describing how decisions made by poets studied and in their own writing contribute to meaning and effect | |
| **No Nonsense Spelling**  **Year 5** | **Block 1 lessons 1 – 8**  Strategies at the point of writing Have a go  Words with the letter string ough  Words with silent letters  Strategies for learning words with silent letters from statutory and personal lists  Use of spelling journals for etymology | **Block 1 lesson 9 – 15**  Words ending in able and ible  Homophones: isle aisle aloud allowed affect effect herd heard past passed  Strategies for learning words from statutory and personal lists | | **Block 2 lesson 1-8**  Selected spellings taught last half term and new spellings for this half term  Plurals s es ies  Apostrophes for contraction and possession  Strategies for learning words with silent letters from statutory and personal lists  Use of the hyphen | **Block 2 lesson 9 – 15**  Use of the hyphen  Strategies for learning words from statutory and personal lists  Proofreading focussing on checking words from personal lists  Using a dictionary to support learning word roots, derivations and spelling patterns  Using dictionaries to create word webs  Strategies at the point of writing -building new words from known morphemes | | **Block 3 lessons 1 – 8**  Strategies at the point of writing Have a go  Apostrophe for possession  Strategies for learning words form personal lists  Rare GPCs (bruise guarantee immediately vehicle yacht)  Using spelling journals for etymology | **Block 3 lessons 9 – 15**  Words ending in ably and ibly  Homophones: led lead steel steal alter altar  Strategies for learning words: homophones  Homophones  Strategies for learning words from statutory and personal lists | | **Block 4 lessons 1 – 15**  Spellings taught in previous half term  Learning words from statutory and personal lists  Proofreading – checking from another source after writing  Proofreading  Strategies for learning words from statutory and personal lists  Building words from root words  Homophones  Strategies for learning words from statutory and personal lists  Words with th/i/ sound spelt ei  ei and ie words | | **Block 5 lessons 1 – 9**  Strategies at the point of writing Have a go  Using a range of strategies  Words from statutory and personal lists  Using etymological and morphological strategies for spelling  Strategies for learning words from statutory and personal lists  Using spelling journals for etymology | | **Block 5 lesson 10 to 16**  Proofreading for words on statutory lists  Homophones: cereal serial father farther guessed guest morning mourning who’s whose  Strategies for learning words from statutory and personal lists | **Block 6 lessons 1-8**  Spellings taught in the last half term  Pair testing  Proofreading: use of a dictionary to check words referring to first three or four letters  Strategies for learning words from statutory and personal lists  Strategies for learning words: problem suffixes | **Block 6 lessons 9 – 15**  Problem suffixes  Homophones  Strategies for learning words from statutory and personal lists  Pair testing  Spelling aspects form year 5 that are not secure | |
| **No Nonsense Spelling**  **Year 6** | **Block 1 lessons 1 – 8**  Words from statutory lists  Strategies at the point of writing Have a go  Word endings: ably ible ibly  Adding suffixes beginning with vowels to words ending in fer | **Block 1 lesson 9 – 1**  Adding suffixes beginning with vowels to words ending in fer  SATS practice  Proof reading in smaller chunks( sentences, paragraphs) | | **Block 2 lesson 1-8**  Words from statutory lists  Strategies for learning words from statutory word lists  Homophones ce/se  Strategies for learning words from statutory and personal lists | **Block 2 lesson 9 – 15**  Endings spelt cious tious  Strategies for learning words from statutory word lists  Spelling from this term. | | **Block 3 lessons 1 – 8**  Words with ough letter string  Strategies for learning words from statutory word lists  Pair testing  Words ending cial and tial | **Block 3 lessons 9 – 15**  Pair testing  Words ending cial and tial  Proofreading someone else’s writing  Strategies for learning words from personal lists  Pair testing  Generating words from prefixes  Strategies for learning words from statutory and personal lists  All statutory words learnt this term | | **Block 4 lessons 1 – 15**  Spellings taught in previous half term  Strategies for learning words from statutory and personal lists  Homophones dessert desert stationery stationary  Compliment principle principal prophet profit  Homophones covered in KS2  Proofreading  Strategies for learning words from statutory and personal lists  Generating words prefixes and roots  Strategies for learning words from statutory and personal lists | | **Block 5 lessons 1 – 7**  Strategies for learning words : rare GPCs from statutory word list  Strategies at the point of writing Have a go  Strategies for learning words from statutory and personal lists | | **Block 5 lesson 8 to 14**  Words ending in ant ance and ancy  Proofreading own writing independently  Root words and meanings | **Block 6 lessons 1-9**  Spellings taught in previous half term  Strategies for learning words from statutory and personal lists  Pair testing  Words ending ent ence and ency | **Block 6 lessons 10 – 15**  Pair testing  Words ending ent ence and ency  Strategies for learning words from statutory and personal lists  Homophones:  Draught draft dissent descent precede proceed wary weary  Strategies for learning words: commonly misspelt homophones | |
| Handwriting | Pupils will follow the Letterjoin progression from year R to 6 to develop print then cursive handwriting.  All Pupils will be expected to join their writing in a cursive and legible style that sits on a line.  All pupils will use a handwriting pen.  8mm lined books will be used to support writing.  Handwriting to be implicitly taught at least once a week using handwriting books. | | | | | | | | | | | | | | | | | |