**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 sentenceslinking of ideas across paragraphs using adverbials inverted commas and other punctuation to indicate direct speech | **5/6**Multi clause sentences using conjunctions as, if, whenUse modal verbs and adverbs to show degrees of possibilityUse commas to clarify meaning or avoid ambiguity**6**Use subjunctive form to show degrees of possibilityUse hyphens to avoid ambiguityPunctuating bullet points consistently to list informationUse layout devices to structure text | **5/6** Using modal verbs or adverbs to indicate degrees of possibilityusing 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 ellipsiswords related by meaning as synonyms and antonyms | **5/6** using expanded noun phrases to convey complicated information conciselyHow words are related by meaning as synonyms | **5/6**using expanded noun phrases to convey complicated information conciselyindicate 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 sentenceuse layout devices (e.g. headings, subheadings, columns, bullets, or tables) to structure text | **5/6**using commas to clarify meaning or avoid ambiguity in writingusing brackets, dashes or commas to indicate parenthesislinking 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 ellipsislayout 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 writinglinking 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 phrasesGreater DepthUse ‘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 readerInclude precise vocabularyUse multi-clause sentences to add detail and create authorityUse a range of organisational and presentational devices to guide the readerUse modal verbs and adverbs to indicate degrees of possibility, probability and certaintyGreater 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 DepthWrite 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 similesAdopt a consistent tone throughoutInclude adverbial phrases Use expanded noun phrasesWrite complex sentences combining clauses and phrases for effectEnsure the different fish/birds/ cars etc are contrasting in characterGreater DepthInclude hyphenated adjectives in noun phrases eg sharp-eyed  | To write a book for a specific audience in a formal tone including the passive voiceUse a range of punctuation to delineate extra informationUse a range of sentence constructions and vocabulary to communicate meaning effectivelyUse layout to guide the reader through the informationGreater DepthUse 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 DepthUse 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 DepthUse a range of punctuation to clarify meaning, particularly commas. | Create synonyms for each wordAdd the word class to their list of wordsGreater DepthCreate 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 DepthMake 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 Depthrefine 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 goWords with the letter string oughWords with silent lettersStrategies for learning words with silent letters from statutory and personal listsUse of spelling journals for etymology | **Block 1 lesson 9 – 15**Words ending in able and ibleHomophones: isle aisle aloud allowed affect effect herd heard past passedStrategies 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 termPlurals s es iesApostrophes for contraction and possessionStrategies for learning words with silent letters from statutory and personal listsUse of the hyphen |  **Block 2 lesson 9 – 15**Use of the hyphen Strategies for learning words from statutory and personal listsProofreading focussing on checking words from personal listsUsing a dictionary to support learning word roots, derivations and spelling patternsUsing dictionaries to create word websStrategies at the point of writing -building new words from known morphemes | **Block 3 lessons 1 – 8**Strategies at the point of writing Have a goApostrophe for possessionStrategies for learning words form personal listsRare GPCs (bruise guarantee immediately vehicle yacht)Using spelling journals for etymology  | **Block 3 lessons 9 – 15**Words ending in ably and iblyHomophones: led lead steel steal alter altarStrategies for learning words: homophonesHomophonesStrategies for learning words from statutory and personal lists | **Block 4 lessons 1 – 15**Spellings taught in previous half termLearning words from statutory and personal listsProofreading – checking from another source after writingProofreadingStrategies for learning words from statutory and personal listsBuilding words from root wordsHomophonesStrategies for learning words from statutory and personal listsWords with th/i/ sound spelt eiei and ie words | **Block 5 lessons 1 – 9**Strategies at the point of writing Have a goUsing a range of strategiesWords from statutory and personal listsUsing etymological and morphological strategies for spellingStrategies for learning words from statutory and personal listsUsing spelling journals for etymology | **Block 5 lesson 10 to 16**Proofreading for words on statutory listsHomophones: cereal serial father farther guessed guest morning mourning who’s whoseStrategies for learning words from statutory and personal lists | **Block 6 lessons 1-8**Spellings taught in the last half termPair testingProofreading: use of a dictionary to check words referring to first three or four lettersStrategies for learning words from statutory and personal listsStrategies for learning words: problem suffixes | **Block 6 lessons 9 – 15**Problem suffixesHomophonesStrategies for learning words from statutory and personal listsPair testingSpelling aspects form year 5 that are not secure |
| **No Nonsense Spelling****Year 6**  | **Block 1 lessons 1 – 8**Words from statutory listsStrategies at the point of writing Have a goWord endings: ably ible iblyAdding suffixes beginning with vowels to words ending in fer | **Block 1 lesson 9 – 1**Adding suffixes beginning with vowels to words ending in ferSATS practiceProof reading in smaller chunks( sentences, paragraphs) | **Block 2 lesson 1-8**Words from statutory listsStrategies for learning words from statutory word listsHomophones ce/seStrategies for learning words from statutory and personal lists | **Block 2 lesson 9 – 15**Endings spelt cious tiousStrategies for learning words from statutory word listsSpelling from this term. | **Block 3 lessons 1 – 8**Words with ough letter stringStrategies for learning words from statutory word listsPair testingWords ending cial and tial  | **Block 3 lessons 9 – 15**Pair testingWords ending cial and tialProofreading someone else’s writingStrategies for learning words from personal listsPair testingGenerating words from prefixesStrategies for learning words from statutory and personal listsAll statutory words learnt this term | **Block 4 lessons 1 – 15**Spellings taught in previous half termStrategies for learning words from statutory and personal listsHomophones dessert desert stationery stationaryCompliment principle principal prophet profitHomophones covered in KS2ProofreadingStrategies for learning words from statutory and personal listsGenerating words prefixes and rootsStrategies for learning words from statutory and personal lists | **Block 5 lessons 1 – 7**Strategies for learning words : rare GPCs from statutory word listStrategies at the point of writing Have a goStrategies for learning words from statutory and personal lists | **Block 5 lesson 8 to 14**Words ending in ant ance and ancyProofreading own writing independentlyRoot words and meanings | **Block 6 lessons 1-9**Spellings taught in previous half termStrategies for learning words from statutory and personal listsPair testingWords ending ent ence and ency | **Block 6 lessons 10 – 15**Pair testingWords ending ent ence and encyStrategies for learning words from statutory and personal listsHomophones: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. |