**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 QuitFiction**Key Outcome:**Book of letters | Jungle Survival HandbookNon- fiction**Key Outcome**:Handbook  | The Tear ThiefFiction**Key Outcome:**Story | I am CatPoetry**Key Outcome:**Poem in the style of BethlehemCarol Ann DuffyPoetry**Key Outcome:**Poem | DragonologyFictional information text**Key Outcome:**Non fiction page about a fictional character | Straw into GoldFiction**Key Outcome:**Retell a fairy tale from a different perspective | Ripley’s Mighty MachinesNon Fiction**Key Outcome:**Non-chron report | Women in Science(Biographies)Non fiction**Key Outcome**:Book of biographies | Kensuke’s KingdomFiction**Key Outcome:**Story based on chapter 4 | FloodFiction**Key Outcome:**Diary entries |  |
| **Vocabulary linked to core texts**  | BeigeStubbyGorgeousCareerWhinerUnusedFabulousEmbarrassed  |  |  | ProwlRoamScorchedBleachedSleekScentDappledShroudedLoungeregal | ParadoxicallyRefuteScepticalNobleHypothesisfortuitous PerilousHoardProminent Fearsome  |  |  |  | NavigateSolitaryDeserted Parched |  | DevastationDestructionAnticipation PreparationDespairCommunityRebuild |  |
| **Links to Wider Curriculum** | Art – illustrating Science and Geography - biomes and Amazing America – survival guides | Science non-chron report on SpaceJigsaw – women in science | GeographyHistory 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 subordinationUse 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 dashUse of commas to clarify meaning or avoid **ambiguity**.ambiguity**Brackets**, **dashes** or commas to indicate **parenthesis**.parenthesis bracket dashThe difference between structures typical of informal and formal speech, and writing.1c. Sentence typesThe difference between structures typical ofinformal 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 subjectobject synonym antonym cohesionHow 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 usedin 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 (forexample, 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 usinga 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 ina 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 cohesionThe 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 (forexample, 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 (forexample, secondly) or tense choices (for example, he had seen her before). (Link with teaching of adverbialsand verbs.)How words are related by meaning as synonyms and antonyms (for example, big, large, little).(Link with teaching of noun/noun phrases.)SynonymantonymLinking ideas across paragraphs usinga 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 andlearning 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: PunctuationSentence demarcationPunctuating simple, compound and complex sentences accurately.CommasBrackets, dashes or commas to indicate parenthesis.Use of commas to clarify meaning or avoid ambiguity.(Link with teaching of various strands.)parenthesis bracket dash ambiguityContinue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses.Apostrophes for contractionConsolidate 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.SpeechConsolidate using speech punctuation and layout correctly.Other PunctuationLayout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text).(To be taught through teaching and learning sequences)bullet pointUse of the semi-colon, colon and dash to mark the boundary between independentclauses (for example, It’s raining; I’m fed up).(Link with teaching of co-ordination and subordination.)semi-colon colon dashUse of the colon to introduce a list and use of semi-colons within lists.(To be taught through teaching and learning sequences.)colonsemi-colonPunctuation of bullet points to list information.(To be taught through teaching and learning sequences.)bullet pointHow hyphens can be used to avoid ambiguity (for example, man eating shark versusman-eating shark, or recover versus re-cover).(Link with teaching of noun/noun phrases.)hyphen |
| Grammar and punctuationNo Nonsense Grammar | p47-51 | P52-56 | P57-59 | P60-69 |  |  |
| Spelling and PunctuationNo Nonsense spelling(Year 5 Spellings) | TeachWords with the letter string ‘ough’TeachWords with ‘silent’ letters TeachUse of spelling journals for etymology TeachHomophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) | Revise/TeachFrom previous years: plurals (adding ‘-s’, ‘-es’ and ‘-ies’ReviseFrom previous years: apostrophe for contraction and possession TeachUse of the hyphenTeachProofreading, focusing on checking words from personal lists TeachUsing a dictionary to support learning word roots, derivations and spelling patternsPractiseUsing dictionaries to create word webs | TeachRare GPCs (bruise, guarantee, immediately, vehicle, yacht)Revise/TeachUsing spelling journals for etymologyTeachWords ending in ‘-ably’ and ‘-ibly’TeachHomophones (led/lead, steel/steal, alter/altar) | TeachProofreading: checking from another source after writingReviseBuilding words from root wordsRevise HomophonesTeachWords with the /i:/ sound spelt ‘ei’Teach‘ei’ and ‘ie’ words | TeachStrategies at the point of writing: using etymological/ morphological strategies for spellingTeachUsing spelling journals for etymologyTeachProofreading for words on statutory listTeachHomophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who’s/whose) | TeachProofreading: use of dictionary to check words referring to first three or four lettersReviseStrategies for learning words: problem suffixesRevise/Practise HomophonesReviseSpelling aspects from Year 5 that are not secure |

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| Spelling and PunctuationNo Nonsense spelling(Year 6 Spellings) | ReviseStrategies for learning words: words from statutory and personal spelling listsReviseWords ending ‘-able’/‘-ably’, and ‘-ible’/‘-ibly’TeachAdding suffixes beginning with vowels to words ending in ‘-fer’PractiseSATS practiceTeachProofreading in smaller chunks (sentences, paragraphs) | LearnHomophones (‘ce’/‘se’)TeachEndings that sound like/ʃəs/ spelt ‘-cious’ or ‘-tious’ | ReviseWords with ‘ough’ letter stringTeachWords ending ‘-cial’ and ‘-tial’TeachProofreading someone else’s writingReviseGenerating words fromprefixes | TeachHomophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)ReviseHomophones covered in KS2PractiseProofreadingReviseGenerating words fromprefixes and roots | TeachStrategies for learning words: rare GPCs from statutory word listTeachWords ending in ‘ant’, ‘-ance and ‘-ancy’TeachProofreading own writing independentlyReviseRoot words and meaning | TeachWords ending ‘-ent’, ‘-ence’ and ‘-ency’TeachHomophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)LearnStrategies 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. |