

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Writing Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggested Stimuli or Hooks	Holes by Louis Sachar	The Lost Words by Jackie Morris Journey to Jo'burg by Beverley Naidoo	Space Maps by Lara Albanese The Journey by Francesca Sanna	Onyeka and the Academy of the Sun by Tola Okogwu Curiosity: The Story of the Mars Rover by Markus Motum	Last: The Story of the White Rhino by Nicola Davies Just Like Me by Louise Gooding	Over Sea, under Stone by Susan Cooper – The Sword in the Stone I am the Subway by Kim Hyo-eun The Boy Who Harnessed the Wind by William Kamkwamba

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – Contemporary, Classic & Cultural. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 4 main purposes for writing: to entertain, to inform, to discuss and to persuade.

For progression in genres: [Reasons to write and progressions in genres](#)

For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
Spelling	<u>Pupils should be taught to write legibly , fluently and with increasing speed by:</u>	<u>Plan their writing by:</u> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form 	<u>Develop their understanding of the concepts set out in Appendix 2 by:</u> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate

<p>To use further prefixes and suffixes and understand the guidance for adding them</p> <p>To spell some words with 'silent' letters</p> <p>To continue to distinguish between homophones and other words which are often confused</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>To use a thesaurus</p>	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>and using other similar writing as models for their own</p> <ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader 	<p>for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p><u>Learning the grammar for years 5 and 6 in Appendix 2 indicate grammatical and other features by:</u></p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing · using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses
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