

English Writing Curriculum Map for Year 5/6

Updated 19.4.22

Cycle A	Autumn Term	Spring Term	Summer Term
Focus Teaching Texts	-Greek Mythology	-A Monster Calls -J Bertagna	-Holes – L Sachar -Collections of Poetry
Literary Form (genres)	<ul style="list-style-type: none"> • Myths Legends • Recount • Documentaries (Olympics) 	<ul style="list-style-type: none"> • Information • Balanced Argument 	<ul style="list-style-type: none"> • Sea Poetry • Quest Poetry • Recounts
Link to Main NC Area of Learning (Theme)	The Ancient Greeks	Climate Zones	Islands and Coasts
Cycle B			
Focus Teaching Texts	-War of the Worlds (abridged version)	- Exodus – P Ness	-A Midsummer Night’s Dream - W Shakespeare (abridged version)
Literary Form (genres)	<ul style="list-style-type: none"> • Science Fiction • Alternative ‘perspectives 	<ul style="list-style-type: none"> • Diaries • Information • Persuasion • Character Description 	<ul style="list-style-type: none"> • Play Writing • Descriptive Narrative (Time Travel)
Link to Main NC Area of Learning (Theme)	Britain since 1900	UK + Local Geography Eco Theme	The Mayans
<u>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</u>			
Composition: Sentence building	<ul style="list-style-type: none"> - Include parenthesis within sentences, using punctuation associated with parenthesis, e.g, pair of commas / pair of dashes / brackets - Use relative conjunctions e.g. <i>that, which, who</i> - use most internal punctuation within speech -Write short, irregular sentences for effect -Begin to use the passive voice - Write dialogue alongside narrative successfully - Write two main clauses within the same sentence 	<ul style="list-style-type: none"> - Usually, include parenthesis within sentences - Usually use all punc. associated with dialogue - Independently use commas to separate clauses and avoid ambiguity - Begin to use alternative punctuation to separate two main clauses e.g. semi-colon / colon - Maintain a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present 	<ul style="list-style-type: none"> - Control a varied range of sentences, including parenthesis - Use a range of punctuation to demarcate parenthesis - Independently use all punc. associated with dialogue - Use semi-colons and colons to separate clauses - Use single inverted commas to cite a quotation
Composition: Text building	<ul style="list-style-type: none"> - With some independence, organise information from beginning to end, using meaningful paragraphs - Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place or tense choices 	<ul style="list-style-type: none"> -Independently organise information from beginning to end, using meaningful paragraphs - Use organisational devices to structure non-narrative texts e.g. headings/underlining/bullet points - Sustain and adjust tense accurately through the piece - Know and use the features of a range of genres 	<ul style="list-style-type: none"> - Sometimes independently, write a wider range of poetry in different forms using models to guide and inspire e.g. rhyming / narrative poem / mood poem / poems which include change of structure / riddle etc. - Confidently use the features of a wide range of genres across narrative and non-narrative forms

	<ul style="list-style-type: none"> - Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece - With adult model, begin to write a précis of longer passages 		<ul style="list-style-type: none"> - Ensure consistent and correct use of tense through the piece - Write a summary of longer passages
<p>Composition: Authorial effect</p>	<ul style="list-style-type: none"> - identify audience / different possible audiences -draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience - plan writing, noting and developing initial ideas -start to use other similar writing as models for their own - begin to write in formal ways - start to proof-read for clarity of meaning and effect 	<ul style="list-style-type: none"> - identify purpose and how the pupil intends to affect that audience - with adult support, integrate dialogue to convey character and advance the action - structure the text to guide the reader -usually proof-read for clarity of meaning and effect -start to choose to plan writing, noting and developing ideas, either independently or through peer discussion - mostly draft and write, selecting appropriate level of formality, register and voice according to the purpose and audience - use further organisational devices to guide the reader e.g. in non-narrative writing 	<ul style="list-style-type: none"> -independently identify purpose and potential audience/s, and the intended effect of their writing upon them - draw on reading and research to select context and vocabulary - experiment with and discuss vocabulary and effect when writing poetry - explore the effect of their poetry on the reader -independently proof-read for clarity of meaning and effect - plan writing, noting and developing ideas, either independently or through peer discussion -use precise, nuanced or figurative vocabulary, whether to inform, interest or entertain the reader
<p>Composition: Grammar/terminology (awaiting termly assignation after consultation with CTs after year's pilot is complete)</p>	<p><u>Co-ordination and subordination</u> understand how different forms of punctuation can be used within and between sentences; understand and discuss how punctuation choices enhance the meaning of the text; understand how variation in sentence construction can add to the effectiveness of text in different ways, such as the use of multi-clause sentences in more formal/technical texts and the use of non-finite clauses in subordinate structures; understand the differences between formal and informal writing; recognise the informal elements used in speech but not in writing (unless direct speech).</p> <p><u>Sentence types</u> understand the impact of the use of questions in different text types, such as rhetorical question and asides to the reader.</p> <p><u>Nouns and noun phrases</u> understand that noun phrases can also include relative clauses (e.g. <i>The glistening dragon, which guarded the treasure, was snoring loudly.</i>); understand that relative clauses are constructed using the relative pronouns <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun (e.g. <i>The morning (when) I arrived in London was dark and gloomy.</i>); understand that relative clauses are subordinate clauses that may or may not be embedded (e.g. <i>The knight rescued the maiden, who was very relieved.</i>); understand the use of commas with relative clauses - before and after the clause for adding additional information (e.g. <i>The chocolates, which were made by Thorntons, were eaten quickly.</i>) - no comma when identifying which noun you are talking about (defining) (e.g. <i>The chocolates that were made by Thorntons were eaten quickly.</i>); understand that cohesion can be created through variation of vocabulary, using synonyms, near synonyms, antonyms, generalisations (e.g. <i>cats/big cats/these animals</i>).</p> <p><u>Adverbials</u> understand that adverbs and adverbials help to maintain cohesion across a text; understand that adverbs can help to indicate degrees of possibility (e.g. <i>Perhaps the burglary was planned. He would probably return. Clearly the war was inevitable.</i>); understand that different text types require different adverbials to maintain cohesion (e.g. in persuasion we may use the adverbials <i>as a consequence, clearly, inevitably</i>, etc.)</p> <p><u>Verbs</u> recognise the range of modal forms; understand how modal verbs express shades of meaning, particularly degrees of possibility and certainty (e.g. <i>may versus will: I may come and see you. / I will come and see you. / I should come and see you.</i>); understand that apostrophes are used for contraction in some verb forms; understand that in the passive form, the subject and object are reversed in the sentence, distancing the subject from the action (e.g. <i>The wall was painted (by the pupils).</i>); understand that the passive voice is formed using any tense of the verb <i>to be</i> and the past participle (e.g. <i>He was taken to the police station. / She will be taken to the police station.</i>); understand and explain how the passive form can be used for particular effect in both narrative and information texts; understand the</p>		

	<p>difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing.; understand and use structures for formal speech and writing, including the subjunctive.</p> <p>Cohesion - (Mainly, these objectives are covered within teaching of compositional components detailed above)</p> <p>Use devices to build cohesion within a paragraph eg. <i>then, after that, this, firstly</i>(Link with teaching of adverbials.); Link ideas across paragraphs using adverbials of time eg., <i>later</i>, place, eg., <i>nearby</i> and number, eg. <i>secondly</i> or tense choices. (Linked with teaching of adverbials and verbs.); demonstrate how words are related by meaning as synonyms and antonyms, eg. <i>big, large, little</i>(Linked with teaching of noun/noun phrases.); Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, eg. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> and ellipses; use layout devices eg. headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Punctuation - (Mainly, these objectives are covered within teaching of compositional components detailed above)</p> <p>-Punctuate simple, compound and complex sentences accurately; use brackets, dashes or commas to indicate parenthesis; use commas to clarify meaning or avoid ambiguity; use commas to separate items in a list and extend this to work on lists of adverbials and clauses.; use apostrophes for contraction (this will link well with work on modal verbs, especially when writing dialogue).-Consolidate use of apostrophes for possession; use speech punctuation and layout correctly; use layout devices appropriately, eg. headings, sub-headings, columns, bullets or tables, to structure text; use the semi-colon, colon and dash to mark the boundary between independent clauses; use the colon to introduce a list and use semi-colons within lists; use bullet points to list information. -How hyphens can be used to avoid ambiguity, eg. Re-cover or recover etc</p> <p>Terminology:</p> <p>Modal verb; relative pronoun; relative clause; parenthesis; bracket; dash; cohesion; ambiguity; subject; object; active; passive; synonym; antonym; ellipsis; hyphen; colon; semi-colon; bullet points</p>		
<p>Transcription: Phonics into spelling (also refer to NC Appendices 1+2 for Y5/6 Spelling Appendix and statutory word list for full coverage of the appropriate spelling expectations and non-statutory example words.)</p>	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> -revisit adding –s, –es and –ies: introduce categor(y)ies, communit(y)ies, opportunities, varieties - adding –ed, –ing, –er and –est, eg. equip/equipped, accompany/ied, attached, develop/ed, queue/d, recognise/d - common exception words- revise statutory words from Y3-4 list as appropriate - prefixes: (revision of Y3-4 curriculum e.g. un-, mis-, dis-, rep, sub-, tele-, super-, auto-, in-, il-, im-, ir- eg. REVISIT: unusual, unattached, disappoint, disagree, disobey, dishonest, distrust, disappear, misbehave, mislead, misspell; redo, refresh, reappear, redecorate, return; TEACH: disastrous - words ending with –gue and –que, eg. REVISIT: league, tongue, antique, unique - revise Y4: treasure, measure, creature, picture, adventure: leisure -words ending in –able and –ible, eg. adorable, available, breakable, disposable, edible, enjoyable, 	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> - the /i/ sound spelt y other than at the end of words, eg. myth, Egypt; add rhythm (& rhyme), symbol, system - sound spelt ou, eg. REVISE AND CHECK: e.g. country, young, touch - words with endings sounding like /ʒə/ or /tʃə/, eg. QUICK CHECK: e.g. adventure /pleasure; NEW: signature, leisure - endings that sound like /ʒən/, eg. QUICK CHECK: quick check: division, decision, collision - words with the /eɪ/ sound spelt ei, eigh, or ey, eg. vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious - words ending in –able and –ible, ably and –ibly: eg. REVISIT: horrible, terrible, possible, edible, reversible, invincible, legible; and adorable, available, forgivable, disposable, enjoyable, valuable, vegetable, breakable, 	<p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> investigate / prefixes / suffixes / root words and their meanings: auto, hydro-, micro-, phon-, tele-, inter, chrono, crede, cyclo dict, tract, tele, audi, vita, script, demo, cede, port, pre, struct, fac, ology - the suffix –ation: explanation, communication pronunciation, desperate/ation - the suffix –ly: frequently, definitely, immediately, sincere/ly - the suffix –ous: REVISIT, adding –ous/ly mischievous/ly, conscious/ly, courageous/ly, , disastrous/ly, marvellous, etc. - endings that sound like /ʃən/, spelt –tion, –sion, –ssion, –cian: revisit and check from Y3-4 Appendix - words with the /k/ sound spelt ch, EG. check: chemist, stomach, chorus, scheme, echo, character

	<p>envious, forgivable, horrible, incredible, invincible, identifiable, possible, reliable, reversible, valuable</p> <p>> MOVING ON TO words ending –ably and –ibly: agreeably, considerably, enviably, incredibly, possibly, reliably, respectably, sensibly</p> <p>- words containing the letter-string ough, eg. ought, bought, sought, thought, nought, brought, fought; rough, tough, enough; cough; though, although, dough; through; thorough, borough; plough, bough</p> <p>- Words with ‘silent’ letters, eg. REVISE: know, knowledge, knock, knee, gnat, gnaw LEARN: doubt, island, lamb, solemn, thistle, knight, debt, numb, autumn</p> <p>- Homophones and other words that are often confused, eg. aloud/allowed, affect/effect, herd/heard, aisle/isle, past/passed; steel/steal, alter/altar, led/lead, assent/ascent, bridal/bridle</p> <p>- the apostrophe, eg. REVISIT: apostrophes for contraction and possession, singular and plural</p> <p>- the /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y, eg. with common exception words: average, language, privilege</p> <p>- the suffixes –ment, –ness, –ful, –less and –ly, eg. environment, desperate/ly, equipment, frequently, government, parliament</p> <p>- words ending in –tion</p> <p>- prefixes: un-, mis-, dis-, rep-, sub-, tele-, super-, auto-, in-, il-, im-, ir-</p> <p>- the suffix –ly</p> <p>- the suffix –ly with root words ending ‘le’ or ‘ic’, eg. taught through segmenting words (morphology):</p>	<p>identifiable; and incredibly, sensibly, reliably, respectably, agreeably, enviably</p> <p>- adding suffixes beginning with vowel letters to words ending in –fer, eg. refer, referring, referred, referral; preferred, preferring; transferred, transferring; <i>BUT</i> reference, referee, preference, transference</p> <p>- revise Y4: division, invasion, confusion, decision; invention, action, expression, possession; extension, comprehension; magician, politician etc + poisonous, dangerous, famous, jealous, courageous, serious, various, conscious etc.</p> <p>- words with the /s/ sound spelt sc, eg. REVISIT: science, scene, scissors, ascend, descend, scented, crescent, abscess</p> <p>- words with the /eɪ/ sound spelt ei, eigh, or ey, EG. they, weigh, eight, eighth, grey, sleigh</p> <p>- Homophones and other words that are often confused, EG. cereal/serial, father/farther, guessed/guest, morning/mourning, who’s/whose + ce and se: advice/advise; device/devise; practice/practise; licence/license; prophecy/prophesy</p> <p>- use of the hyphen (to spell words), eg. co-operate, co-ordinate, co-exist, co-own, re-emerge, re-enter, re-ignite, re-invent</p> <p>- words ending in –ant, –ance/–ancy, –ent, –ence/–ency, eg. words ending -ant, -ance and -ancy; use -ance where the root word ends in -ant (observant)/ where the root word can add the ending -ation / if the related verb ends in -y, -ure, -ear, -ate / if the stem of the word ends in a hard /c/ or /g/ sound + <i>*words ending –ent, –ence and –ency; use –ence where the root verb ends in –ere (e.g. interference)/ if the root verb has a stressed –er (infer) / if the word contains the syllables ‘cid’, ‘fid’, ‘sid’ or ‘vid’ (confidence); if the stem ends in a soft /c/ or /g/ (innocence).</i></p>	<p>- words with the /ʃ/ (“sh”) sound spelt ch, eg. check: chef, brochure, machinery</p> <p>- words with the /s/ sound spelt sc, eg. REVISIT: science, scene, scissors, ascend, descend, scented, crescent, muscle</p> <p>- endings which sound like /ʃəl/ spelt cial and tial, eg. official, commercial, glacial, special, facial, social, artificial, financial, racial + partial, confidential, essential, influential, substantial, torrential, preferential, residential</p> <p>- words with the /i:/ sound spelt ei after c (and other ie/ei words), eg. REVISIT Y5 e.g. ceiling, receive, receipt, deceit, perceive, conceit; and belief, grief, brief, piece, niece, achieve, fiery, review; sovereign, foreign; <i>also</i> weird, protein, their, either, heir, height, variety</p> <p>- words containing the letter-string ough, eg. bough, plough, drought; dough, although; cough, enough, tough; ought, brought, thought, sought; thorough</p> <p>- words with ‘silent’ letters, EG. check: doubtful, island, solemn, bristle, knight, knowledge, twelfth, yacht</p> <p>- homophones and other words that are often confused, eg. revise all previously learned homophones ALONG WITH dessert/desert; stationery/stationary; complement/compliment; principle/principal; prophet/profit; draught/draft; dissent/descent; precede/proceed; wary/weary</p> <p>- the apostrophe: know when and when <i>not</i> to use an apostrophe for possession in given examples</p>
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	<p>geography, geographic, geographically; telegraph, telegraphically, photographically</p> <p>- Words with the /i:/ sound spelt ei after c (and other ie/ei words), EG. ceiling, receive, receipt, deceit, perceive, conceit; LEARN ei and ie words: lie, belief, grief, brief, piece, niece, achieve, fiery, review; <i>and</i> vein, reign, reign, veil, weigh, neighbour, sovereign, foreign; <i>also</i> weird, protein, their, either, heir, height, variety</p>		
Transcription: Handwriting	<p>-use appropriate letter formation</p> <p>-write legibly and fluently with increasing speed and they begin to develop own style of handwriting</p>	<p>-choose the implement and writing style best suited for the task</p> <p>-write legibly and fluently with increasing speed</p>	-write legibly and fluently with increasing speed
NC for English: Vocabulary, Grammar, Punctuation (and Spelling)	<p>Spell some words with 'silent' letters; Continue to distinguish between homophones and other words which are often confused; Use dictionaries to check the spelling and meaning of words; Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; 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; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear; use a thesaurus; 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 (i.e. omitted) relative pronoun; converting nouns or adjectives into verbs; devices to build cohesion, including adverbials of time, place and number; recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms; 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; differences in informal and formal language; further cohesive devices such as grammatical connections and adverbials; use of ellipsis; using commas to clarify meaning or avoid ambiguity in writing; using brackets, dashes or commas to indicate parenthesis; using hyphens to avoid ambiguity; using semicolons, colons or dashes to mark boundaries between independent clauses; using a colon to introduce a list; punctuating bullet points consistently.</p>		