

# Year 5 Writing Curriculum Map



Year Group 5	Talk for Writing Unit (Fiction)	Spelling	SPAG	Talk for Writing Unit (Non-fiction)	Spelling	SPaG
Autumn 1 India			Autumn 2 Antarctica			
Y Writing Focus	<p>Newspaper - report on the queen's stolen jewels</p> <p>Persuasion - Letter from Big bad wolf</p> <p>Assmt - Letter to Mr Jones</p>	<p>w2-3 Silent letter b</p> <p>w 4-5 Words ending -ible</p> <p>w6-7 Words ending -able</p> <p>w8 Silent t</p>	<p><b>Parenthesis</b> - Brackets, dashes or commas to indicate parenthesis e.g. Billy, a great singer, was not good at dancing. Billy (a great singer) was not good at dancing. Billy- a great singer, was not good at dancing.</p> <p>Indicating degrees of possibility using <b>modal verbs</b> (e.g. might, should, will, must) or <b>adverbs of possibility</b> (e.g. perhaps, surely)</p> <p><b>Nouns</b> - Proper / Abstract / Concrete</p> <p><b>Pronouns and possessive pronouns</b></p>	<p>Diary - Tim Peake</p> <p>Diary based on Classic fiction - TI</p> <p>Firebird - Narrative - setting and character descriptions with dialogue to move the story on</p>	<p>Ending -ibly -ably</p> <p>SF1 - ough</p> <p>SF2 - Homophones</p> <p>SF3</p> <p>SF4</p> <p>SF5</p>	<p>Children use <b>sentence of three</b> for description or action. Description: Harry was dressed in a dark cloak, winkle-picker shoes and a flowery hat. Action: He ran down the lane, jumped over the hedge and fell flat on his nose.</p> <p><b>Comparative and superlative adjectives</b> including common irregular forms (good / better / best)</p> <p>(Revision from Y4) <b>Possessive apostrophes</b> (singular and plural) direct and indirect speech</p>
Spring 1 Egypt			Spring 2 Farming			
Y Writing Focus	<p>Stories from other cultures / traditional tales - A time-slip scarab (portal story) (T4W)</p>	<p>ending -ent</p> <p>ending -ence</p> <p>ee spelt ei</p>	<p><b>Relative clauses</b> beginning with <b>who, which, where, why, or whose</b> Person: Suzy was a girl who couldn't keep still. Place: Paris is a place where I always get lost. Thing:</p>	<p>Poetry - Metaphor poetry (t4w)</p>	<p>end -ant - ance -ancy</p> <p>SF6</p> <p>SF7</p>	<p><b>Embedded clauses.</b> To drop a clause in between another clause, using commas. The hungry caterpillar, who has a greedy thing, ate all of the food.</p> <p><b>subordinate clauses</b></p>

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	Assmt - Own historical narrative portal story		<p>The hat that/which I borrowed, was left on the train. Possession: Ali is the boy whose father always smiles. Reason: I'd like to know the reason why he didn't come.</p> <p>Use of Colons in a detailed list</p> <p>Use of colons to separate clauses</p> <p>(Revision from Y4) direct and indirect speech</p> <p>inverted commas and position of reporting clause</p>	<p>Recount - climbing trip</p> <p>Assessment - The Wish Granter narrative</p>	<p>SF8</p> <p>SF9</p>	<p>Coordinating and Subordinating conjunctions</p>
		Summer 1 Vikings		Summer 2 - Europe		
Y Writing Focus	<p>Narrative poetry - the highwayman. TWS</p> <p>Viking Boy - Adventure Fiction</p> <p>Focus - dialogue in Viking Boy</p> <p>Write their own ending</p>	<p>shus spelt -cious</p> <p>shus spelt -tious</p> <p>shul spelt -cial -tial</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. then, after that, this, firstly)</p> <p>Adverbials and fronted adverbials -Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Shakespeare Drama- Macbeth Assmt - re-write narrative</p> <p>Letters - writing to Y6 teacher about themselves</p>	<p>SF10</p> <p>SF11</p> <p>SF12</p> <p>Y5/6 words</p>	<p>Use of commas to clarify meaning or avoid ambiguity</p> <p>editing and evaluating</p>

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				Non-Chron - Antarctica TWS Europe		
Read Write Inc Phonics/Spelling						
To be used alongside the Tfw progression document and Alan Peat sentence progression.						