

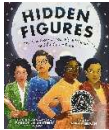





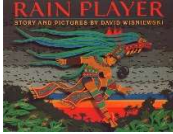




Gerrans School Writing Curriculum – Y5 & Y6

Porthcurnick Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Description Non-chronological report Newspaper article Narrative	Non-chronological report Poetry – narrative and rhyming couplets Persuasive text	Narrative Setting Description Diary entry Newspaper article	Diary Non-chronological report Narrative Description	Narrative Description Instructions	Persuasion Formal and informal letter writing Non-chronological report
Key Texts	<p>The Boy in The Tower by Polly-Ho Yen Titanium (Literacy Shed)</p>  	<p>Hidden Figures by Margot Lee Shetterley Night Mail by WH Auden</p>  	<p>The Last Bear by Hannah Gold The Legend of the Eternal Monkey (Literacy Shed)</p>  	<p>The Viewer by Gary Crew The Piano (Literacy Shed)</p>  	<p>Rain Player by David Wisniewski Pandora (Literacy Shed)</p>  	<p>Some Places More than Others by Renee Watson</p> 
National Curriculum Objectives (Taught across the year)						
Writing - Transcription	<p><i>Year 5/6</i></p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 use dictionaries to check the spelling and meaning of words 					

	<ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
Writing – Handwriting	<p><i>Year 5/6</i></p> <p>Write legibly, fluently and with increasing speed by:</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
Writing – Composition	<p><i>Year 5/6</i></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • 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>Draft and write by:</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 • précisising 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 [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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 • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

<p>Writing – Vocabulary, Grammar and Punctuation</p>	<p><i>Year 5/6</i></p> <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • 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 • 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 • learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</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 • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
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