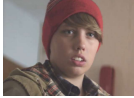






Gerrans School Writing Curriculum – Y5 & Y6

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 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 					

	<ul style="list-style-type: none"> ● use dictionaries to check the spelling and meaning of words ● 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

	<ul style="list-style-type: none"> ● 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
Writing – Vocabulary, Grammar and Punctuation	<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