

# Writing on a Page - Year 5



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text types covered					
Descriptive writing Biography Nature documentary (Mr P speaking and listening link.)	Poetry (cinquain)  Crawl (speaking and listening link)  Short story with dialogue.	Rhyming poem  Diary	Non-chronological report.  Holiday brochure  Recipe	Persuasive advert  Persuasive letter	Adventure narrative  Explanation texts  Poetry.

## Rainbow Grammar

### Prior recall sentence types:

- To join 3 main clauses with a comma and co-ordinating conjunction
- To begin a sentence with two fronted adverbials
- To begin a sentence with a linking adverb
- To use direct speech with the correct punctuation
- To using an ing non-finite clause
- Use a subordinate clause at the start and end of a sentence
- To describe a noun or noun phrase using an appositive.

<p>Zoom in using 3 'when' or 'where' fronted adverbials</p> <p>■ ▲ ▴ ▽ ■ ■ ■ ■</p> <p>In the dead of winter, on a blustery night, upon the stroke of midnight, the dead <u>rose</u> from their graves.</p> <p>Zoom out using 3 'when' or 'where' fronted adverbials</p> <p>■ ▲ ▴ ▽ ■ ■ ■ ■</p> <p>In an abandoned house, upon a lonely hill, at the edge of a dark forest, something <u>stirred</u>.</p>	<p>Understand a <b>relative clause</b> as a subordinate clause that starts with a relative pronoun</p> <p>Describe a <b>noun phrase</b> with a relative clause, separating with commas</p> <p>■ ■ ■ ■</p> <p>Rats, whose eyes <u>flashed</u> in the light, <u>skittered</u> away into the dark.</p> <p>■ ■ ■ ■</p> <p>The boy <u>stepped</u> over broken furniture, which <u>littered</u> the floor.</p> <p>Coordinate 2 relative clauses</p> <p>■ ■ ▲ ■ ■ ■</p> <p>The evil, which <u>lurked</u> in the basement and <u>which</u> filled the house with terror, <u>grew</u> ever stronger.</p>	<p>Use a <b>parenthetic adverbial clause</b>, separating with commas</p> <p>■ ■ ■ ■</p> <p>The old door, as it <u>was pushed</u> open, <u>squealed</u> upon rusty hinges.</p> <p>Begin a sentence with 2 adverbial clauses</p> <p>■ ▲ ■ ■ ■ ■</p> <p>Now that clouds <u>had gathered</u> overhead, now that the moon <u>had faded</u> from view, darkness <u>stole</u> across the land.</p>	<p>Coordinate 2 -ing non-finite clauses</p> <p>■ ■ ■ ▲ ■ ■</p> <p>The boy <u>crept</u> through the room, <u>sweeping</u> his torch into corners and <u>chasing</u> away the shadows.</p> <p>■ ▲ ■ ■ ■ ■</p> <p><u>Slithering</u> beneath closed doors, <u>snaking</u> through empty rooms, a grey mist <u>filled</u> the house.</p> <p>Use an -ed non-finite clause, separating with commas</p> <p>■ ■ ■ ■</p> <p><u>Smothered</u> by a layer of dust, debris <u>was littered</u> about the room.</p> <p>■ ■ ■ ■</p> <p>Debris <u>was littered</u> about the room, <u>smothered</u> by a layer of dust.</p> <p>■ ■ ■ ■</p> <p>Debris, <u>smothered</u> in dust, <u>was littered</u> about the room.</p>	<p>Coordinate 2 appositives, separating with commas</p> <p>■ ■ ▲ ■ ■ ■</p> <p>The old house, a place of untold terrors and a source of great evil, <u>squatted</u> at the edge of the village.</p>	<p>Coordinate using 2 different coordinating conjunctions</p> <p>■ ■ ▲ ▴ ■ ■ ■</p> <p>The boy <u>heard</u> a scream in the darkness and <u>shivered</u> but <u>made</u> his way towards the sound.</p> <p>■ ■ ▲ ■ ■ ▴ ■ ■ ■</p> <p>Rats <u>scurried</u> across the floor and spiders <u>lurked</u> in thick webs but the boy <u>ventured</u> onwards.</p> <p>Join 2 main clauses with a semi colon</p> <p>■ ■ ▲ ■ ■ ■</p> <p>Strange slithering noises <u>made</u> his skin crawl; something <u>was</u> inside the walls.</p>
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### Further grammatical concepts introduced within the year group. To be covered as well as further incorporation within the writing.

- To know demonstrative determiners e.g. that, these, this, those.
- To understand the concept of nouns e.g. proper, common, abstract, collective
- To know and use the following relative pronouns: that, when, where, which, who, those.
- To understand modal verbs and adverbs of possibility.
- To understand a preposition as a single word that joins two nouns or noun phrases
- To be able to identify parenthesis.
- Ellipsis for incompleteness
- Use of commas, brackets, and dashes for parenthesis.
- Use of a colon to introduce a list.

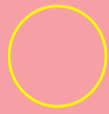
# Writing on a Page - Year 5



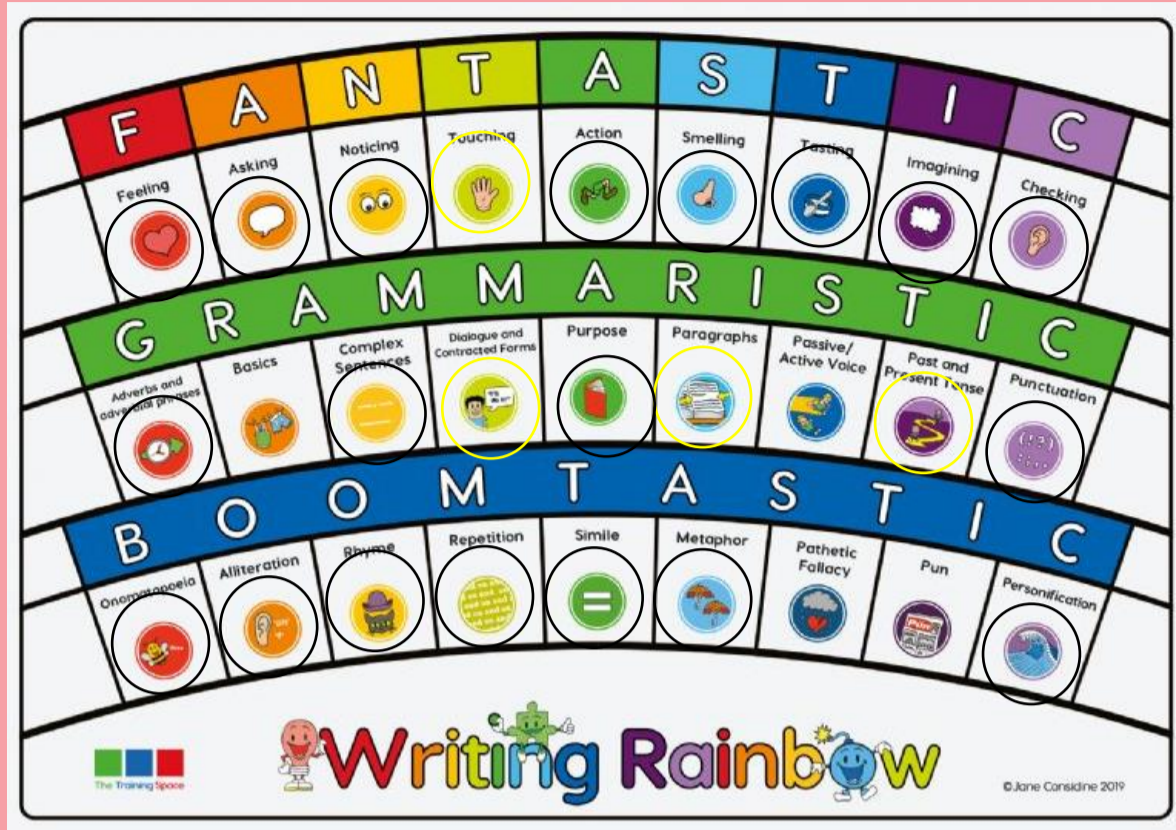
Lens progression- be covered within the year group.



Need to be covered.



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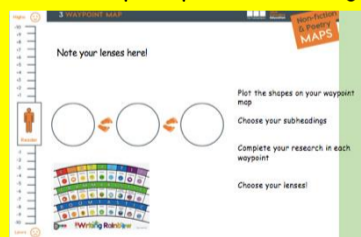
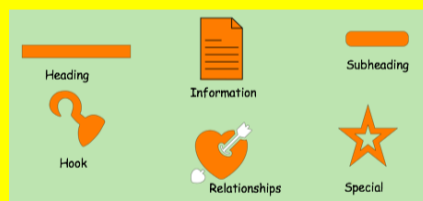


## Handwriting (Upper school)

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

## The writing process- Upper school

<u>National curriculum objective:</u>	<u>Evidence within the writing process:</u>
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Completion of the non-fiction shapes will allow children to identify this. Particular interest to be placed into audience and the purpose of writing and how this can develop. This can be used through the positive and negative intent. (also evident within years 3 and 4)
Noting and developing initial ideas, drawing on reading and research where necessary	Evident within the plot point and waypoint maps as well as the thinking sides.
In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed-	Use of the scale on plot point map. Magpieing language from other well known novels (senses mats are a good resource to support staff with this)
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Staff to model this to the children within modelled writing sessions and discrete rainbow grammar sessions. Speaking and discussing with the children why certain decisions have been made to enhance writing.



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<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action as</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p>	
<p>Using further organisational and presentational devices to structure text and to guide the reader</p>	<p>Non-fiction shapes and waypoint maps are used to display this during our writing curriculum. Children are taught the devices, modelled it and then expected to apply this model within their own sessions,</p>
<p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing- all completed during an editing session.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear-consistently reading out loud.</p>	<p>At the end of each unit, children are to work through an editing station which focuses on these elements.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Have you missed out any words in your sentences?</li> <li>• Have you got too many ands? Which ones should be the beginning of a new sentence?</li> <li>• Do all of your sentences make proper sense? What do you need to change so that they do?</li> </ul> </div> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>SPELLING</b></p> <p style="font-size: small;">Underline any words you do not feel as spelt correctly.</p> <ul style="list-style-type: none"> <li>• Have you spelt all the high frequency words correctly?</li> <li>• Use a dictionary or word list to correct any words you are unsure of</li> <li>• Make sure you correct the spellings of any words you have used that are on display in the classroom.</li> </ul> </div> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>VOCABULARY</b></p> <p style="font-size: small;">Circle any words you feel you could <u>uplevel</u>!</p> <ul style="list-style-type: none"> <li>• Can you add or improve any adjectives to make your writing more detailed?</li> <li>• Have you used powerful verbs?</li> <li>• Can you include adverbs to show how things are done?</li> <li>• Use a Thesaurus to help you find the best word for the job.</li> </ul> </div> <div style="width: 50%; padding: 5px;"> <p style="text-align: center;"><b>PUNCTUATION</b></p> <p style="font-size: small;">Editing stations...</p> <ul style="list-style-type: none"> <li>• Check for capital letters and full stops.</li> <li>• Do you need any question marks?</li> <li>• Don't forget to check for exclamation marks!</li> <li>• Have you used commas in a listing sentence?</li> <li>• If a character speaks, use inverted commas to show what they have said.</li> </ul> </div> </div>

## Reading texts linked to writing

Zita the Spacegirl	This is Our World	Tutankhumun's tomb (I was there)	See inside Ancient Greece	The Girl who Lost a Leopard	Animal poems
Crawls (star wars)	Travel brochure examples.		Greek mythology (2020)	Poem- Refugees Brian Bilston.	Wildlife: the extraordinary adventures of Sir David Attenborough.

## The writing process.

