

Year 5 Writing Curriculum Map

Narrative unit (5)

Non-fiction unit (5)

Poetry unit (2)

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</p>	<p>Jungle Survival Handbook by Jen Green</p> <p>Focus: Layout - presenting in a range of ways</p> <p>Duration: 3 weeks</p>	<p>Paraphernalia Video by Sabrina Cutugno</p> <p>Focus: translating visual techniques into writing techniques</p> <p>Duration: 3 weeks</p>	<p>Is this a Poem? by Roger Stevens</p> <p>Focus: what makes a poem? A range of poetic forms</p> <p>Duration: 3 weeks</p>	<p>The Princess' Blanket by Caroline Duffy.</p> <p>Focus: quality of language and structure of story</p> <p>Duration: 3 weeks</p>	<p>The Secrets of Stonehenge by Mick Manning and Brita Granstrom</p> <p>Focus: managing time though the use of adverbs and for language that suggests that we are not sure.</p> <p>Duration: 3 weeks</p>	<p>The Ice Bear</p> <p>Focus: traditional story, structure, language choice</p> <p>Duration: 3 weeks</p>	<p>Alastair Humphreys' Great Adventures: the incredible expeditions of 20 explorers by Alastair Humphreys</p> <p>Focus: presenting information, layout devices</p> <p>Duration: 3 weeks</p>	<p>Chitty Chitty Bang Bang and the Race for Time by Frank Cottrell Boyce</p> <p>Focus: adventure story, characterisation, humour</p> <p>Duration: 3 weeks</p>	<p>Hansel and Gretel by Neil Gaiman OR</p> <p>A Word In Your Ear by Tony Ross</p> <p>Focus: fairy stories, rhythm, repetition, pace</p> <p>Duration: 3 weeks</p> <p>A word in your ear</p>	<p>Where My Wellies Take Me by Michael Morpurgo</p> <p>Focus: first person recount, choice of audience and format</p> <p>Duration: 3 weeks</p>	<p>Animalium by Jenny Broom</p> <p>Focus: information text, impersonal</p> <p>Duration:</p>	<p>The Sea by James Reeves</p> <p>Focus: metaphor, personification, vocabulary, fluency</p> <p>Duration: 2-3 weeks</p>
<p>Possible links to Year 5 wider curriculum</p>	<p>Science - human, survival; Geography - non UK</p>		<p>History - different historical periods</p>	<p>History - events and periods</p>		<p>Science/ Geography - environment and sustainability</p>	<p>Geography - contextual knowledge of the location of globally; PSHE – personal ambitions, courage, resilience,</p>		<p>Art: contrast of dark and light, black and white; illustration; pictures that create a mood and tell a story.</p>	<p>Geography - maps and compasses; UK; Art - drawing skills; colour; materials; Science/Geog</p>	<p>Science - plants and animals</p>	<p>Art; Music; Geography - physical</p>

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							overcoming challenges			raphy - environment		
Independent purposeful writing outcomes	Write instructions about how to survive - How to survive a Victorian Classroom	To write the story of the film	To create a book about the secrets of a local place and its history through time	To write a chapter for the book, in which Chitty visits another place in time	To write at least one original poem, making choices about form and content	To write a story that shows the links between animals/humans/earth	To write about an imagined (or real-life) expedition and the person that undertook it, presenting the information in more than one way	To write a traditional tale	To write a fairy tale from its 'bare bones'.	To write about a local walk in detail	To write a class book about an animal	To write your own extended metaphor poem
Grammar and punctuation Covered Light touch Not covered	Complex sentences Adverbials Verb choice	<i>Revision of key concepts from Y3/4:</i> Expanded noun phrases Use of adverbials Sentence length Punctuation of dialogue <i>From Y5/6:</i> Creating atmosphere Use of dialogue to convey character or advance the action	Complex sentences Colons to introduce lists Modals and adverbs of possibility, verbs	Conveying character through dialogue Patterning of sentences Noun phrases extended in a variety of ways Dashes for parenthesis Hyphens	Syllables Metaphor, simile Commas Layout and form	Paragraphing for impact Expanded noun phrases Subject, object	Perfect (and other) verb form(s) Brackets, dashes or commas for parenthesis Linking ideas across paragraphs, especially through tense/verb form choices Layout devices	Speech Clauses Sentence openers Semi-colons Passive voice	Sentence length Conjunctions to link clauses Relative clauses Commas for parenthesis, and in lists	Revisit complex sentences Colons to introduce lists Revisit modals to indicate degrees of possibility	Expanded noun phrases including relative clauses Passive Dashes Complex sentences	Punctuation to aid the reader and avoid ambiguity Poetic devices Precise vocabulary choices

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Spelling	<i>Read Write Inc. spelling programme</i>
Handwriting	Pupils develop speed and fluency using cursive handwriting Pupils begin to learn to print as appropriate, for example for emails and algebra. Lined handwriting books are used for work in Year 5 only when necessary for targeted children. Children continue with handwriting practice and use a pen in their written work and in mathematics except when drawing tables, graphs and diagrams.