

Vine Core Curriculum

Termly Curriculum Overviews – Writing

Year Group - Year 5

	Autumn	Spring	Summer
Planning, Composing and Evaluating	<ul style="list-style-type: none"> • Develop ideas through reading and research • <u>Plan and write for a clear purpose and audience</u> • Choose a text form • <u>Ensure that the content and style of writing accurately reflects the purpose</u> • Borrow writers’ techniques from book, screen and stage • <u>Structure and organise writing in well linked paragraphs</u> • Build cohesion within a paragraph • Link openings to closings • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof–read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Maintain a viewpoint throughout a text • Use vivid description 	<ul style="list-style-type: none"> • Develop own ideas through reading and research • <u>Use a wide knowledge of text types, forms and styles to inform their writing</u> • <u>Plan and write for a clear purpose and audience</u> • <u>Ensure that the content and style of writing accurately reflects the purpose</u> • Borrow writers’ techniques from book, screen and stage • <u>Engage the reader throughout</u> • <u>Structure and organise writing in well linked paragraphs</u> • <u>Ensure cohesion within and between all paragraphs in a text</u> • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects, sustain and develop ideas</u> • Use varied vocabulary to sustain and develop ideas • <u>Develop paragraphs creatively using techniques such as contrast, additional detail and explanation</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof–read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • <u>Select and use stylistic devices to enhance writing</u> 	<ul style="list-style-type: none"> • Develop ideas through reading and research • Use a wide knowledge of text types, forms and styles to inform their writing • <u>Plan and write for a clear purpose and audience</u> • <u>Choose a text form</u> • <u>Ensure that the content and style of writing accurately reflects the purpose</u> • Borrow and adapt writers’ techniques from book, screen and stage • <u>Use a variety of sentence openers</u> • <u>Carefully select words to create effects, sustain and develop ideas</u> • Balance narrative writing between action, description and dialogue • <u>Select which parts of writing need to be developed in detail</u> • <u>Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</u> • <u>Use stanzas to organise ideas around a theme in poetry</u> • <u>Evaluate the work of others and suggest improvements</u> • <u>Evaluate their work effectively and make improvements based on this including changing vocabulary and grammar to enhance effects and clarify meaning</u> • Proof–read for spelling and punctuation errors • Ensure the consistent and correct use of tense through a longer piece of writing • Change vocabulary and grammar to enhance effects and clarify meaning • Select and use stylistic devices to enhance writing

Grammar, Punctuation and Vocabulary	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use commas to clarify meaning or avoid ambiguity • Identify relative pronouns e.g. which, that, who (whom, whose), when, where • Use relative pronouns appropriately • Use devices (connectives) for cohesion within a paragraph • Ensure correct subject verb agreement 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use commas to clarify meaning or avoid ambiguity • Identify relative clauses e.g. beginning with who, which, where, when, whose, that • Use relative clauses to expand sentences • Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text • Experiment with clause position in complex sentences • Orchestrate a range of sentence structures • Ensure correct subject verb agreement 	<ul style="list-style-type: none"> • Use correct grammatical terminology when discussing their writing • Use commas to clarify meaning or avoid ambiguity • Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will • Identify a modal adverb is e.g. perhaps, surely, obviously • Use modal verbs and adverbs • Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs • Understand what parenthesis is • Recognise and identify brackets and dashes • Use brackets, dashes or commas for parenthesis • Ensure correct subject verb agreement
Spelling	<ul style="list-style-type: none"> • Use a dictionary to check the meaning and spelling of words • Use a thesaurus • Use etymology to aid spelling • Spell words with the suffix –ive • Spell words with the suffix -ist • Spell words ending in -cious • Spell words ending in -tious • Spell words ending in -cial and -tial • Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety 	<ul style="list-style-type: none"> • Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary • Use etymology to aid spelling • Spell words ending in -ant, -ance and -ancy • Spell words ending in -ent, -ence and -ency • Spell diminutives using mini-, micro-, -ette and -ling • Spell words with the prefix bi- • Spell words with the prefix trans- • Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable • Choose the correct spelling by using a visual strategy ('Does it look right?') 	<ul style="list-style-type: none"> • Use a dictionary to check the meaning and spelling of words and a thesaurus to extend vocabulary • Investigate spelling patterns and conventions • Use a thesaurus • Use etymology to aid spelling • Spell words with the prefix im- • Spell words with the prefix pro- • Spell words ending in -able and -ible • Spell words ending in -ably and -ibly • Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht • Choose the correct spelling by using a visual strategy ('Does it look right?')
Handwriting and Presentation	<ul style="list-style-type: none"> • Begin to adapt handwriting to specific purposes e.g. printing, use of italics • Increase the speed of handwriting without losing legibility 	<ul style="list-style-type: none"> • Increase the speed of handwriting without losing legibility • Use features of layout, presentation and organisation effectively in written and on-screen media 	<ul style="list-style-type: none"> • Increase the speed of handwriting without losing legibility • Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning

<p>Spoken Language</p>	<ul style="list-style-type: none"> • Present a well-structured, persuasive argument including reasons and evidence • Analyse the use of persuasive language in different contexts • Plan and manage a group task over time • Use a range of question types in discussion and conversation 	<ul style="list-style-type: none"> • Plan and manage a group task over time • Use a range of question types in discussion and conversation • Vary voice for dramatic effect e.g. by using volume, tone and pitch • Analyse techniques designed to engage the listener • Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group 	<ul style="list-style-type: none"> • Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener • Use language fluidly to speculate, hypothesise, imagine and explore ideas • Invent dialogue, gesture and movement to suit a character • Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective • Perform a published script experimenting with voice, gesture and staging
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