



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

Curriculum Map: Writing Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Types	<p><b>Write to entertain</b> *Holes by Louis Sachar Setting description</p> <p><b>Writing to Persuade</b> *Holes by Louis Sachar Letter of complaint</p> <p><b>Write to inform</b> *Holes by Louis Sachar Non-chronological report – animals.</p>	<p><b>Write to entertain</b> *The Lost Words by Jackie Morris Poetry</p> <p><b>Write to discuss</b> *The Lost Words by Jackie Morris Oracy outcome - debate leading into a written balanced argument. (Should words be removed from the dictionary?)</p> <p><b>Write to entertain</b> *Journey to Jo'burg by Beverley Naidoo Story opening</p>	<p><b>Write to inform</b> *Space Maps by Lara Albanese Explanation Non-chronological report</p> <p><b>Write to Persuade</b> *The Journey by Francesca Sanna Letter</p>	<p><b>Write to entertain</b> *Onyeka and the Academy of the Sun by Tola Okogwu Narrative Character description</p> <p><b>Write to inform</b> *Curiosity: The Story of the Mars Rover by Markus Motum Newspaper report</p>	<p><b>Write to Persuade</b> *Last: The Story of the White Rhino by Nicola Davies Advert</p> <p><b>Write to discuss</b> *Last: The Story of the White Rhino by Nicola Davies Balanced argument</p> <p><b>Write to inform</b> *Just Like Me by Louise Gooding Biography</p>	<p><b>Write to entertain</b> *Over Sea, under Stone by Susan Cooper – The Sword in the Stone visual literacy Narrative</p> <p><b>Write to entertain</b> *I am the Subway by Kim Hyo-eun Diary entry</p> <p><b>Write to inform</b> *The Boy Who Harnessed the Wind by William Kamkwamba Speech</p>

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – Contemporary, Classic & Cultural. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 4 main purposes for writing: to entertain, to inform, to discuss and to persuade.

For progression in genres: Reasons to write and progressions in genres

For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
<p><b><u>Spelling</u></b></p> <p>To use further prefixes and suffixes and understand the guidance for adding them</p> <p>To spell some words with 'silent' letters</p> <p>To continue to distinguish between homophones and other words which are often confused</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p> <p>To use dictionaries to check the spelling and meaning of words</p> <p>To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p><b><u>Pupils should be taught to write legibly, fluently and with increasing speed by:</u></b></p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<p><b><u>Plan their writing by:</u></b></p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b><u>Draft and write by:</u></b></p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action · précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> </ul>	<p><b><u>Develop their understanding of the concepts set out in Appendix 2 by:</u></b></p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p><b><u>Learning the grammar for years 5 and 6 in Appendix 2 indicate grammatical and other features by:</u></b></p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing · using hyphens to avoid ambiguity using brackets,</li> </ul>

<p>To use a thesaurus</p>		<ul style="list-style-type: none"> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b><u>Evaluate and edit by:</u></b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• dashes or commas to indicate parenthesis</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a lists</li> <li>• punctuating bullet points consistently</li> </ul> <p>Use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading</p>
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