

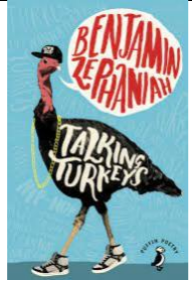



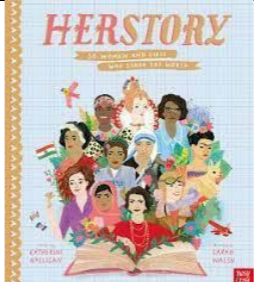
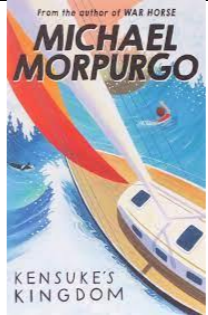
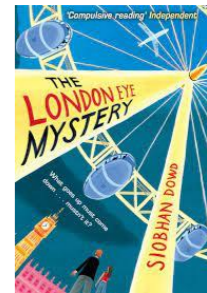













Swalecliffe Community Primary School
Child First, Pupil Second

Writing Curriculum – Year 5 Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Genre:	Welcome Project	Poetry – Social and Political	Spooky	Match Report	Alternative Fable	Vikings Myth/Legend	Explanation	Auto-biography and Biography	Adventure	Balanced Argument	Mystery	Personal Project
Purpose:	This will vary year-to-year	Reflect	Entertain	Paint with words	Entertain	Entertain	Inform	Make a record	Entertain	Persuade/ influence	Entertain	Child-Initiated
Key Knowledge/Skills for Purpose & Genre:		*free verse * a chosen political or social theme	*narratives are told sequentially and non-sequentially (e.g.flashbacks) * language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language *extended use of dialogue to convey thoughts and advance action	*contrast formal and informal *cohesion through choice of techniques * precision in expanded noun phrases *modal verbs and adverbs to position the argument *commas and other parentheses to avoid ambiguity.	*narratives are told sequentially and non-sequentially (e.g.flashbacks) * language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language *extended use of dialogue to convey thoughts and advance action	*narratives are told sequentially and non-sequentially (e.g.flashbacks) * language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language *extended use of dialogue to convey thoughts and advance action	*indicate degrees of possibility using modal verbs and adverbs *layout devices to provide additional information and guide the reader *cohesion within paragraphs using adverbials *relative clauses to add further information *parenthesis to add to the clarification of technical words	*cohesion through a variety of devices within and across paragraphs *relative clauses with commas and brackets to add information *structured paragraphs linked with adverbials *indicate degrees of possibility using modal verbs and adverbs	*narratives are told sequentially and non-sequentially (e.g.flashbacks) * language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language *extended use of dialogue to convey thoughts and advance action	*contrast formal and informal *cohesion through choice of techniques * precision in expanded noun phrases *persuasive writing features like groups of three, emotive language, etc *modal verbs and adverbs to position the argument *commas to avoid ambiguity.	*narratives are told sequentially and non-sequentially (e.g.flashbacks) * language choices help to create realistic sounding narratives: adverbs, adjectives, precise nouns and figurative language *extended use of dialogue to convey thoughts and advance action	
Hook: (text, film or event)	Whole school hook	The poetry of Benjamin Zephaniah	Film: Alma	The World Cup  The Boy	Aesop's Fables – Modern Twist 	Film The Saga of Biorn Norse Myths by Kevin Crossley-Holland	The Teacher Pleaser Machine (Pie Corbett)	Her Story by Katherine Halligan	Kensuke's Kingdom by Michael Morpurgo	Banksy – Art or Vandalism?	The London Eye Mystery by Siobhan Dowd	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
		 Whose Wishes Came True by Helen Rutter 		 					
Sentence Menu:	Pink Sentence Menu			Purple Sentence Menu					
FANTASTICS									

All of Years 1 – 6 will:

- Start the year with a welcome project.
- With the exception of Year 6, also do their poetry unit at the start of the year.
- Finish the year with a personal project.
- Each year group will cover 2 units a term.

Other units to be covered:

- This leaves nine other units to be covered across the year.
- This should be 5 fiction and 4 non-fiction.
- A * notes where this unit is a STAR Writing Assessment unit.

Purpose:

We will cover six purposes of writing as a school – entertain, paint a picture, reflect, inform, make a record and persuade/influence.

Hooks:

These may include - a text, image or artefact, film, real-life event.

Welcome Project:

These will be a three-week project that help to settle the children into the routines of writing for the year ahead. Children learn best in reassuringly consistent classrooms and so these yearly welcome projects give teachers time to teach the structures and strategies that will be followed in their writing community throughout the year. This block of time allows teachers time to get to know their new writers and establish their writing routines. As part of this, the class will decide on the rights and responsibilities of the writer in their class. We will use a whole-school stimulus for this.

Poetry:

Poetry is the mother of all genres! It's a versatile medium which informs and aids all other types of writing. Therefore, if we develop children as poets, they can also turn out to be excellent writers. Hence, this is why it's a particularly good idea to have poetry at the start of the year, since because of the compactness of a poem, children may complete several different pieces early on in the year which they will find an immediate and motivating way into writing.

Personal Project:

The personal project at the end of the year is central to being a 'real-world writer'. Personal projects give children freedom, time and space to write then publish pieces of writing. They should be purposeful (informative, reflective, poetic, etc). They may be experimental, maybe strange, and memorable pieces of writing that give something to the children and the community of writers that they belong to. Reading them gives teachers a sense of motivation and pleasure themselves. Most importantly, children bring their own purposes, ideas, intentions, audiences, and all that they have learnt about the craft of writing but away from the demands of class writing. Children can use the writing processes more spontaneously.

Year 5

Narrative x 5:

- Adventure (entertain)
- Alternative fable (entertain)
- Mystery (entertain)
- Spooky (entertain)
- Viking myth/legend (entertain)

Non-Fiction x 4:

- Auto-biography and Biography (make a record)
- Explanation (inform)
- Balanced argument (persuade/ influence)
- Match report (paint with words)

Poetry:

- Social and Political Poetry (reflect)