

Year 5 - Writing/SPAG Genre Yearly Overview

Term	Text	Incidental Writing	Extended Writing	SPAG Objectives
In addition to all books outlined in the overview, a variety of images, texts, and extracts from novels will be used in Whole Class Guided Reading Sessions (WCGR)				
<p>Autumn 1</p>	<p>Fiction – Race to the Frozen North: The Matthew Henson Story – Catherines Johnson.</p> <p>Non-Fiction – Young, Gifted and Black – Jamia Wilson.</p>	<p>Pupils create an Instagram post for either Jesse Owens or Simone Biles.</p> <p>Pupils write a short character profile about Bessie Coleman.</p> <p>Pupils write an email from Mae Jemison to her family back home.</p> <p>In role as Janey, pupils write a description of Matthew and how she got to know him for a magazine article.</p> <p>Pupils use the statements as a basis for continuing the letter to Janey recounting what has happened to him since he left for Baltimore.</p> <p>Pupils write a setting descriptions.</p> <p>Pupils create their own plan independently for a recount of a day out on the dog sled.</p>	<p>Pupils write a diary entry in role as either Jesse Owens or Simone Biles achieving Olympic gold or create a diary entry of a moment of great achievement in their own life.</p> <p>Pupils write their own recount of an air show display from Bessie’s viewpoint with the purpose to inspire other black female pilots to join her in the sky.</p> <p>Pupils write their recount of a day out on the dog sled.</p>	<p>Gateway keys (Y4 basic skills):</p> <p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <p>Use fronted adverbials</p> <p>Use a variety of verb forms consistently and correctly</p> <p>Organise paragraphs around a theme</p> <p>Mastery Keys (Y5 NC Objectives):</p> <p>Identify the audience for and purpose of writing</p> <p>Organise paragraphs around a theme with a focus on more complex narrative structures</p> <p>Use commas after fronted adverbials</p>

				<p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Feature Keys:</p> <p>Engage reader through use of description, feelings and opinions</p> <p>Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)</p> <p>Use rhetorical questions to engage reader</p> <p>Use consistent first person</p> <p>Write in consistent tense including progressive and perfect forms</p> <p>Include the 5Ws – who, what, where, when, why and how</p>
<p>Autumn 2</p>	<p>Fiction – The Lost Happy Endings.</p>	<p>Pupils think of their own questions about the book and write them as a ‘question-style’ book-trailer.</p> <p>Pupils write their 100-word stories in the past tense.</p> <p>Pupils write the scene of Jub and the old woman, integrating dialogue to advance the action.</p>	<p>Pupils write a traditional tale from the point of view of a character in the story.</p> <p>Pupils write a letter in role as Jub to a cousin to describe what has happened to you and your chance meeting with the witch in the forest.</p> <p>Pupils to write own traditional tale focusing on describing the forest setting, characters and an alternative ending. Pupils</p>	<p>Gateway keys (Y4 basic skills):</p> <p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <p>Use a variety of verb forms consistently and correctly</p>

		<p>Pupils create own effective similes about the old woman and write a short character description about her using noun phrases and similes.</p> <p>Pupils create winter forest poems from the collected noun phrases, similes and personification.</p> <p>Pupils to write the scene they created in the freeze frame with their partner, using dialogue to convey character.</p> <p>Pupils choose one of the characters and create a character profile for them.</p> <p>Pupils write the scene between the two characters describing actions and using speech to show character.</p>	<p>should write the story of a character who mistreats others which leads to their own demise.</p>	<p>Organise paragraphs around a theme</p> <p>Use a range of sentences with more than one clause (when, if, because, although)</p> <p>Mastery Keys (Y5 NC Objectives):</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action</p> <p>Use of inverted commas and other punctuation to punctuate direct speech</p> <p>Feature Keys:</p> <p>Develop and keep characters consistent through description</p> <p>Develop settings through description and link this with the characters or plot</p> <p>Engage reader through selecting effective grammar and vocabulary e.g.</p>
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				<p>manipulating sentence length, figurative language</p> <p>Vary story opening: start with dialogue, action or description</p> <p>Use paragraphs to vary pace and emphasis</p> <p>Use dialogue to move action forward</p>
<p>Spring 1</p>	<p>Fiction – Arthur and the Golden Rope</p>	<p>Pupils write their own myth.</p> <p>Pupils create character profiles of their chosen character.</p> <p>Pupils record words and meanings into a personal glossary – start with the harder/unknown words.</p> <p>Pupils write their noun phrases about Arthur.</p> <p>Pupils develop these noun phrases to create free verse poems titled ‘Inside my Norse myth...’.</p> <p>Pupils create either a story map or timeline of what was encountered by Arthur by following the white line from his town, to Valhalla, home of Thor using expanded noun phrases and sentences with</p>	<p>Pupils write their own scene, showing how characters feel through their speech.</p> <p>Pupils recount Arthur’s journey, introducing each paragraph with a different adverbial for time or place, or through character speech.</p> <p>Pupils use their planning sheets and work from throughout the unit to write their own myth section by section.</p>	<p>Gateway keys (Y4 basic skills):</p> <p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <p>Link ideas across paragraphs using adverbials</p> <p>Use of inverted commas and other punctuation to punctuate direct speech (Y4)</p> <p>Mastery Keys (Y5 NC Objectives):</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with who, which, where,</p>

		<p>relative clauses and adverbial phrases for either time or place.</p> <p>Pupils write a short profile for Arthur.</p>		<p>when, whose, that or an omitted relative pronoun Link ideas across paragraphs using adverbials Use commas to clarify meaning and avoid ambiguity in writing</p> <p>Feature Keys:</p> <p>Vary story openings: start with dialogue, action or description</p> <p>Use paragraphs to vary pace and emphasis</p> <p>Use dialogue to move action forward</p> <p>Create a plot: a journey, a quest or a series of trials for the hero</p> <p>Create characters which behave in superhuman ways with unusual powers or strong characteristics</p> <p>Create a magic object which may symbolise something</p>
<p>Spring 2</p>	<p>Fiction – The Darkest Dark – Chris Hadfield</p>	<p>Pupils write complex sentences based on predictions ensuring commas are used correctly.</p> <p>Pupils write the opening and build-up for their story.</p>	<p>Pupils write a recount of ‘Chris’s strange night’ using the timeline as planning.</p> <p>Pupils to write own extended biography on Chris Hadfield.</p>	<p>Gateway keys (Y4 basic skills):</p> <p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after</p>

		<p>Pupils write sentences in a setting description about where the main character lives.</p> <p>Pupils write an 'Early life' paragraph about Chris Hadfield drawing on setting description and character sheet.</p> <p>Pupils summarise the information and make notes.</p> <p>Pupils write sentences with parenthesis. Develop into a non-fiction paragraph about the moon landings.</p> <p>Pupils practise writing quotes in books and keep for final biography.</p> <p>Pupils use complex sentences with subordinate and relative clauses to write a paragraph to describe why Chris had changed.</p> <p>Pupils create a timeline of the key events.</p> <p>Pupils choose an event to write their own paragraph.</p>		<p>fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme</p> <p>Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun</p> <p>Mastery Keys (Y5 NC Objectives):</p> <p>Variety of verb forms used correctly and consistently</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Link ideas across paragraphs using adverbials and tense choices</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Feature Keys:</p> <p>Engage reader through use of description, feelings and opinions</p> <p>Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary</p>
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				<p>Use real life facts, including dates and place names</p> <p>Use thematic language specific to the subject</p> <p>Use formal language appropriately</p>
<p>Summer 1</p>	<p>Fiction – The Paperbag Prince</p>	<p>Create a poster to persuade pupils around the school to reduce their use of plastic.</p> <p>In pairs, work together to write a description of the scene including a ‘contrast’ sentence and a variety of adverbial phrases to aid cohesion.</p> <p>Pupils write a paragraph to describe parts of the scene they have explored focusing on use of subordinating conjunctions and fronted adverbials.</p> <p>Pupils write sentences using modal verbs to describe the Poison Pool and the possibility of wildlife living there.</p> <p>Pupils write the introduction to Paperbag Prince’s reply to the council outlining his emotional response to the proposal.</p>	<p>Pupils plan a letter to the Council to make them aware of the Poison Pool and urging them to do something about it.</p> <p>Pupils write a diary entry in role as the old man: his daily routine, the moments of peace before the lorries came, the animals who lived at the rubbish dump.</p> <p>Pupils write their persuasive information text about landfill following the structure of the model.</p>	<p>Gateway keys (Y4 basic skills):</p> <p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <p>Organise paragraphs around a theme</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses to add detail and description</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>

Pupils write tweets to share some of the facts they have found out.

Pupils investigate the balance of information and persuasion in the text and collect examples of each in their groups.

Pupils plan writing using their research on landfill and decide on an appropriate audience for their persuasive information text.

Mastery Keys (Y5 NC Objectives):

Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph

Choose the appropriate register

Use brackets, dashes or commas to indicate parenthesis

Enhance meaning through selecting appropriate grammar and vocabulary

Feature Keys:

Use precise word choices

Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)

Use persuasive language: quotes and rhetorical questions

Directly appeal to the reader

Support points using persuasive examples and provide evidence

				<p>Provide well-developed factual information for the reader</p> <p>Include a summarising statement</p>
<p>Summer 2</p>	<p>Non-Fiction – Bold and Brave Women from Shakespeare.</p>	<p>Pupils work in a group to list significant features from Shakespeare’s plays: objects, characters, settings and plot.</p> <p>Pupils plan and write a short piece to describe/explain their issue, passion or concern.</p> <p>Pupils write sentences with relative clauses to explain/give detail about the characters and plot of ‘As You Like It’.</p> <p>Pupils work with a partner to read aloud and prepare a section of the script for performance.</p> <p>Pupils use the group work and the emotion graph to choose their own adverbials.</p> <p>Pupils work in pairs to choose one or two cards to write a section of the story with more detail including relative clauses and adverbs for possibility. Pupils write a paragraph in the first person present tense in</p>	<p>Pupils write their own version of the diary from their emotion graph.</p> <p>Pupils write their own speeches in role as Lady Macbeth to convince her husband to go through with her plot to kill the king and to listen to her advice.</p> <p>Pupils write a letter to Oberon in role as Titania to share her point of view and her refusal to give up the boy.</p> <p>Pupils write their own soliloquy in role as one of Shakespeare’s bold and brave women.</p>	<p>Gateway keys (Y4 basic skills):</p> <p>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</p> <p>Use a variety of verb forms consistently and correctly (including progressive and present perfect)</p> <p>Organise paragraphs around a theme</p> <p>Use a range of sentences with more than one clause (when, if, because, although)</p> <p>Use fronted adverbials</p> <p>Mastery Keys (Y5 NC Objectives):</p> <p>Feature Keys:</p>

role as Lady Macbeth to reflect on her actions.

Pupils should draw what they believe the fairy queen Titania looks like. Surround the image with words and quotes from the text which describe her personality. Add sentences with relative clauses.

Pupils create their own plan for their own soliloquy from a part of one of the plays using the planning grid in resources.