



Sandhurst Primary School Sequential Writing Curriculum: Holmes Class Year 5



Topic	Dynamic Dynasties		Sow, Grow and Farm		Groundbreaking Greeks	
Key Texts and Contexts	Term 1 (Poetry and Performance) Narrative Poems	Term 2 (Non Fiction and Fiction) Bronze and Sunflower – Cao Wenxuan Holmes Class Assembly	Term 3 (Non-Fiction) The Secret Garden -Frances Hodgson Burnett Allotments non-chronological report	Term 4 (Fiction)	Term 5 (Fiction) Who let the God's out -Maz Evans The First Labours of Heracles	Term 6 (Fiction and Poetry) Who let the God's out -Maz Evans
Term Focus and Genre	Narrative Poetry: Children should use their historical knowledge of Chinese folktales to write a narrative poem. Biographies: Children should use their historical knowledge about leaders of the Shang Dynasty to write their biography.	Stories from other cultures: Children should use their historical knowledge about the Shang Dynasty to write a story about a different culture.	Non-chronological report: Children will use their scientific and geographical knowledge of allotments to write a non-chronological report. Diary Entry: Children will use their geographical knowledge of farming in the UK to write a factual or dramatic diary entry.	Leaflet: Children will use their geographical knowledge of farming in developing countries to write a persuasive leaflet about fair trade projects. Balanced Argument: Children will use their scientific and geographical knowledge of farming issues to write a balanced argument about a chosen farming topic.	Greek Myths: Children should use their knowledge of Greek mythology to write their only myth. Balanced Argument: Children will use their historical knowledge of Greek debates to write a balanced argument.	Playscript: Children will use their knowledge of Classical Greece to write a Greek comedy playscript. Poetry: Odes: Children will use their knowledge of Greek mythology to write an ode. They will need to pick vocabulary that rhymes, fits a number of syllables or maintains a rhythm.
Handwriting	Develop fluent and legible style Decide whether or not to join specific letters		Check accuracy		Practise as required	
Phonics into Spelling	<ul style="list-style-type: none"> • Silent letter b • Words ending in the letter string –ough • Words ending in –ible • Homophones • Words ending in –able • Silent letter b • Year 5/6 statutory spelling words (orange words) 	<ul style="list-style-type: none"> • Words ending in –ibly and –ably • Homophones • Other easily confused words • Words ending in –ent • Words ending in –ence • Year 5/6 statutory spelling words (orange words) 	<ul style="list-style-type: none"> • The ee sound spelt ei • Homophones • Other easily confused words • Words ending in –ant, –ance, –ancy • Year 5/6 statutory spelling words (orange words) 	<ul style="list-style-type: none"> • Words ending in shus spelt –cious • Words ending in shus spelt –tious • Words ending in shul spelt –cial or –tial • Year 5/6 statutory spelling words (orange words) 	Consolidation of units from throughout year. Consolidation of organge words.	Use dictionaries to check the spellings of words.



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Grammar/Terminology	<ul style="list-style-type: none"> Secure understanding of the four sentence functions Review common, proper and collective nouns Collect a bank of relative pronouns Model relative clauses in which the relative pronoun refers back to the noun Identify and use pronouns to avoid repetition. 	<ul style="list-style-type: none"> Secure understanding of the four sentence functions Compose expanded noun phrases and apply to writing; evaluate own and others' noun phrases Identify preposition phrases in sentences, including prepositions of place and time 	<ul style="list-style-type: none"> Different types of determiners Identify statements when reading cross curricular texts Identify adverbials both within and at the front of sentences Experiment with writing from 1st person point of view in the present tense Collect sets of time connectives from texts 	<ul style="list-style-type: none"> Model use of fronted adverbial, ensuring correct use of comma; discuss the effect of moving position of adverbial; apply fronted adverbials to own writing Identify statements when reading cross curricular texts Continue to identify adverbials both within and at the front of sentences. Identify the verb forms of a challenging extract which may mix forms Identify modal verbs in sentences Commands and questions Conjunctions 	<ul style="list-style-type: none"> Conjunctions Revise relative clauses Maintain consistency of tense when writing fiction and non-fiction texts; Identify and revise present perfect and past perfect verb forms Edit sentences or short paragraphs which mix tenses. 	<ul style="list-style-type: none"> Identify word classes in contexts which are challenging Identify commands and questions from more abstract possibilities Write a variety of sentence types when writing dialogue Write formal and informal sentences, Increasingly control a variety of verb forms in spoken and written contexts
Sentence Building Punctuation	<ul style="list-style-type: none"> Use commas to separate clauses effectively Discuss idea of 'ambiguity', when meaning is not clear Insert comma accurately when writing a relative clause 	<ul style="list-style-type: none"> Revise use of possessive apostrophe for singular, regular and irregular plural nouns Edit deliberate punctuation errors Add punctuation to dictated sentences. 	<ul style="list-style-type: none"> Introduce how to punctuate parenthesis using pairs of commas, dashes or brackets Revise use of comma to separate items in a list Use bullet points where appropriate 	<ul style="list-style-type: none"> Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash Punctuate parenthesis using pairs of commas, dashes or brackets 	<ul style="list-style-type: none"> Revise use of apostrophe for omission and possession Write dictated sentences which require decisions about punctuation Punctuate parenthesis using pairs of commas, dashes or brackets 	<ul style="list-style-type: none"> Read sentence aloud to hear its sense Discuss, highlight and analyse range of punctuation in texts Use comma for all its purposes e.g. in punctuating direct speech, in lists, for parenthesis and to separate clauses for clarity; begin to use a single dash Revise meaning of ambiguity
Sentence Building Construction	<ul style="list-style-type: none"> Writes short, irregular sentences for effect Includes parenthesis within sentences Uses relative conjunctions e.g. that, which, who 		<ul style="list-style-type: none"> Includes parenthesis within sentences Begins to use the passive voice Uses relative conjunctions e.g. that, which, who 		<ul style="list-style-type: none"> When tense is varied, it is appropriate to the writing Writes two main clauses within the same sentence Writes dialogue alongside narrative successfully 	
Text Building	Sometimes independently, write poetry in different forms using models to guide and inspire	Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece;	Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece	With adult model, begin to write a pieces of longer passages	With some independence, organise information from beginning to end, using	Know and use the features of a range of genres. Sometimes independently, write poetry in different



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	<p>Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place e.g. <i>later, nearby</i>; or tense choices e.g. <i>he had seen her before</i></p>	<p>link ideas across paragraphs using adverbials of time or place e.g. <i>later, nearby</i>; or tense choices e.g. <i>he had seen her before</i></p> <p>Sustain and adjust tense accurately through the piece</p>	<p>Sustain and adjust tense accurately through the piece</p> <p>Use organisational devices to structure non-narrative texts e.g. headings/underlining/bullet points</p>		<p>meaningful paragraphs</p>	<p>forms using models to guide and inspire.</p>
Authorial Effect	<p>Communicate coherently and effectively with increased confidence, independence and audience awareness:</p> <p>Use other similar writing as models for their own draft and write, selecting appropriate vocabulary and grammar to suit purpose and audience</p> <p>Proof-read for clarity of meaning and effect</p> <p>Experiment with and discuss vocabulary and effect when writing poetry</p> <p>Identify audience / different possible audiences</p> <p>describe e.g. settings, character, atmosphere, using well-chosen vocabulary</p> <p>Structure the text to guide the reader</p> <p>Plan writing, noting and developing initial ideas</p> <p>Identify purpose and how the pupil intends to affect that audience</p> <p>Begin to write in formal ways</p> <p>Begin to write in formal ways</p> <p>With adult support, integrate dialogue to convey character and advance the action</p>					