



Heartwood Federation Writing Curriculum Map

Autumn Year 5

Y5	Autumn 1		Autumn 2	
Text Type	Non-fiction	Spaced Learning	Fiction	Spaced learning
Genre	Explanation	From Year 4 Summer learning cycle A	Suspense	Independent free write -
Writing outcome	How to fly a sky ship		Suspense/ escape narrative	
Model Text	How to Fly a Hot Air Balloon		Based on The Bewitching of Aveline Jones	
Spag Focus	Semi-colons Adverbs of time, manner, place – including fronted. Expanded noun phrases to convey complicated information. Coordinating & subordinating conjunctions. Reported speech – e.g. Engineers explain that... , Experts suggest that...		Past Perfect tense – She had seen it before Modal verbs Commas/ hyphens to avoid ambiguity Subject – verb – object Sentence variety Direct speech (speech punctuation) <i>Revisit</i> <i>Subordinating conjunctions within sentences and as sentence starters (becoming a subordinate clause) e.g.</i> <i>Start of sentence: Although it was hard, he managed to complete the task.</i> <i>Within sentence: He managed to complete the task although it was hard.</i> <i>Expanded noun phrases - The heavy, rusted gate at the end of the corridor.</i>	Children to discuss outcome of writing they would like to choose based on genre they have covered before.



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Explicit terminology	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Parenthesis, brackets, dashed	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Main clause Subordinate clause conjunction	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears
Class novel/ text	Brightstorm by Vashti Hardy		October, October	

Autumn Term			
Spelling	Handwriting	Punctuation	Grammar
Pupils should be taught using the Spelling Shed scheme Stage 5 Weeks 1-12	Teachers must: Reference Handwriting Policy and school handwriting scheme Pupils should be taught to: Write legibly, fluently and with increasing speed by: - Choose which shape of a letter to use when given choices and decide whether or not to join specific letters - Use spacing between words that reflects the size of letters - Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - Increase the legibility, consistency and quality of their handwriting - Begin to form a personal style of handwriting whilst incorporating the above Follow the 4 Ps rule:	Revise and ensure the accuracy of: - Use capital letters and full stops consistently - Use capital letters for proper nouns - Use capital letters for the personal pronoun 'I' - Use apostrophes for contraction - Use possessive apostrophes for singular regular nouns - Use question marks and exclamation marks correctly - Use commas for lists - Use commas, exclamation or speech marks alongside inverted commas to accurately demarcate speech - Use commas to clarify ambiguity in writing	Pupils should be taught to: - Be secure using and understanding basic word class e.g. noun, adjective, adverb, determiner, pronoun - Identify subject/ verb/ object within an active sentence - Use present, simple past, present and past progressive verb tenses (incl. Irregular forms) to show the difference in time when relating events in a piece of narrative writing - Use expanded noun phrases (with two purposeful adjectives, a noun and a prepositional phrase) to convey complicated information concisely e.g. <i>My mother has always wanted to live in a cosy, wooden cabin by the lake.</i> - Use sentences with different forms such as single sentences for effect e.g. <i>The Great Fire of London happened in 1666/ Benjamin froze.</i> - Understand how to use all the coordinating conjunctions FANBOYS - Understand how to use wider range of subordinating conjunctions (if, since, as, when, although, while, after, despite, however etc) - Use an increasing range of adverbs with some fronting and commas after these - Use prepositions of time within/ to start sentences - Understand and use verb inflections was/were - Use determiners accurately a/an



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	Posture: Sit correctly at a table, with a straight back and two feet flat on the floor. Position: slant paper/ book accordingly depending on right or left-handed. Pencil: Hold the pencil or pen comfortably using a tripod grip. Pressure should be moderate and not too tight.		• Use reported speech to show formality and direct speech to show informality.
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