



Heartwood Federation Writing Curriculum Map

Spring Year 5

Y5	Spring 1		Spring 2	
Genre	Character report	Spaced Learning	Dialogue/Poetry	Spaced Learning
Writing outcome	Character report on Vindictus Sharpe	Diary Entry based on TBATBOTC (Y4 Spring 1)	Create a dialogue between two or three characters from Macbeth	Narrative based on Alex Rider(from Y4 Spring 2)
Model Text	The Nowhere Emporium	TBATBOTC	Macbeth extract/Shakespeare Sonnets	Alex Rider
SPAG focus	Relative clause Use relative clauses beginning with who, which, where, when, whose, that both within and at the end of sentences Parenthesis – teach discreetly and incorporate where appropriate with relative clauses. <i>Revisit</i> <i>Continuation of expanded noun phrases with determiner focus, Semi-colons</i>	Prepositions to denote a place, in the form of adverbials; I found a dusty book in the library/ In the library, I found a dusty book.	Direct speech, using the reporting clause to advance action and denote character traits	Use inverted commas correctly with the correct punctuation (.,?!). Follow the new speaker, new line rule.
Oracy	Read report aloud; recite The Highway Man, collaborative work, talk partners		Hot seat characters/ performance poetry	
Composition	Discuss writing genre focus to understand and learn from its structure in order to inform planning. Identify audience and purpose, selecting appropriate form and use other similar writing as model. Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.		Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining) Evaluate and edit: assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Consistent use of tense throughout a piece of writing. Ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors.	
Terminology to be explicitly taught	Determiner, relative clause, relative pronoun, adjective, preposition , prepositional phrase		speech marks, direct speech, inverted comma reporting clause, advancing the action	
Class novel/ text	The Nowhere Emporium		There's A Boy In The Girls' Bathroom	



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Spring Term			
Spelling	Handwriting	Punctuation	Grammar
Pupils should be taught using the Spelling Shed scheme Stage 5 Weeks 14-19	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: 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.	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 e.g. <i>Pink zebra crossing/ Pink zebra, crossing</i> - Use inverted commas to demarcate speech accurately Pupils should be taught to: - Use colons to introduce a list	Revise and ensure the accuracy of: 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 - Use reported speech to show formality and direct speech to show informality. Pupils should be taught to: - Use relative clauses beginning with <i>who, which, where, when, whose, that</i> both within and at the end of sentences - Use the present perfect form of verbs in contrast to the past tense - Understand how to indicate degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must] - Use the subordinating conjunction 'if' with modals to express the conditional - Use fronted adverbials for manner, place and time