



Heartwood Federation Writing Curriculum Map

Summer Year 5

Y5	Summer 1		Summer 2	
Text type	Discussion Texts	Spaced Learning	Narrative	Spaced Learning
Genre	Discussion	Persuasion	Narrative	Non-Chron report
Writing outcome	2-sided discussion text	Could take from <i>Animals at risk</i> (year 4 Summer 1) or environmental issue	Setting Description and dialogue to advance the action and denote character traits	Could take from Y4 Autumn 2
Model Text	Discussion texts		Based on The Secret Garden	
SPAG focus	fronted adverbs, with comma, to create cohesion formal register <i>Revisit modal verbs Consolidation so far: apply colons, semicolons, modal verbs and relative clauses for purpose and effect.</i>	Adverbs: To reason: incidentally/ generally/ To build on ideas: additionally,/ furthermore	dialogue correct use of speech dialogue including continuation of speech and to advance the action <i>Revisit: Recap of all clauses Subordinating conjunctions Relative clauses Modal verbs Use commas after adverbial starters and to clarify meaning in multi-clause sentences</i>	
Terminology to be explicitly taught	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears determiner relative clause relative pronoun adjective metaphor/simile/personification	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears degree adverb possibility/ likelihood modal verb balanced argument for and against	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears Figurative language metaphor/simile/personification determiner	Good sitting, Good listening Pinchy Fingers Feet to the floor, Magnet eyes, Listening ears preposition prepositional phrase



Heartwood Federation Writing Curriculum Map

Summer Year 5

Link writing texts	<i>Evernight by Ross Mackenzie and The Graveyard book by Neil Gaiman</i> <i>The Haunting Of Everline Jones by Phil</i>	
Class novel/ text	Wonder/ Journey to Joberg	The Secret Garden

Summer 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	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	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:



Heartwood Federation Writing Curriculum Map

Summer Year 5

	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.	Pupils should be taught to: Use colons to introduce a list	- 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
--	---	--	---