

Goldsmith Primary Academy

Year 5 Writing Overview

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Topics	History Detectives 1 The Greeks	What a wonderful world: Geography: Fighting Back	Aspire Aspirations	Historical Detectives 2: The Romans	Magic Moments: Art	Global Current Affairs:
WCR texts:	Danny The Champion of The World	Who Let The Gods Out	Holes	The Fastest Boy in The World War Horse	Alice in Wonderland	Number the Stars
These do not need to link to Writing lessons. This is the teacher's decision and only applicable where inspiring and quality links are made and the WCR text serves as a high quality stimulus/model.						
Writing opportunities and suggested genres/outcomes	<p>Character and setting descriptions: DannyThe Champion of The World</p> <p>Recounts from Different Character's perspectives: Danny The Champion of The world</p> <p>Recounts to inform: Black History Month - Rosa Parks (October 2021)</p>	<p>Poetry: Linked to Halloween or Bonfire night</p> <p>Narrative: Retell a Christmas story and write my own story based on one I've read. Suggested Text: Polar Express.</p> <p>Explanation texts: Links to Geography</p> <p>How to stay safe during an earthquake and/or natural disaster.</p> <p>Non Chronological report: linked to Natural disasters</p>	<p>Persuasive writing: Letters of application. Linked to job roles and aspirations theme. Link to Holes. Write a persuasive letter/speech to the president of the United States complaining of the terrible conditions at Camp Green Lake. Persuading them to stop similar camps.</p> <p>Instructional writing: Linked to theme. How to make something.</p>	<p>Non-fictional writing: Newspaper report: Linked to Boudicca's rebellion-Theme. Non-Chronological report about Ethiopia.</p> <p>Recount: Fastest Boy in The World</p> <p>Narrative Setting and character descriptions.</p>	<p>Narrative (fantasy) possible stimuli: Jumanji.</p> <p>Biography Famous artist or musician</p> <p>Instructional writing: How to draw/recreate a piece of art in the style of a famous artist.</p>	<p>Letters to inform-links to Theme. Letter to a famous figure. E.g. Marcus Rashford</p> <p>Poetry: Summer poetry/ moving on to Year 6.</p>

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<p>Grammar, punctuation and language skills</p>	<p>Punctuation to demarcate sentences: Capital letters, full stops, exclamation marks, question marks.</p> <p>Fronted adverbials</p> <p>Commas for a list</p> <p>Expanded noun phrases</p> <p>Emotive language</p> <p>Simple, compound and complex sentences.</p> <p>Subordinating and coordinating conjunctions</p>	<p>Relative clauses and relative pronouns</p> <p>Punctuation for parenthesis: brackets, commas and dashes</p> <p>Using commas to separate and demarcate clauses.</p> <p>inverted commas to demarcate speech and use reported speech</p> <p>Adverbial phrases</p>	<p>Expanded noun phrases for precise details</p> <p>Modal verbs</p> <p>Uses appropriate informal and formal styles with confidence, (e.g. conversational, standard English).</p> <p>Apostrophes for contractions</p>	<p>Describes settings to create mood and atmosphere.</p> <p>Uses a range of devices to adapt writing to the needs of the reader, (e.g. headings, subheadings, bullets, underlining, parenthesis).</p> <p>Commas to clarify meaning or avoid ambiguity</p>	<p>inverted commas to demarcate speech and use reported speech</p> <p>Develops characters through description and action.</p> <p>Semicolons to separate clauses.</p> <p>Varies sentence length and word order confidently to sustain interest,</p>	<p>Revision and consolidation of skills in addition to: Figurative language including similes, metaphors, onomatopoeia and hyperbole.</p>
<p>Writing Grid objectives: These are not limited to the list.</p>	<p>New skills explicitly taught: 4, 12, 14, 18</p>	<p>New skill explicitly taught: 4 (commas to separate clauses) 6,7,16</p>	<p>New skills explicitly taught: 10,12 (precise details e.g. self-raising flour),17</p>	<p>New skills explicitly taught: 21,22</p>	<p>New skills explicitly taught 7,15,20</p>	<p>Revision and consolidation of all skills as and when required.</p>
<p>The following objectives should be Interwoven and modeled to the highest standards through every writing lesson as well as in the wider curriculum including handwriting, spelling and GPS. 1,2,3,5,8,9,11,13,23</p> <p>The above guidance is a suggestion only and each half-term, the previously taught skills should be built upon and embedded. Children should always have the opportunity to apply them to their writing where appropriate. Where further teaching of a skill is required, this should be prioritised.</p>						
<p>Useful links</p>	<p>WAT GPA Writing for purpose - Upper Key Stage 2 WAT Genre coverage document Assessment sheets for Writing GPA</p>					