



Year 5

English Curriculum Document

Developing Writing

Writing Curriculum Structure

The curriculum has been planned and structured at a variety of levels in order to maximise learning by ensuring there is sufficient time dedicated to new learning and pupils are given frequent opportunity to revisit learning. The considered structure provides familiarity to pupils and allows them clearly understand the focus of each learning session.

The structure is as follows:

- A yearly structure of knowledge and skills (which is progressive each year)
- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week
- A lesson structure which builds learning throughout the lesson

The weekly and lessons structure shifts throughout the year in order that pupils effectively apply their skills and knowledge with increasing creativity and focus on composition. This is as a result of the careful teaching of writing and composition skills across the year which sit together with a rich knowledge of texts and ability to understand language through Guided Reading sessions.

Following the yearly overview, this curriculum document is divided into half terms. Each section contains:

- A structure for each term which breaks down the knowledge and skills to be taught each week
- A weekly teaching structure which builds learning across a week

Lesson structure for skills sessions

Lesson structure
Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils add lesson subheadings
Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>• Continued letter join rehearsal - --application in words not just individual letters
Word / sentence writing <ul style="list-style-type: none">• Heading in books – <u>Word Writing</u>• Recap of writing dictated words and sentences with known GPCS or spelling patterns• May be dictated words or may be labels to accompanying images
New Learning <ul style="list-style-type: none">• Teaching – I do The new skill or concept is introduced and explained by T with example.• Guided practice – we do Heading in books – <u>We do</u> In books pupils complete a further example guided by the teacher• Independent– you do Heading in books –<u>You do</u> In books pupils independently complete the task

Lesson structure for genre development sessions

Lesson structure
Date and Marking Grid <ul style="list-style-type: none">• Independent transcription of date and sticking in of marking grid• Expectation that pupils add lesson subheadings
Formation <ul style="list-style-type: none">• Heading in books - <u>Formation</u>• Continued rehearsal of joins –application in words not just individual letters

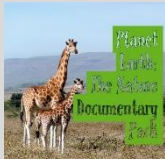
Skill review

- Heading in books – Skill review
- Quick review of skill taught within the unit of work– e.g punctuation application, word class identification, rehearsal of adding pre fix/ suffixes

New Learning


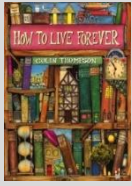
- Heading in books – New learning
- Genre related learning – e.g text exploration, planning, drafting etc.

Autumn 1 Structure

Autumn 1		
Genre – Information Text RWP- Documentary Pack		
		
Week	Content	Additional notes
1	Retrieval: <ul style="list-style-type: none"> • Handwriting 	<ul style="list-style-type: none"> • Red Lane Way focus • Teaching presentation expectations in books
2	Skills Lessons: <ul style="list-style-type: none"> • Word classes • Expanded noun phrases • Fronted adverbials • Inverted commas 	Sentence Writing- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, More the more. verb, person
3	Genre development- Documentary/Information text- RWP <ul style="list-style-type: none"> • Features • Deconstruct • Compare and contrast comparative 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, More the more. verb, person • Fronted adverbial
4	Genre development- Documentary/Information text- RWP <ul style="list-style-type: none"> • Magpie vocabulary • Plan shared • Research and gather content • Shared Write 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, More the more. verb, person • Fronted adverbial • Word recap- adjectives, noun, determiner, adverb, verb, pronoun
5	Genre development- Documentary/Information text- RWP <ul style="list-style-type: none"> • Plan final piece • Research and gather content. 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, More the more. verb, person • Fronted adverbial Word recap- adjectives, noun, determiner, adverb, verb, pronoun
6	Genre development- Documentary/Information text- RWP <ul style="list-style-type: none"> • Drafting of paragraphs • Edit and improve 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, More the more. verb, person • Fronted adverbial

	<ul style="list-style-type: none"> • Writing of final piece 	<ul style="list-style-type: none"> • Word recap- adjectives, noun, determiner, adverb, verb, pronoun
7	Consolidation week	

Autumn 2

Genre- Persuasive Writing and Narrative
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>RWP: Villainous Speech</p>  </div> <div style="width: 45%; text-align: right;"> <p>How to Live Forever</p>  </div> </div>

Week	Content	Additional notes
1	Skills lesson: New Learning <ul style="list-style-type: none"> • Fronted adverbials/ Adverbials of time • Verb prefixes- dis, de, mis, over, re • If, if if then sentence 	<ul style="list-style-type: none"> • Red Lane Way focus • Teaching presentation expectations in books
2	Skills Lesson- New Learning <ul style="list-style-type: none"> • Parenthesis • Relative clause using commas • Relative pronouns- who, which, where, that and whom. 	Sentence Writing- <ul style="list-style-type: none"> • Direct Speech • 2A sentence • The more the more sentence
3	Genre development- Persuasive speech- Villainous speech RWP <ul style="list-style-type: none"> • Features of persuasion + Purpose • Explore WAGOLLs with a focus on vocabulary and why it has been used. • Explore comparative texts. • Magpie vocabulary as you go 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A,3-ed, more the more... • Fronted adverbial
4	Genre development- Persuasive speech- Villainous speech RWP <ul style="list-style-type: none"> • Introduce context for the shared • Gather vocabulary for each section • Plan Write 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, More the more. Ad same ad. • Fronted adverbial • Word recap- adjectives, noun, determiner, adverb, verb, pronoun
5	Genre development- Persuasive speech- Villainous speech RWP <ul style="list-style-type: none"> • Draft paragraphs • Edit and improve • Write final piece. 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, More the more. Noun, who, which, where. • Fronted adverbial Word recap- adjectives, noun, determiner, adverb, verb, pronoun

6	Skills lesson- New Learning <ul style="list-style-type: none"> • Adverbials of time • Modal verbs. • Inverted commas 	Sentence Writing- <ul style="list-style-type: none"> • Fronted adverbial • Parenthesis • Relative Clause
7	Genre development- Narrative- How to Live Forever <ul style="list-style-type: none"> • Explore what a narrative is. • Introduce book/ predictions about the book • Read and exploring vocabulary used. <p>Children to write how the library comes to life-piece of description</p>	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, relative clause, if, if, if then sentence • Fronted adverbial <p>Word recap- adjectives, noun, determiner, adverb, verb, pronoun</p>
8	Genre development- Narrative- How to Live Forever <ul style="list-style-type: none"> • Write alternative ending- What if Peter read the book? • Piece of description- Describe the ancient child • Consider an alternative ending <ul style="list-style-type: none"> -Plan -Draft 	Skill Review- <ul style="list-style-type: none"> • Alan Peat sentence recap- 2A, relative clause, if, if, if then sentence • Verb prefixes- dis, de, mis, over, re <p>Word recap- adjectives, noun, determiner, adverb, verb, pronoun</p>