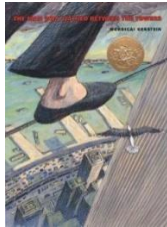
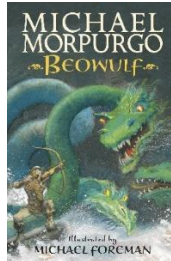


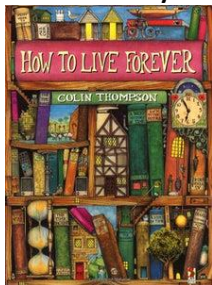
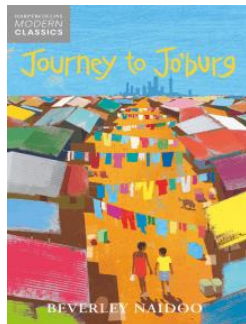
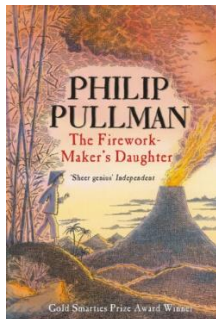


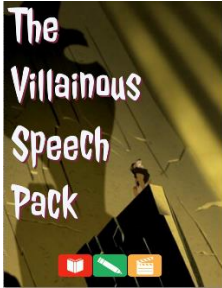
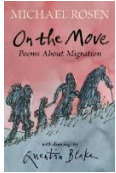
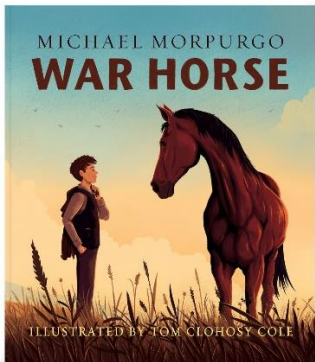



## Year 5: Writing Sequenced Overview

Autumn Term															
1	2	3	4	5	6	7	8		1	2	3	4	5	6	7
Revision of Previous Year	<b>Newspaper: The Man who walked between the towers</b>			<b>Narrative based on the style of the author: Beowulf</b>					<b>Performance Poetry</b>	<b>Narrative: Re-tell of story with a detailed focus on developing character and setting</b>			<b>Letter to Persuade: Deforestation</b>		Flexible week
Basic Skills															
	Science Link			History Link: Anglo-Saxons						Geography Link: Rainforest			Geography Link: Rainforest		
<b>Sentence Knowledge</b>							<b>Grammar Knowledge</b>					<b>Punctuation Knowledge</b>			
Compose sentences using a range of sentence structures (e.g. short, compound and basic subordination). Use expanded noun phrases and fronted adverbials punctuated accurately.  Nouns and tenses generally agree. Write in paragraphs, establishing links between them. In narratives, describe settings, characters, atmosphere and dialogue.  Use expanded noun phrases. Use commas to clarify meaning or avoid ambiguity. Develop characters through action and dialogue.							Use grammar and vocabulary to create an impact on the reader. Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form. There is correct subject and verb agreement when using singular and plural.  Brackets, dashes or commas are used to indicate parenthesis. Commas are used to clarify meaning or avoid ambiguity. Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning.  Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear. Use of relative clauses beginning with who, which, where, when, whose, that or an omitted elative pronoun.					Spell word with prefixes, suffixes and silent letters. Use expanded noun phrases and fronted adverbials punctuated accurately. Use a wide range of punctuation including: A . , ? ! ' ... "" Use grammatically complex sentence structures. In non- narrative, use further organisational and presentational devices to structure text and guide the reader. Use full stops, capital letters, exclamation marks, questions marks, inverted commas and apostrophes for contracted forms and possessive singular and plural accurately.  Make correct use of parenthesis (brackets, dashes and commas). Begin to use colons, semi-colons and hyphens.			
<b>Spelling Knowledge</b>	Spelling Shed Scheme Daily teaching & practice given in 'Retrieval 4' task														

Spring Term											
1	2	3	4	5	6		1	2	3	4	5
Revision of Previous Term	Short story			Narrative			Narrative			Non-Chronological Report: America	
Basic Skills											
				History Link: Civil Rights						Geography Link: America	
Sentence Knowledge				Grammar Knowledge				Punctuation Knowledge			
<p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p> <p>Use more sophisticated conjunctions to give order/emphasis/express time and cause.</p>				<p>Use adverbs, prepositional phrases and expanded noun phrases to convey precise and detailed information concisely.</p> <p>Use at least 4 different examples of Alan Peat Sentence Types (Noun, which/ who/ where/ O. (I.) Outside. (Inside.) Sentence/ If, if, if, then Sentence/ 3 bad – (dash) question? / P.C. Sentence).</p> <p>Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form.</p> <p>There is correct subject and verb agreement when using singular and plural.</p> <p>Brackets, dashes or commas are used to indicate parenthesis.</p> <p>Commas are used to clarify meaning or avoid ambiguity.</p> <p>Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning.</p> <p>Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>				<p>Spell word with prefixes, suffixes and silent letters.</p> <p>Use expanded noun phrases and fronted adverbials punctuated accurately.</p> <p>Use a wide range of punctuation including: A . , ? ! ' ... ""</p> <p>Use grammatically complex sentence structures.</p> <p>In non- narrative, use further organisational and presentational devices to structure text and guide the reader.</p> <p>Use full stops, capital letters, exclamation marks, questions marks, inverted commas and apostrophes for contracted forms and possessive singular and plural accurately.</p> <p>Make correct use of parenthesis (brackets, dashes and commas).</p> <p>Begin to use colons, semi-colons and hyphens.</p>			
Spelling Knowledge	Spelling Shed Scheme Daily teaching & practice given in 'Retrieval 4' task										

Summer Term													
1	2	3	4	5	6		1	2	3	4	5	6	7
Revision of Previous Term	<b>Narrative – Graphic Novels and Comic Strips</b>		<b>Persuasive Speech: RWP: The Villainous Speech</b>				<b>Poetic Form</b>	<b>Balanced Argument: War Horse Narrative</b>		<b>Recount Information Text</b>		Flexible week	
Basic Skills							 <b>Cinquains/ Spoken Word/Rap</b>						
										<b>Geography - London</b>			
<b>Sentence Knowledge</b>						<b>Grammar Knowledge</b>				<b>Punctuation Knowledge</b>			
<p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points etc.).</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use adverbs, prepositional phrases and expanded noun phrases to convey precise and detailed information concisely.</p> <p>Use at least 4 different examples of Alan Peat Sentence Types (Noun, which/ who/ where/ O. (I.) Outside. (Inside.) Sentence/ If, if, if, then Sentence/ 3 bad – (dash) question? / P.C. Sentence).</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p>						<p>Make an appropriate choice of pronoun and noun within and across sentences to avoid repetition and to support cohesion.</p> <p>Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form.</p> <p>There is correct subject and verb agreement when using singular and plural.</p> <p>Brackets, dashes or commas are used to indicate parenthesis.</p> <p>Commas are used to clarify meaning or avoid ambiguity.</p> <p>Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning.</p> <p>Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>				<p>Spell word with prefixes, suffixes and silent letters.</p> <p>Use expanded noun phrases and fronted adverbials punctuated accurately.</p> <p>Use a wide range of punctuation including: A . , ? ! ' ... ""</p> <p>Use grammatically complex sentence structures.</p> <p>In non- narrative, use further organisational and presentational devices to structure text and guide the reader.</p> <p>Use full stops, capital letters, exclamation marks, questions marks, inverted commas and apostrophes for contracted forms and possessive singular and plural accurately.</p> <p>Make correct use of parenthesis (brackets, dashes and commas).</p> <p>Begin to use colons, semi-colons and hyphens.</p>			
<b>Spelling Knowledge</b>	<p>Spelling Shed Scheme</p> <p><b>Daily teaching &amp; practice given in 'Retrieval 4' task</b></p>												