



Barnwood C of E Primary

English Writing Curriculum Plan

Year 5

Formulaic Approach to Planning the Writing Journey

Deconstruct It – use of WAGOLLS to establish text and language features. These can form Steps to Success (StS), which will be continually referenced.

Collect It – explore and collect rich and varied language from reading to use in own writing.

Plan It – after full immersion in language, knowledge of topic and structures of text type, plan what they want to write (this can be done as a whole class/group joint composition or a story/fact map)

Rehearse It (optional) – giving children experience of short burst writing opportunities that feed directly in to the text type. This can be practising and crafting a newly taught skill – effect and compositional and/or grammar and punctuation. Use ‘Warm-Up the Word’.

Construct and Write It – readiness to write final piece. This should offer opportunity to write for extended and sustained lengths. It can be chunked across several days but end up as a final and complete composition. This will include precision teaching (inc. spelling / grammar and punctuation), modelling and crafting and relating back to purpose and function of text.

Edit It – encourage children to take ownership of their own writing. Editing should first be taught and then children can self-edit or peer edit. Reference must be paid to the success criteria collected at the Deconstruct stage.

Celebrate It (optional)– choose key pieces that should be written up to **published** standard. This allows you to create a relevant print rich environment where children’s work is displayed. It also gives opportunity for children to practise their handwriting with an emphasis on audience and purpose.

KS1 – heavily weighted towards imitating modelled texts, fiction and non-fiction

LKS2 - heavily weighted towards innovating authorial styles and texts, fiction and non-fiction

UKS2 - weighted towards inventing own compositions based on an understanding of the audience and purpose and authorial style of fiction and non-fiction texts.



Writing to Entertain

Narrative (including imitations, innovations and inventions)
Description
Poetry
Characterisation
Settings

Planning Tools

Story map
Story mountain
Boxing up
Flow diagram

Text Structures

Secure independent use of **planning tools to innovate** on known authorial style and then **invent** own story.

Plan openings around description (setting or characterisation), action or dialogue

Paragraphs begin to secure cohesion within and between paragraphs. Use change in place, time or action to link the narrative flow.

Secure 5-part story model with detail and mindful vocabulary choices. May include flashbacks.

Introduction – should start to include action/description of character, setting or dialogue.

Build up – develop suspense techniques within problem or dilemma.

Problem / Dilemma – may have more than one problem to be resolved.

Resolution – clear links to dilemma / problem

Ending – character should reflect on events, any changes or lessons learnt or look to the future with a rhetorical question.



Writing to Inform

Non-chronological Report
Recount
Explanation
Newspaper
Biography
Essay

Planning Tools

Fact or Text map
Boxing up

Text Structures

Secure independent use of **planning tools to innovate** on genre style and then **invent** own replication.

Begin to experiment with **layouts** suitable to genre to encourage non-linear reading inc. titles, subheadings, by-lines, text boxes, graphics

Structure shows clear introduction, extended middle and summarising ending.

Paragraphs secure logical organisation of ideas in a cohesive flow using a range of cohesive ties and conjunctive adverbs. Begin to draw upon a variety of ways to open texts and draw the reader in to make the purpose clear. Use rhetorical questions purposefully.

Introduction opening factual statement or definition

Standfirst – concise, economical summary introductions in newspapers, articles and reports – ‘5 ws’ – who? What? Where? When? Why?

Consistently maintain viewpoint scaffolded by clear planning.

Endings that offer personal response, reminders, wow comment or 5 interesting facts.



Writing to Persuade

Advertising – written and verbal
Letter
Speech
Campaign

Planning Tools

Text map
Text Flow chart

Text Structures

Maintains own viewpoint throughout and makes use of 2nd person to direct comments and questions directly at audience using rhetorical questions and provocative statements.

Secure **formatting of letters** – address on right, date underneath; recipient's address on left and correct use of greeting depending on formality.

Start to **differentiate between fact and opinion** in writing by using key phrases such as 'it is proven that', 'research shows us that' and 'I believe that' 'it is my opinion that'

Develop Persuasive further in UK2 by;

Introduction – clearly and concisely state the theme or issue to be argued using direct and emotive language. Present a viewpoint and use the body of the text to elaborate on it. Use rhetorical question/s to hook the reader in and make them think.

Middle section(s) – Paragraphs used to develop a series of coherent points used to manipulate the reader to support the author's viewpoint. Each paragraph makes a different point and is expanded upon using the 'PEE' approach – point, explain and elaborate. The writing presents as a one sided view point.

Begin to introduce acknowledgement of counter-argument that author rubbishes/ dismisses/ contradicts e.g. I know some people may argue that *** however I would like to counter-argue that ...

The ending summarises main point and offers a final hard-hitting opinion.



Writing to Discuss

Balanced argument
Newspaper / article
Review

Planning Tools

Text map / Flow chart
Scales planning document to encourage balance.

Text Structures

To be introduced in Year 5 and heavily scaffolded using imitation of WAGOLLS and innovation on teacher shared writing

Neutral position is maintained through use of 2nd person until final paragraph where author's viewpoint is exposed and 1st person is used

Introduction – introduces the issue to be discussed and gives a brief statement to expose the opposing views e.g. some people believe that ... but in contrast, others argue that . . .

Hook the reader in with an offer to consider the two viewpoints 'discussed' and make up their own mind.

Maintain a fact based approach to uphold neutrality.

Middle section(s) – Paragraphs must be balanced i.e. equal balance of points made for each opposing side. Although each paragraph should be developed using the 'PEE' approach – point, explain and elaborate, the points must be balanced equally between sides so no one point is more weighted - this could be seen as unfairly biased / persuasive.

The ending takes the opportunity to expose the writer's own opinion on the matter discussed.

Sentence Construction

Distinguish between informal and standardised written forms writing with tone, style and register suited to audience and purpose.

Deliberate sentence shaping techniques used; varying long and short sentences for desired impact i.e. Long sentences to enhance detail and short for emphasis, to move action on or make key point.

Use embellished simple and compound sentences, including;

Elaboration of adverb starters to add detail e.g. **Deliberately but carefully**, she pushed open the door. **Interestingly**, this is the only animal that . .

Elaborated adverbial phrases e.g. **Beyond the dark gloom of the cave**, Toby could see the silhouetted figure of a man.

Use diverse, range of conjunctions to suit the purpose (see conjunctions and sentence signposts document) e.g. Use Conjunctions that are **Subordinating** (that connect independent clauses), **Coordinating** (that connect dependent clauses to the rest of the sentence) and **correlative** (that joins clauses of equal importance)

Sentences with similes or metaphors e.g. **As bright as a torch, the moon.... The tree is a soldier standing guard ...**

Develop complex sentences using subordination. Move subordinating clauses around to vary emphasis and for differing effects – at the beginning, embedded in the middle using commas and/or at the end.

Expanded 'ing' clauses as starters e.g. **Grinning menacingly**, the boy stuffed the treasure in to his rucksack.

Expanded 'ed' clauses as starters e.g. **Frightened by the loud noise**, Tom hid behind the curtain.

Dropped 'ed' clauses e.g. Poor Tim, **exhausted and alone**, searched for shelter.

Introducing degrees of possibility using modal verbs (might, should, will, must) or adverbs (perhaps, surely)

Cohesive ties and Conjunctive adverbs

Use of paragraph openers to give cohesive flow and order to the composition e.g. Many people will argue that ... Furthermore, research proves that In addition, I would like to raise the point that . .

Stage direction in speech e.g. "Stop!" Jerry shouted, picking up the stick and running after the thief.

Word / Language Structure Consolidate Year 4 (see overview)

Purposefully use metaphors, Personification and Onomatopoeia to develop and vary figurative descriptive language.

Empty words to build suspense e.g. someone, somewhere was out to get him. He didn't know what but something didn't feel right.

Effectively use Emotive language to manipulate

Personal and provocative language used to manipulate the reader e.g. How heartless would you be if you . . . This would be disastrous ...

Boastful, exaggerated language used to persuade and convince e.g. magnificent, unbelievable, remarkable

Using comparatives and superlatives for effect e.g. good → better → best or small → smaller → smallest

Encourage use of increasingly powerful language and synonyms (look=stare, shiver=tremble, move=slither) **and consider**

antonyms (bright → dull, inflated → deflated, evil → angelic) magpied from reading

Developed use of technical tier 3 vocabulary to add detail.

Green Basilisk Lizards are omnivores, surviving on a diet of plants, fruit and insects.

Drops of rain pounded on the corrugated tin roof and banged like a drum.

Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify
using verb prefixes e.g. dis-, de-, mis-, over- and re-

Consistent use of verb tense in writing

Some pupils will be able to begin to purposely vary tenses to show shifts in

Punctuation

(Consolidate Year 4)

Embed conventions of writing speech including: new speaker = new line, punctuation before the closing speech mark, embed action in speech and the ABA rule

Introduce

Dashes

Brackets

Colons (have been previously introduced for lists)

Semi colons.

Terminology

Consolidate

Finger spaces, Letter / s, Word / s, Sentence / s
Full stops, Capital letters, Question mark, Exclamation mark, Speech bubble, Bullet points
Numbered points, Singular, Plural, commas, alliteration, similes, apostrophes, speech marks, noun, verb, adverb, adjective, command / imperative verb, tenses – past, present and future, Prepositions, Direct speech, Clause, Subordinating clause, Simple and complex sentences, Determiners, Relative clause and relative pronoun, Colon, Pronoun, possessive pronoun, adverbial fronted adverbial, apostrophe for plural possession

Introduce

Antonym

Metaphor

Personification

Onomatopoeia

Dash

Semi colon

Colon

Bracket / parenthesis

Cohesion

Model verb