KEYS Writing Curriculum – Long-Term Plan – Year 5

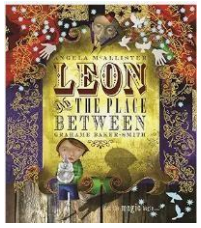
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Year 5 – Autumn 1– Writing to Entertain

Genre 1: 3 weeks

Setting Description

(Link to QT Leon and the Place Between by Angela McAllister)



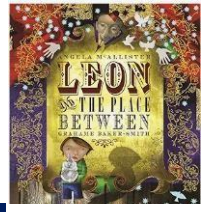
Focus	Spelling	Grammar	Handwriting	Punctuation
	Book 5 Unit 1-Words with silent letter b Special Focus 1-Words that contain the letter string ough Unit 2- Words ending in -ible Special Focus 2-Homophones	Expanded noun phrases including prepositions (*The towering, velvet-draped tent rested beneath the star-strewn sky)* Relative clauses (*The tent, which shimmered in the moonlight, beckoned Leon inside.)* Embedding coordination and subordination Similes and metaphors	Letter formation and joining assessment (ai, cl, dg, wr, ol, va). **Stage 3** **Hill to jam letter** (4 videos) **Hill to top sponge letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Commas for relative clauses; demonstrating clarity; separating adjectives Exclamation marks Question marks for rhetorical questions

C&C	Planning	Editing	Vocabulary
Author's ability to link to senses to bring the 'setting to life' Logical structuring of the description Range of sentence types (simple, compound, complex) **Alan Peat: Outside (inside) sentences.**		Precision: avoid overuse of adjectives	Tier 2 words to elevate description (*glistening, shadowed)* Developing ability to use precise verbs for effect (*lanterns flickered brightly)*

Genre 2: 3 weeks

Character Description

(Link to QT Leon and the Place Between by Angela McAllister)



Focus	Spelling	Grammar	Handwriting	Punctuation
	Book 5 Unit 1-Words with silent letter b Special Focus 1-Words that contain the letter string ough Unit 2- Words ending in -ible Special Focus 2-Homophones	Embedding coordination and subordination Similes and metaphors Embed use of relative clauses Adverbials to describe movement and expression (*Her eyes flickered nervously)*	Letter formation and joining assessment (ai, cl, dg, wr, ol, va). **Stage 3** **Hill to jam letter** (4 videos) **Hill to top sponge letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	Commas for relative clauses; demonstrating clarity; separating adjectives Exclamation marks Question marks for rhetorical questions

C&C	Planning	Editing	Vocabulary

Other Subject Units

Science: Separating mixtures

Geography: Investigating World Trade

Religion & Worldviews: How are Hindu beliefs expressed in worship?

Art & Design: Illustrations & Narrative Art

	Range of sentence types (simple, compound, complex) Convey character (show don't tell) **Alan Peat: Outside (inside) sentences.**		Precision: avoid overuse of adjectives	Tier 2 words to elevate description (*glistening, shadowed)* Developing ability to use precise verbs for effect (*lanterns flickered brightly*	**Year 5 – Autumn 1**
Year 5 – Autumn 2– Writing to Entertain **Focus** **Genre 1: 3 weeks** **Non-Chronological Report** Link to Autumn 2 – **History:** Ancient Rome	**Spelling** **Book 5** Unit 3-Words ending in -able Special Focus 3-Orange words Unit 4-Words with silent letter t Special Focus 4-Orange words	**Grammar** Cause and effect (*As a result, consequently)* Embed subordination and coordination, including varied sentence starters (*since Dharma is based on duty, individuals must…)* Correct tense *(past tense for non-chronological)* Embed relative clauses for additional information	**Handwriting** **Stage 3** **Hill to 'sister' letter** (4 videos) **Bridge to jam letter** (4 videos) **Bridge to top sponge letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	**Punctuation** Commas for clarity, including subordination (*Although the Romans had advanced engineering, they still relied on slave labour for construction.*) Apostrophe for possession Colons for explanations *(Ancient Rome had a strict social hierarchy: emperors ruled at the top, followed by senators, equestrians, and plebeians.)*	**Other Subject Units** **Science**: Energy **History**: (European) Ancient Rome **Religion & Worldviews**: How does sacred text help Hindus understand Dharma? **Design & Technology**: Interactive Display
	C&C Formal language *evidence suggests that…* Texts are logically sequenced and structured Paragraphs organised around a theme or specific topic, including subheadings where appropriate **Alan Peat: 2 pairs sentences.**	**Planning**	**Editing**	**Vocabulary** Tier 3 words for non-chronological report (*emperor, auxiliary, chariot)* Precision of vocabulary Formal language: factual and objective	
Focus **Genre 1: 3 weeks** **Biography** (Influential British figure)	**Spelling** **Book 5** Unit 3-Words ending in -able Special Focus 3-Orange words Unit 4-Words with silent letter t Special Focus 4-Orange words	**Grammar** Embed relative clauses for additional information	**Handwriting** **Stage 3** **Hill to 'sister' letter** (4 videos) **Bridge to jam letter** (4 videos) **Bridge to top sponge letter** (4 videos) Appropriate size and spacing Joins where necessary Fluent writers	**Punctuation** Commas for dates and details (*In the spring of 1840, he became the youngest prime minister ever)* Apostrophe for possession *(The author's legacy was profound)* Brackets for additional information Quotation marks to reflect quotes or famous words	
	C&C	**Planning**	**Editing**	**Vocabulary**	

	Chronologically structured (biography) Coherence and ideas linked across paragraphs *(After a breakthrough in 1845, she…)* **Alan Peat: 3 bad - (dash) question?**			Tier 3 words linked directly to biographical writing *(legacy, achievement, pioneer)*	**Year 5 – Autumn 2**

Year 5 – Spring 1– Writing to Inform

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Genre 1: 3 weeks **Narrative** (Link to QT Tamarind and the Star of Ishtaq by Jasbindar Bilan) 	Unit 5-Words ending in -ibly and -ably Special Focus 5-Homophones and other words that are easily confused Unit 6-Words ending in -ent	Embed Autumn 1 Dialogue for characterisation (*xxx.)* Colons for emphasis (*xxx:xxx)* Expanded noun phrases for clarity (*xxx…)*	**Stage 3** **Bridge to 'sister' letter** (4 videos) **Hill to egg; Bridge to egg; Celebration Day; Joining to snake; Joining from the snake; Celebration Day** Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity Exclamation marks Question marks Inverted commas, and dialogue punctuated accurately	**Science**: Life Cycles **Geography**: Looking at North America & Water **Religion & Worldviews**: How do Buddhists explain suffering? **Art & Design**: Journeys
	C&C	**Planning**	**Editing**	**Vocabulary**	
	Clear intent to develop beginning, build-up, problem etc Begin to use dialogue to convey character Begin to blend description, action and dialogue Varied sentence starters (*Meanwhile; in the distance, without warning)* **Alan Peat: Noun which, who where sentences.**		Precision: avoid overuse of adjectives	Tier 2 words to elevate description *(reluctant, ponder)* Developing ability to use precise verbs for effect (*She lurched in the shadows.*)	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	

Year 5 – Spring 2– Writing to Inform

Genre 2: 3 weeks

Description

(Link to QT Tamarind and the Star of Ishtaq by Jasbindar Bilan)



Genre 2: 2 weeks

Explanation

Link to Water Cycle

Focus	Spelling	Grammar	Handwriting	Punctuation
	Unit 5-Words ending in -ibly and -ably Special Focus 5-Homophones and other words that are easily confused Unit 6-Words ending in -ent	Embed Autumn 1 Dialogue for characterisation (*xxx.)* Colons for emphasis (*xxx:xxx)* Expanded noun phrases for clarity (*xxx…)*	**Stage 3** **Bridge to 'sister' letter** (4 videos) **Hill to egg; Bridge to egg; Celebration Day; Joining to snake; Joining from the snake; Celebration Day** Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity Exclamation marks Question marks Inverted commas, and dialogue punctuated accurately
C&C	**Planning**	**Editing**	**Vocabulary**	
Range of sentence types (simple, compound, complex) Convey character (show don't tell) **Alan Peat: Noun which, who where sentences.**		Precision: avoid overuse of adjectives	Tier 2 words to elevate description *(reluctant, ponder)* Developing ability to use precise verbs for effect (*She lurched in the shadows.*)	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**
	Special Focus 6-Orange words Unit 7- Words ending in -ence Special Focus 7: Orange words	Cause and effect (*As a result, consequently)* Embed subordination and coordination, including varied sentence starters (*since Dharma is based on duty, individuals must…)* Correct tense *(present tensefor explanation)* Embed relative clauses for additional information	**Stage 4** Children practise joining two letters, a word containing the join and a sentence containing the word. **Hill to jam letters** **Hill to top sponge letters** Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity, including subordination (*Although the Romans had advanced engineering, they still relied on slave labour for construction.*) Apostrophe for possession Colons for lists *(Dharma influences many aspects of life: moral choices, daily actions, and religious duties.)*
C&C	**Planning**	**Editing**	**Vocabulary**	
Texts are logically sequenced and structured Paragraphs organised around a theme or specific topic, including subheadings where appropriate **Alan Peat: 2 pairs sentences.**		ARMS and CUPS	Precision of vocabulary Formal language: factual and objective	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**

Year 5 – Spring 1

Other Subject Units

Science: Human Development

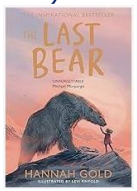
History: (European) Roman Empire in Britain

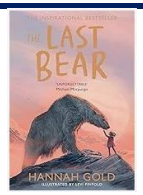
Religion & Worldviews: How have events in history shaped Christian diversity?

Design & Technology: Food - Sauces

	Genre 2: 3 weeks **Newspaper Report** (Link to **History**: (European) Roman Empire in Britain Poss focus on Roman invasion or Boudica's rebellion)	Special Focus 6-Orange words Unit 7- Words ending in -ence Special Focus 7: Orange words	Direct and indirect speech (*"The Roman general said, 'We will conquer this land,'" reported the historian.*) Passive voice for objectivity *(Britain was invaded by the Romans in 43 AD)* Third person to maintain impartiality (newspaper) Embed relative clauses for additional information	**Stage 4** Children practise joining two letters, a word containing the join and a sentence containing the word. **Hill to jam letters** **Hill to top sponge letters** Appropriate size and spacing Joins where necessary Fluent writers	Brackets for additional information Quotation marks to reflect quotes or famous words	
	C&C	**Planning**	**Editing**	**Vocabulary**		
	Inverted information pyramid in newspaper: important information first Balanced tone: factual yet engaging with dramatic effect **Alan Peat: 3 bad - (dash) question?**		ARMS and CUPS	Tier 3 words linked directly to history (*invasion*, *conquest*, *legion*, *empire)* Formal language for newspaper: factual and objective Comprehensive, yet concise conveying of information		**Year 5 – Spring 2**

Year 5 – Summer 1– Writin

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Genre 1: 3 weeks **Narrative** (Link to QT – The Last bear by Hannah Gold) 	Unit 8-The ee sound spelt ei Special Focus 8-Homophones and other words that are easily confused Unit 9-Words ending in -ant, -ance and -ancy Special Focus 9-Orange words Unit 10-Words ending is shus spelt -tious Special Focus 10-Orange words	Figurative language (the silence pressed on him like a heavy fog.) Modal verbs to create atmosphere/suspense (The air might have been enchanted.) Embed expanded noun phrases Dialogue to convey character and advance the plot (show, don't tell)	**Stage 4** Children practise joining two letters, a word containing the join and a sentence containing the word. **Hill to 'sister' letters** **Bridge to jam letters** Appropriate size and spacing Joins where necessary Fluent writers	Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens	**Science**-Forces **Geography**: Climate Across the World **Religion & Worldviews**: How has belief in Jesus as the Messiah impacted art? **Art & Design**: Pattern & Sculpture
C&C	**Planning**	**Editing**	**Vocabulary**		

	Experimenting with differing character perspectives Consolidating cohesion within and across paragraphs using pronouns, adverbials Create suspense to build tension and advance pace **Alan Peat: 3 –ed sentences.**		ARMS and CUPS	Figurative language (the silence pressed on him like a heavy fog.) Using synonyms and antonyms with accuracy Integrating Tier 2 and Tier 3 vocabulary into writing to make descriptions more precise and engaging (elaborate, ominous, tranquillity, ominous).	
Focus	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	
Genre 2: 4 weeks **Description** (Link to QT – The Last bear by Hannah Gold)	Unit 8-The ee sound spelt ei Special Focus 8-Homophones and other words that are easily confused Unit 9-Words ending in -ant, -ance and -ancy Special Focus 9-Orange words Unit 10-Words ending is shus spelt -tious Special Focus 10-Orange words	Figurative language (the silence pressed on him like a heavy fog.) Modal verbs to create atmosphere/suspense (The air might have been enchanted.) Embed expanded noun phrases	**Stage 4** Children practise joining two letters, a word containing the join and a sentence containing the word. **Hill to 'sister' letters** **Bridge to jam letters** Appropriate size and spacing Joins where necessary Fluent writers	Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens	
	C&C	**Planning**	**Editing**	**Vocabulary**	
	Experimenting with differing character perspectives Consolidating cohesion within and across paragraphs using pronouns, adverbials Create suspense to build tension and advance pace **Alan Peat: 3 –ed sentences.**		ARMS and CUPS	Figurative language (the silence pressed on him like a heavy fog.) Using synonyms and antonyms with accuracy Integrating Tier 2 and Tier 3 vocabulary into writing to make descriptions more precise and engaging (elaborate, ominous, tranquillity, ominous).	**Year 5 – Summer 1**

Year 5 – Summer 2–

Focus

Genre 1: 3 weeks

Discussion

(Link to **Religion & Worldviews**: Where do I stand?**)**

Spelling

Unit 11-Words ending in ***shus*** spelt **-tious**

Special Focus 11-Orange words

Unit 12-Words ending in ***shul*** special **-cial** or **-tial**

Special Focus 12-Orange words

C&C

Alan Peat: Consolidation

Grammar

Embed modal verbs for persuasion (You must not miss out the opportunity...)
Imperative verbs (Don't miss out on this opportunity—buy now!")
Embed all sentence types using subordination and coordination

Planning

Handwriting

Stage 4
Children practise joining two letters, a word containing the join and a sentence containing the word.
Bridge to top sponge letters
Bridge to 'sister' letters

Appropriate size and spacing
Joins where necessary Fluent writers

Editing

ARMS and CUPS

Punctuation

Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens

Vocabulary

Persuasive language
Imperative verbs
Emotive Language
Tier 3 vocabulary linking to topic chosen.

Other Subject Units

Science: Earth & Space
History: (Global) Quest for Knowledge
Religion & Worldviews: Where do I stand?
Design & Technology: Flat Pack

Focus	Spelling	Grammar	Handwriting	Punctuation
Genre 2: 3 weeks Advert (Link to **Design & Technology**: Flat Pack)	Unit 11-Words ending in ***shus*** spelt **-tious** Special Focus 11-Orange words Unit 12-Words ending in ***shul*** special **-cial** or **-tial** Special Focus 12-Orange words	Persuasive language Emotive language Rhetorical questions Imperative verbs Expanded noun phrases Facts and opinions Repetition Slogan	**Stage 4** Children practise joining two letters, a word containing the join and a sentence containing the word. **Bridge to top sponge letters** **Bridge to 'sister' letters** Appropriate size and spacing Joins where necessary Fluent writers	Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens

C&C	Planning	Editing	Vocabulary	
Alan Peat: **Consolidation**		ARMS and CUPS	Persuasive language Imperative verbs Emotive Language Tier 3 vocabulary linking to topic chosen.	

Year 5 – Summer 2