

**KS2 Writing Curriculum Map Document Year 5 Term Autumn Term (1)**

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words (Y4)</li> <li>• Use prefixes and suffixes and understand the guidance for adding them (Y3)</li> <li>• Work out and clarify the meanings of unknown words by using a dictionary confidently and using knowledge of root words.</li> <li>• Identify words with more than one meaning</li> <li>• Learn Y5/6 word list columns 1-2</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>• Endings which sound like /jəs/ spelt -cious or -tious e.g. vicious, precious, delicious (Y4)</li> <li>• Endings -cial, -tial e.g. partial, confidential, essential</li> <li>• Words ending in -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus</li> <li>• (Note: See assertive spelling for support with spelling patterns)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3)</li> <li>▪ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2)</li> <li>▪ Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use capital letters for proper nouns (Y3)</li> <li>• Use apostrophes for contraction (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks correctly (Y1)</li> <li>• Use commas for lists (Y2)</li> <li>• Use brackets for parentheses (Y2)</li> <li>• Use inverted commas to demarcate direct speech (Y2)</li> <li>• Use commas alongside inverted commas to correctly punctuate speech (Y3)</li> <li>• Use correct capitals for I, I'll, I', I'd, I'm etc.. (Y4)</li> <li>• Use colons to introduce a list (Y3) and an example of something that has come before</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use an ellipsis to create a pause or tension</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Identify and use prepositions to express time and cause e.g. before, after, during, in, because of (Y3)</li> <li>• Use expanded noun phrases to convey complicated information concisely (Y4)</li> <li>• Use <b>relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, to add detail to writing (Y4)</li> <li>• Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y4)</li> <li>• Use a wide range of sentence structures to add interest to writing</li> <li>• Be secure using in understanding basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun</li> <li>• Understand the term clause and phrase</li> </ul>
<b>Composition</b>		<b>Text Types</b>	<b>Terminology</b>
<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>▪ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>▪ Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>▪ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>▪ Draft and write by: <ul style="list-style-type: none"> <li>▪ In narratives, describing settings, characters (Y4)</li> <li>▪ Summarise and present a familiar story in their own words</li> <li>▪ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y4)</li> <li>▪ Write using standard English</li> </ul> </li> <li>▪ Evaluate and edit by: <ul style="list-style-type: none"> <li>▪ Assessing the effectiveness of their own and others' writing (Y3)</li> <li>▪ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>▪ Proof-read for spelling and punctuation errors (Y3)</li> <li>▪ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Non-chronological reports</li> <li>• Characters/settings</li> <li>• Stories</li> <li>• Descriptions</li> <li>• Newspaper reports - chronological</li> </ul>	<p>Relative pronoun Relative Clause Parenthesis Bracket Dash Cohesion Ambiguity</p>

Blue = new

Green = already seen

Kingsway Primary School

Blue = new

Green = already seen

**KS2 Writing Curriculum Map Document Year 5 Term Spring Term (2)**

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Continue to distinguish between homophones and other words which are often confused (Y3)</li> <li>• Use dictionaries to check the spelling and meaning of words (Y3)</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (Y5)</li> <li>• Use a thesaurus (Y5)</li> <li>• Learn Y5/6 word list columns 3 and 4</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in year 5 and 6 word lists (columns 2 &amp;3)</li> <li>• Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</li> <li>• Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> <li>• Words ending in –able and –ible Words ending in –ably and –ibly</li> <li>• Adding suffixes beginning with vowel letters to words ending in –fer</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2)</li> <li>▪ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3)</li> <li>▪ Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y5)</li> </ul> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:</li> <li>• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• Choose the writing implement that is best suited for a task.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Indicate possession by using the possessive apostrophe with plural nouns (Y4)</li> <li>• Know the difference between direct and reported speech (Y4)</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity in writing (Y5)</li> <li>• Use brackets (Y2), dashes or commas to indicate parenthesis. Know the three punctuation types and use all three appropriately</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Revise different sentence types (questions, statements, exclamations and commands) (Y2)</li> <li>• Revise past, present and future tense (Y3)</li> </ul>
<b>Composition</b>		<b>Text Types</b>	<b>Terminology</b>
<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <ul style="list-style-type: none"> <li>▪ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5)</li> <li>▪ Noting and developing initial ideas, drawing on reading and research where necessary (Y5)</li> <li>▪ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5)</li> </ul> <p>▪ Draft and write by:</p> <ul style="list-style-type: none"> <li>▪ In narratives, describing settings, characters (Y4)</li> <li>▪ Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y4/5)</li> </ul> <p>▪ Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>▪ Assessing the effectiveness of their own and others' writing (Y3)</li> <li>▪ Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5)</li> <li>▪ Proof-read for spelling and punctuation errors (Y3)</li> </ul> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation (Y5)</p> <ul style="list-style-type: none"> <li>▪ write persuasively to engage and interest the reader</li> <li>▪ use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>		<ul style="list-style-type: none"> <li>• Persuasive writing e.g. advert / letter / speech / campaign</li> <li>• Biography</li> <li>• Essay</li> <li>• Narrative</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verb</li> <li>• Parenthesis</li> <li>• Bracket</li> <li>• Ambiguity</li> <li>• Cohesion</li> <li>• Adverbials of time and manner</li> <li>• Preposition</li> <li>• Word family</li> <li>• Prefix /Suffix</li> <li>• Clause, subordinate clause</li> <li>• Direct speech</li> <li>• Inverted commas / Direct speech</li> <li>• Noun</li> <li>• Adjective/ Adverb / verb</li> <li>• Noun / Proper noun</li> <li>• Expanded noun phrases</li> <li>• Tense: present, past, future</li> <li>• Apostrophe</li> <li>• Homophone</li> <li>• Contraction</li> <li>• Pronoun / Possessive pronoun</li> </ul>

Blue = new

Green = already seen

Kingsway Primary School

Blue = new

Green = already seen

**KS2 Writing Curriculum Map Document Year 5 Term Summer Term (3)**

Spelling	Handwriting	Punctuation	Grammar
<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>Words containing the letter-string ough</li> <li>Learn Y5/6 word list columns 5 and 6</li> <li>Continue to learn Year 5/6 statutory word list columns 1-4 (Y5)</li> <li>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. solemn, thistle, knight, lamb, doubt (Y5)</li> <li>Homophones and other words that are often confused (Y3)</li> <li>Use dictionaries to check the spelling and meaning of words (Y3)</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (Y5)</li> <li>Use a thesaurus (Y5)</li> </ul>	<p><b>Pupils should be taught to:</b> Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2)</li> <li>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3)]</li> <li>Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y5)</li> </ul> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters (Y5)</li> <li>Choose the writing implement that is best suited for a task (Y5)</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Indicate grammatical and other features by:</li> <li>Use brackets, dashes and / or commas to indicate parenthesis (Y5)</li> <li>Use of commas to clarify meaning or avoid ambiguity (Y5)</li> <li>Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence</li> <li>Use semi-colons to join related clauses</li> <li>Use semi-colons and colons to mark boundaries between independent clauses</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Understand how to use coordinating conjunctions</li> <li>Understand how to use subordinating conjunctions (Y4)</li> <li>Use fronted adverbials and commas after these (Y3)</li> <li>Understand the difference between plural and possessive apostrophes (Y3)</li> <li>Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item</li> <li>Use subordinate clauses to add detail or context, including varied positions</li> </ul>
Composition		Text Types	Terminology
<p><b>Pupils should be taught to plan and organise their writing by:</b></p> <p>Planning their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5)</li> <li>noting and developing initial ideas, drawing on reading and research where necessary (Y5)</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. (Y5)</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings and characters. (Y4)</li> <li>Using some devices to build cohesion within and across paragraphs</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing (Y3)</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5)</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors (Y5)</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.(Y5)</li> <li>link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>		<ul style="list-style-type: none"> <li>Balanced argument</li> <li>Newspaper article</li> <li>Book review</li> <li>Poetry</li> <li>Narrative</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Bracket/ dash</li> <li>cohesion, ambiguity</li> <li>Preposition</li> <li>Conjunction; subordinating/ co-ordinating</li> <li>Fronted adverbial / adverbial</li> <li>Prefix /Suffix</li> <li>Clause, subordinate clause</li> <li>Direct speech</li> <li>Comma</li> <li>Inverted commas / Direct speech</li> <li>Plural noun</li> <li>Adjective/ Adverb / verb</li> <li>Noun / Proper noun</li> <li>Expanded noun phrases</li> <li>Tense: present perfect</li> <li>Possessive apostrophe</li> <li>Homophone</li> </ul>

Blue = new

Green = already seen

Kingsway Primary School

Blue = new

Green = already seen