

Year 5
Termly Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Texts Blue: Values Links Green: Eco Links Purple: Whole Class Reading Text</p> <p>Authors re-visited across the year and from previous year groups: Philip Pullman (Y3, Y4) Mick Manning (Y3)</p>	<ol style="list-style-type: none"> The Saga of Erick the Viking-Terry Jones Beowulf-Michael Morpurgou Grimm-Philip Pullman The Wild Swans-Jackie Morris 	<ol style="list-style-type: none"> Daughters of Time-Mary Hoffman Beowulf-Francis B Gunmere (Poem) The Highwayman by Alfred Noyes (Poem) The Jabberwocky by Lewis Carroll (Poem) The Listeners by Walter De La Mare (Poem) 	<ol style="list-style-type: none"> The Bear in the Stars Alex Snell Norse Myths-Tales of Odin, Thor & Loki-Kevin Crossley The Star Outside My Window-Onjali Q Rauf 	<ol style="list-style-type: none"> World Without Fish-Mark Kurlansky Song of the River-Gill Lewis 	<ol style="list-style-type: none"> The Giving Tree-Shel Silverstein The Case of the Ranjipur Ruby-Anthony Read Street Child-Berlie Doherty What Mr Darwin Saw-Mick Manning 	<ol style="list-style-type: none"> Gaslight-Eloise Williams The Space We're In-Katya Balen Darwin's Dragons-Lindsay Galvin If, Rudyard Kipling (Poem) I Wandered Lonely as a Cloud by William Wordsworth (Poem)
<p>Text Type & Quality Independent End Writing Outcomes</p> <p>Year groups to plan for daily opportunities to draft and rehearse towards end outcomes using the Narrative Progression for Planning & Preparation guide.</p>	<p>Narrative: (2-week unit) X1 Traditional Story</p> <p>(2-week unit) X1 Stories in historical context</p> <p>(3-week unit) X1 Myth and Legend</p>	<p>Poetry: (3-week unit) X1 Compare and describe the poems: focus on style and language</p> <p>Recount: (4-week unit) x1 Butser Farm Trip</p> <p>x1 Reasons for Success and Failure of Anglo-Saxon life</p>	<p>Narrative: (3-week unit) X1 Stories in historical context</p> <p>Report (2- week unit) X1 Compare and describe geographical features of biomes</p>	<p>Persuasive Text (4-week unit) X1 Poster X1 leaflet X1 Letter</p>	<p>Narrative (re-do and improve autumn 1 stories): (4-week unit) X1 Traditional Tales</p> <p>X1 Myth and Legend or Stories in historical context</p>	<p>Discussion Text (3-week unit) X2 Historical attitudes</p> <p>Explanatory Text (2-week unit) X1 Text</p> <p>Poetry: (1-week unit)</p>
Cross Curricular Link		History	Geography	Computing & PHSE: cyber bullying/vaping/substance abuse		History Science
Grammar Sequence	<p>Converting nouns or adjectives using suffixes (- ate, -ise, -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p> <p>Relative clauses beginning with who, which, where, why, whose (e.g. Joe went to the park, where he saw lots of flowers) (GfWU37- modal only)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. Later) place (e.g. Nearby) and number (e.g. Secondly)</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (GfWU46-pick out relevant information from unit)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. Later) place (e.g. Nearby) and number (e.g. Secondly)</p>	<p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) (GfWU37-pick out relevant information from unit)</p>	<p>Relative clauses beginning with who, which, where, why, whose (e.g. Joe went to the park, where he saw lots of flowers)</p>	<p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. Later) place (e.g. Nearby) and number (e.g. Secondly)</p>
Punctuation Sequence	<p>Apostrophes to mark singular and plural possession e.g. the girl's name (singular possession), the boys' boots (plural possession)</p>	<p>Use of commas to clarify meaning or avoid ambiguity (e.g. embedded clause, complex sentence) (GfWU35,43)</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Apostrophes to mark singular and plural possession e.g. the girl's name (singular possession), the boys' boots (plural possession) (GfWU27)</p>	<p>Use of commas to clarify meaning or avoid ambiguity (e.g. embedded clause, complex sentence)</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Apostrophes to mark singular and plural possession e.g. the girl's name (singular possession), the boys' boots (plural possession)</p>	<p>Use of commas to clarify meaning or avoid ambiguity (e.g. embedded clause, complex sentence)</p> <p>Brackets, dashes or commas to indicate parenthesis (GfWU47-pick out relevant info from unit)</p>

<p>Narrative Progression for Y5</p>	<p>Planning and preparation</p> <p>Read narrative texts that use the features required for the writing.</p> <ul style="list-style-type: none"> • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. <ul style="list-style-type: none"> • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. 	<p>Generic text features</p> <p>Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense.</p> <ul style="list-style-type: none"> • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<p>Grammatical features</p> <p>The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).</p> <ul style="list-style-type: none"> • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. for stage instructions in a playscript. <p>Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close...</p> <ul style="list-style-type: none"> • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.
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TEXT LEVEL SUPPORT: NON-FICTION TEXTS

The Purpose of Non-Fiction Texts:

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following tables and supporting guidance select the most common forms of non-fiction. Many non-fiction texts in real life blur the boundaries between text types and their features. The most common language features are listed for each text type but variants of all text types occur, especially when they are used in combination. The features listed are often but not always present.

1/6 PROGRESSION IN DISCUSSION TEXTS

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

Purpose of Discussion Texts: To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.

Common forms of discussion text:

- Non-fiction book on an 'issues'
- Write-up a debate
- Leaflet or article giving balanced account of an issue
- Writing editorials about historical attitudes to gender, social class, colonialism etc.
- Writing letters about pollution, factory farming or smoking
- Writing essays giving opinions about literature, music or works of art

Year Group	Grammatical features to include in discussions
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Year 1	n/a
Year 2	n/a
Year 3	n/a
Year 4	<ul style="list-style-type: none"> • Consistent use of present tense (Y2) • Use present perfect form of verbs (Y3) • Effective use of noun phrases • Use of paragraphs to organise ideas • Use adverbials e.g. therefore, however... • Heading and subheadings used to aid presentation (Y3)
Year 5	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials • Use layout devices to provide additional information and guide the reader
Year 6	<ul style="list-style-type: none"> • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials • Make formal and informal vocabulary choices • Use the passive voice to present points of view without • Adapt degrees of formality and informality to suit the form of the discussion • Use conditional forms such as the subjunctive form to hypothesise • Make formal and informal vocabulary choices • Use semi-colons, colons and dashes to make boundaries between clauses

2/6 PROGRESSION IN EXPLANATORY TEXTS

Explanatory texts generally go beyond simple ‘description’ in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to ‘explain’ and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children’s dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word’s meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.

Purpose of Explanatory Texts:

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.

Common forms of instructional text:

- How to design and make artefacts
- Technical manuals: how to operate computers, phones, devices
- How to carry out science experiments or to carry out a mathematical procedure
- How to play a game
- Writing rules for behaviour
- How to cook and prepare food
- Timetables and route-finders
- Posters, notices and signs
- Instructions on packaging

Year Group	Grammatical features to include in explanations
Year 1	n/a
Year 2	<ul style="list-style-type: none"> • Consistent use of present tense • Questions can be used to form titles • Question marks are used to denote questions (Y1) • Use conjunctions e.g. so...because
Year 3	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation
Year 4	<ul style="list-style-type: none"> • Use fronted adverbials

	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas • Create cohesion through the use of nouns and pronouns
Year 5	<ul style="list-style-type: none"> • Indicate degrees of possibility using adverbs and modal verbs • Use layout devices to provide additional information and guide the reader • Create cohesion within paragraphs using adverbials • Relative clauses can be used to add further information • Parenthesis can be used to add clarification of technical words
Year 6	<ul style="list-style-type: none"> • Adapt degrees of formality and informality to suit the form of the explanation • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials • The passive voice can be used

3/6 PROGRESSION IN INSTRUCTION/PROCEDURAL TEXTS

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

Purpose of Instruction/Procedural Text:	
To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.	
Common forms of instructional text:	
<ul style="list-style-type: none"> • How to design and make artefacts • Technical manuals: how to operate computers, phones, devices • How to carry out science experiments or to carry out a mathematical procedure • How to play a game • Writing rules for behaviour • How to cook and prepare food • Timetables and route-finders • Posters, notices and signs • Instructions on packaging 	
Year Group	Grammatical features to include in explanations
Year 1	<ul style="list-style-type: none"> • Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
Year 2	<ul style="list-style-type: none"> • Use of command sentences • Commas in lists
Year 3	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Heading and subheadings used to aid presentation
Year 4	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use fronted adverbials
Year 5	<ul style="list-style-type: none"> • Parenthesis can be used to add additional advice • Relative clauses can be used to add further information • Modals can be used to suggest degrees of possibility • Use layout devices to provide additional information and guide the reader
Year 6	<ul style="list-style-type: none"> • Adapt degrees of formality and informality to suit the form of the instructions • Create cohesion across the text using a wide of cohesive devices including layout features

4/6 PROGRESSION IN PERSUASIVE TEXTS

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

Purpose of Persuasive Text: To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
Common forms of persuasive text:	
<ul style="list-style-type: none"> • Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues • Writing letters about topics such as traffic on the high street or deforestations • Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse • Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Writing book reviews for other pupils • Book blurbs • Political pamphlets • Applying for a job or a position on the school council 	
Year Group	Grammatical features to include in persuasive texts
Year 1	n/a
Year 2	<ul style="list-style-type: none"> • Written in present tense • Rhetorical questions • Effective use of noun phrases
Year 3	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Use present perfect form of verbs
Year 4	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use adverbials e.g. therefore, however... • Use paragraphs to organise ideas • Effective use of expanded noun phrases
Year 5	<ul style="list-style-type: none"> • Modals can be used to suggest degrees of possibility • Create cohesion within paragraphs using adverbials
Year 6	<ul style="list-style-type: none"> • Make formal and informal vocabulary choices • Adapt degrees of formality and informality to suit the form of the text • The passive voice can be used in some formal persuasive texts • Use conditional forms such as the subjunctive form to hypothesise • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials

5/6 PROGRESSION IN REPORT TEXTS

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

<p>Purpose of Report Text:</p> <p>To provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information.</p>	
<p>Common forms of report text:</p> <ul style="list-style-type: none"> • Describing aspects of daily life in history (e.g. fashion, transport, buildings) • Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures) • Comparing and describing localities or geographical features • Describing the characteristics of religious groups and their lifestyles in RE • Information leaflets • Tourist guidebooks • Encyclopaedia entries • Magazine articles • Letters • Non-fiction books • Catalogues 	
Year Group	Grammatical features to include in persuasive texts
Year 1	<ul style="list-style-type: none"> • Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
Year 2	<ul style="list-style-type: none"> • Use present and past tense throughout writing • Questions can be used to form titles • Question marks are used to denote questions (Y1) • Use conjunctions e.g. because to aid explanation • Use adjectives including comparative adjectives to create description
Year 3	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Headings and subheadings used to aid presentation
Year 4	<ul style="list-style-type: none"> • Create cohesion through the use of nouns and pronouns • Use of paragraphs to organise ideas
Year 5	<ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials • Parenthesis can be used to add additional information • Use layout devices to provide additional information and guide the reader
Year 6	<ul style="list-style-type: none"> • Use vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms • The passive voice can be used

- Create **cohesion across paragraphs** using a wider range of cohesive devices such as organisational features, headings and questions.

6/6 PROGRESSION IN RECOUNT TEXTS

Recounts are sometimes referred to as ‘accounts’. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

Purpose of Recount Texts:	
To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	
Common forms of recount texts:	
<ul style="list-style-type: none"> • Retelling stories in English lessons and other curriculum areas such as RE • Giving accounts of schoolwork, sporting events, science experiments and trips out • Writing historical accounts • Writing biographies and autobiographies • Letters and postcards • Diaries and journals • Newspaper reports • Magazine articles • Obituaries • Encyclopaedia entries 	
Year Group	Grammatical features to include in persuasive texts
Year 1	<ul style="list-style-type: none"> • Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written • about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.
Year 2	<ul style="list-style-type: none"> • Use past and present tense throughout writing • Use progressive forms of verbs • Use conjunctions for coordination and subordination • Use of noun phrases
Year 3	<ul style="list-style-type: none"> • Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions • Inverted commas can be used to punctuate direct speech
Year 4	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas • Effective use of expanded noun phrases • Fronted adverbials (e.g. Later that day)
Year 5	<ul style="list-style-type: none"> • Use of the past perfect • Modals can be used to indicate degrees of possibility • Create cohesion within paragraphs using adverbials
Year 6	<ul style="list-style-type: none"> • Use of the past perfect progressive form of verbs • Adapt degrees of formality and informality to suit the form of the text • Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials

