

## ENGLISH WRITING OVERVIEW YEAR 5

Autumn	Spring		Summer	
Ancient Greeks	UK		Rivers and Mountains	Ancient Civilisations
<p><b>Core text:</b> – The Adventures of Odysseus</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Descriptive setting</li> <li>- Story ending</li> <li>- Fact file</li> </ul> <p><b>Poetry Unit</b> – The Listeners – Walter de la Mare</p> <p><b>Outcome:</b> Performance poetry</p>	<p><b>Core text</b> –The man who walked between the towers.</p> <p><b>Outcome:</b> Literary recount from different perspectives</p>	<p><b>Core Text:</b> The Barnabus Project/Hidden Planet</p> <p><b>Outcome:</b> Non-Chronological Report</p> <p><b>Poetry:</b> Calligrams</p>	<p><b>Film unit:</b> Alma</p> <p><b>Outcome:</b> Narrative from another viewpoint</p> <p><b>Poetry:</b> Matt Goodfellow</p>	<p><b>Core Text:</b> The Water Tower</p> <p><b>Outcome:</b> narrative (warning story)</p>
<p><b>Cohesion</b> Organise ideas coherently for the reader.</p> <p>Include enough detail so that a clear picture of events/information is provided.</p> <p>Organise ideas into paragraphs.</p> <p>Open a new paragraph with a topic sentence to orientate the reader (non-fiction).</p> <p>Use fronted adverbials to signpost the reader.</p> <p>Use coordination and subordination to link and expand ideas (FANBOYS, I SAW A WABUB).</p> <p>Apply a wide range of layout devices.</p>	<p>Organise ideas coherently for the reader.</p> <p>Include enough detail so that a clear picture of events/information is provided.</p> <p>Organise ideas into paragraphs.</p>	<p>Organise ideas coherently for the reader.</p> <p>Include enough detail so that a clear picture of events/information is provided.</p> <p>Organise ideas into paragraphs.</p> <p>Open a new paragraph with a topic sentence to orientate the reader (non-fiction).</p> <p>Use fronted adverbials to signpost the reader.</p> <p>Use coordination and subordination to link and expand ideas (FANBOYS, I SAW A WABUB).</p> <p>Apply a wide range of layout devices.</p>	<p>Organise ideas coherently for the reader.</p> <p>Include enough detail so that a clear picture of events/information is provided.</p> <p>Organise ideas into paragraphs.</p> <p>Use fronted adverbials to signpost the reader.</p> <p>Use coordination and subordination to link and expand ideas (FANBOYS, I SAW A WABUB).</p>	<p>Organise ideas coherently for the reader.</p> <p>Include enough detail so that a clear picture of events/information is provided.</p> <p>Organise ideas into paragraphs.</p> <p>Use fronted adverbials to signpost the reader.</p> <p>Use coordination and subordination to link and expand ideas (FANBOYS, I SAW A WABUB).</p>
<p><b>Sentence Structure</b> Use parenthesis.</p> <p>Use noun phrases that are expanded by modifying adjectives and prepositions.</p> <p>Use a variety of sentence types: simple, compound and complex.</p>	<p>Use parenthesis.</p> <p>Apply a range of openings: fronted adverbials, subordination, subject reference, speech and conjunctive adverbs.</p> <p>Use noun phrases that are expanded by modifying adjectives and prepositions.</p> <p>Use a variety of sentence types: simple, compound and complex.</p> <p>Use adverbs (including those of intensity) to make meaning precise.</p>	<p>Apply a range of openings: fronted adverbials, subordination, subject reference, speech and conjunctive adverbs.</p> <p>Use a variety of sentence types: simple, compound and complex.</p> <p>Use adverbs (including those of intensity) to make meaning precise.</p>	<p>Use parenthesis.</p> <p>Use noun phrases that are expanded by modifying adjectives and prepositions.</p> <p>Use a variety of sentence types: simple, compound and complex.</p> <p>Apply a range of openings: fronted adverbials, subordination, subject reference, speech and conjunctive adverbs.</p>	<p>Use parenthesis.</p> <p>Use noun phrases that are expanded by modifying adjectives and prepositions.</p> <p>Use a variety of sentence types: simple, compound and complex.</p> <p>Apply a range of openings: fronted adverbials, subordination, subject reference, speech and conjunctive adverbs.</p>

	Indicate degrees of possibility using adverbs or modal verbs			
<p><b>Composition and Effect</b> Apply 'tier 2' vocabulary appropriately for effect.</p> <p>Deliberately use vocabulary and imagery to create a desired effect.</p> <p>Select content to inform and engage the reader (imagery + interesting details expanded and explained)</p> <p>Convey the atmosphere of a setting through description and character reaction.</p> <p>Convey character: looks, behaviour, thoughts and dialogue as well as how others react to him/her.</p>	<p>Apply 'tier 2' vocabulary appropriately for effect.</p> <p>Deliberately use vocabulary and imagery to create a desired effect.</p> <p>Select content to inform and engage the reader (imagery + interesting details expanded and explained)</p> <p>Establish the viewpoint through narrator opinion or their position on a topic.</p>	<p>Apply 'tier 2' vocabulary appropriately for effect.</p> <p>Select content to inform and engage the reader (imagery + interesting details expanded and explained)</p>	<p>Apply 'tier 2' vocabulary appropriately for effect.</p> <p>Deliberately use vocabulary and imagery to create a desired effect.</p> <p>Select content to inform and engage the reader (imagery + interesting details expanded and explained)</p> <p>Convey the atmosphere of a setting through description and character reaction.</p> <p>Convey character: looks, behaviour, thoughts and dialogue as well as how others react to him/her.</p> <p>Establish the viewpoint through narrator opinion or their position on a topic.</p>	<p>Apply 'tier 2' vocabulary appropriately for effect.</p> <p>Deliberately use vocabulary and imagery to create a desired effect.</p> <p>Select content to inform and engage the reader (imagery + interesting details expanded and explained)</p> <p>Convey the atmosphere of a setting through description and character reaction.</p> <p>Convey character: looks, behaviour, thoughts and dialogue as well as how others react to him/her.</p> <p>Establish the viewpoint through narrator opinion or their position on a topic.</p>
<p><b>Punctuation</b> Use the range of previously taught punctuation correctly.</p> <p>Use a comma after a fronted adverbial.</p> <p>Use commas to mark subordinate clauses.</p> <p>Use brackets, dashes and commas to mark parenthesis.</p>	<p>Use the range of previously taught punctuation correctly.</p> <p>Use a comma after a fronted adverbial.</p> <p>Use commas to mark subordinate clauses.</p> <p>Follow the punctuation rules for speech; start a new line for a new speaker.</p>	<p>Use the range of previously taught punctuation correctly.</p> <p>Use a comma after a fronted adverbial.</p> <p>Use brackets, dashes and commas to mark parenthesis.</p> <p>Use a comma after a conjunctive adverb.</p>	<p>Use the range of previously taught punctuation correctly.</p> <p>Use a comma after a fronted adverbial.</p> <p>Use commas to mark subordinate clauses.</p> <p>Use brackets, dashes and commas to mark parenthesis.</p> <p>Follow the punctuation rules for speech; start a new line for a new speaker.</p>	<p>Use the range of previously taught punctuation correctly.</p> <p>Use a comma after a fronted adverbial.</p> <p>Use commas to mark subordinate clauses.</p> <p>Use brackets, dashes and commas to mark parenthesis.</p> <p>Follow the punctuation rules for speech; start a new line for a new speaker.</p>