
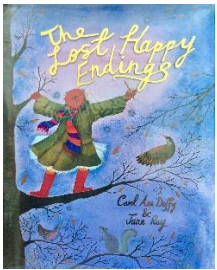
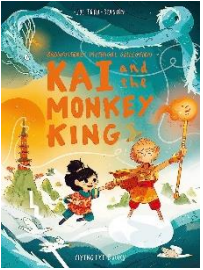
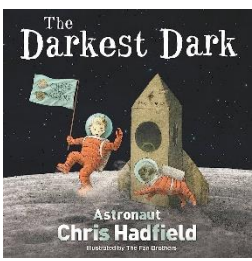
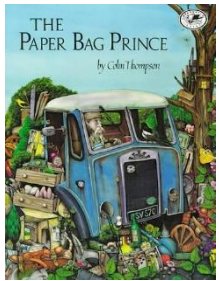



Year 5						
Year 5 Mastery Writing Objectives						
School Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways English Text	 <p>Young, Gifted and Black by Jamia Wilson Race to the North: The Matthew Henson Story by Catherine Johnson Outcome: Recount</p>	 <p>The Lost Happy Endings by Carol Ann-Duffy Outcome: Fiction</p>	 <p>Kai and the Monkey King by Joe Todd-Stanton Outcome: Fiction</p>	 <p>The Darkest Dark by Chris Hadfield Outcome: Recount</p>	 <p>The Paper Bag Prince by Colin Thompson Outcome: Persuasion / Information</p>	 <p>Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust A Stage Full of Shakespeare Stories by Angela McAllister Outcome: Recount</p>
Outcomes & Genre	Outcome: Recount Write a series of diary entries.	Outcome: Fiction Write a traditional tale with an alternative ending.	Outcome: Fiction Write a myth, creating characters and settings.	Outcome: Recount Write a formal biography of Chris Hadfield	Outcome: Persuasion / Information Write a hybrid leaflet about waste management	Outcome: Recount Write and perform a soliloquy
Mastery Key Progression	<p>Grammar Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Composition Identify the audience for and purpose of writing</p>	<p>Grammar Use expanded noun phrases to convey complicated information concisely Use of inverted commas and other punctuation to punctuate direct speech</p> <p>Composition Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action</p>	<p>Grammar Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Link ideas across paragraphs using adverbials Use commas to clarify meaning and avoid ambiguity in writing</p>	<p>Grammar Variety of verb forms used correctly and consistently Use commas to clarify meaning or avoid ambiguity in writing Link ideas across paragraphs using adverbials and tense choices Use brackets, dashes or commas to indicate parenthesis</p> <p>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<p>Grammar Use modal verbs to indicate degrees of possibility Use devices to build cohesion within a paragraph Choose the appropriate register Use brackets, dashes or commas to indicate parenthesis</p> <p>Composition Enhance meaning through selecting appropriate grammar and vocabulary</p>	<p>Grammar Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility link ideas using tense choices</p> <p>Composition Use a wider range of devices to build cohesion across paragraphs</p>
Year Group Progression						
Composition	Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action					

	<p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices</p> <p>Evaluate and edit:</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Subject and verb agreement when using singular and plurals</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation error</p>
Grammar - Word	<p>Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Use verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>
Grammar – Sentence	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>
Grammar – Punctuation	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>
Grammar – Paragraphs	<p>Organise paragraphs around a theme with a focus on more complex narrative structures</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p>
Year 5 Key Word Lists	
Year 5 / 6 Word List	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>



Year 5 – Writing - Year Group Mastery Overviews

