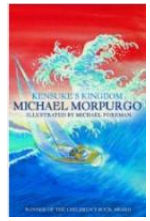


English MTP- Writing





Year: 5 **Term: Autumn 2** **Focus text: Kensuke's Kingdom**

National Curriculum objectives:

Writing composition

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- precising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader (for example, heading, bullet points, underlining)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural,

Spelling objectives:

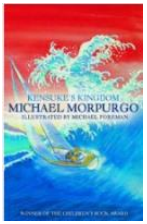
- use further prefixes and suffixes and understand the guidance for adding them (English Appendix 1)
- spell some words with silent letters (for example knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spellings of some words needs to be learnt specifically, as listed in appendix 1
- use dictionary to check the spelling and meaning of words
- use the first two or three letters of a word to check its spelling, meaning or both of these in a dictionary
- use a thesaurus
-

Prior Knowledge:

- Children will know all 40+ graphemes and be able to apply them to their spellings in their work.
- Children will know when to add-s or -es to plural nouns.
- Children will be able to add suffixes to words where the root word does not need to change.
- Children will know how to form lower-case and upper-case letters.
- Children will know to leave spaces between their words.
- Children will know to clarify their work they can say their sentences out loud before they write them.
- Children will be able to sequence sentences to form short narratives.
- Children will be able to re-read what they have written to check that it makes sense.
- Children will know that a sentence must start with a capital letter and end with a full stop.
- Children will know how to use 'and' to join simple sentences.
- Children will know that a noun is a person, place or thing.
- Children will know that a verb is the action word in a sentence.
- Children will know the features and format of a description, letter, diary, retell and instructions.
- Children will know that words can be changed by adding suffices at the end e.g. 'er', 'ed' and 'ing'.
- Children will use a range of conjunctions, adverbs, and prepositions to express time, place, and cause, alongside coordinating and subordinating conjunctions.

Key vocabulary:

skipper, dinghy, cockpit, buoyancy, brackish, flounder, marooned, ravenous, vestige, talisman, driftwood, canopy, diminutive, wary, obstinate, anguish, exhilarating, reluctant, glimpse, hurl, lurk, deter, gesticulate, harangue



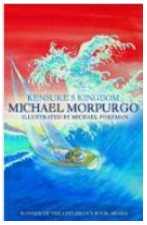
English MTP- Writing





Year: 5 Term: Autumn 2 Focus text: Kensuke's Kingdom

distinguishing between language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors. Perform their own compositions,, using appropriate intonation, volume and movement so that meaning is clear <u>Vocabulary, grammar and punctuation</u> • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form • using passive voice to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Indicate grammatical and other features by: • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using semi-colons, colons, dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuate bullet points consistently		• Children will use expanded noun phrases: Modifying nouns with prepositional phrases, adjectives, and determiners to add precision. • Children will use fronted adverbials (e.g., *Later that day, / Without a sound,*) followed by a comma. • Children will use organisie paragraphs around a theme and using simple cohesive devices (pronouns, adverbials of time/place) to link ideas within and across paragraphs. • Children will use inverted commas and other punctuation for direct speech. • Children will use apostrophes for singular and plural possession (distinguishing clearly between plurals and possessive -s). • Children will use commas to clarify meaning and avoid ambiguity. • Children will apply knowledge of standard spelling patterns, prefixes, and suffixes (e.g., *un-, dis-, mis-, -ly, -ful, -less*), plus word families based on common roots. • Children will use relative clauses introduced by relative pronouns (*who, which, where, when, whose, that*). • Children will use parenthesis indicated by brackets, dashes, or commas. • Children will use modal verbs or adverbs to indicate degrees of possibility (*might, could, perhaps, surely*).	



English MTP- Writing

Year: 5 **Term: Autumn 2** **Focus text: Kensuke's Kingdom**

	Unit 1	Unit 2	Unit 3
Writing focus	• Instructions –on how to survive a desert island	• Setting description – of the island	• Recount diary – Michael's entry into the log on his journey home after being discovered by his parents.
SPaG focus	• To use expanded noun phrases to convey information • To use a thesaurus • To use the perfect form of verbs to mark relationships of time and cause • To use relative clauses • using a wide range of devices to build cohesion within and across paragraphs	• To identify and use commas in a list • To convert nouns or adjectives to verbs • To understand and identify verb prefixes • To use modal verbs or adverbs to indicate degrees of possibility • To use brackets, dashes or commas for parenthesis • To use a colon to introduce a list	• To identify and use the difference between plural and possessive nouns • To identify and use fronted adverbials • To use apostrophes to show possession • To use commas to clarify meaning or avoid ambiguity • To assess the effectiveness of others' writing. • I can use has, had, have accurately using the perfect form of verbs.
Spelling focus	**i before e except after c** conscience, deficient, efficient fancies, receive, conceited, deceive, receipt, ceiling, perceive, deceit, misconceived, **Common exception words** disastrous, embarrassed, environment, frequently, government, hindrance, leisure, nuisance, physical, average	**Homophones** lessen-lesson, locks – lochs, cygnet-signet, **Common exception words** accompany, according, achieve aggressive, amateur ancient, apparent appreciate, attached, available, , awkward, , bruise, category.	**'fer' + suffix** referral, referring, preference, differential, indifference, deferral, inference **Common exception words** prejudice, community, privilege, restaurant, profession, necessary, determined, government, opportunity bargain