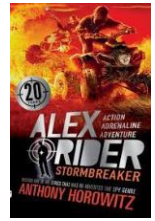


English MTP- Writing

Year: 5 **Term: Summer 2** **Focus text: Storm Breaker**



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

Spelling objectives:

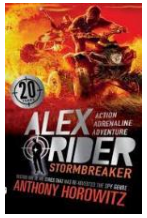
- use further prefixes and suffixes and understand the guidance for adding them (English Appendix 1)
- spell some words with silent letters (for example knight, psalm, solemn)
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology 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:

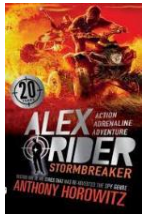
Rendezvous, personnel, investigate, colleague, apparatus, anticipate, tentative, relentless, claustrophobic, precarious, stifle, totter, churn, clamber, hoist, lurch, alternative, deliberately, exclusive, grim, unparalleled



English MTP- Writing

Year: 5 Term: Summer 2 Focus text: Storm Breaker

• ensuring correct subject and verb agreement when using singular and plural, 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: Summer 2 Focus text: Storm Breaker

	Unit 1	Unit 2	Unit 3
Writing focus	• Explanation – how to use spy equipment.	Narrative – write a sequel to the story	• Recount- RAF Cosford
SPaG focus	• To identify and use the difference between plural and possessive nouns. • To use a thesaurus • using semi-colons, colons, dashes to mark boundaries between independent clauses • using passive voice to affect the presentation of information in a sentence • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form	• To use the perfect form of verbs to mark relationships of time and cause. • To use devices to build cohesion, including adverbials of time, place and number • To convert nouns or adjectives into verbs • To understand and identify verb prefixes • To identify and use fronted adverbials	• using commas to clarify meaning or avoid ambiguity in writing • using expanded noun phrases to convey complicated information concisely (commas in a list consolidation) • To use and punctuate direct speech with inverted commas • To use apostrophes to show contraction • To identify and use fronted adverbials
Spelling focus	**Revisit prefixes** **Common exception words** parliament, persuade, privilege, programme, pronunciation, queue, relevant, restaurant, rhyme, rhythm,	**Hyphenated spellings –** well-known, fifty-three, long-haul, single-minded, three-dimensional, left-handed, clean-cut, empty-handed, ultra-violet, good-looking, half-witted, near-sighted, warm-up, high-spirited, life-size **Common exception words** secretary, sincere, sincerely, soldier, stomach, referred, according, available, devised, frequently, suggested, environment	**Common exception words** leisure, especially, opportunity, government, conscious, guaranteed, thoroughly, individuals, recommend, vehicles