



KS2 Years' 5 and 6 Writing Curriculum Map Document Autumn Term (1&2)

Spelling	Handwriting	Punctuation	Grammar			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Spell and read NC words (Y5) - to be covered throughout the year and linked to other elements of the writing being taught. (Y6) Understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. (Y5) Use a dictionary (Y3) check the spelling and meaning of words (Y4) confidently use the first three or four letters of a word to check spelling (Y5) Identify words with more than one meaning (Y5) Use a thesaurus (Y5) to create word banks of vocabulary (Y6) Use of the hyphen e.g. co-ordinate, re-enter, co-operate (Y6) Use and understand the meanings and contexts of homophones and other words that are often confused (Y5) Endings which sound like /jes/ spelt -cious or -tious (Y4) Use prefixes and suffixes and understand the guidance for adding them (Y3) Work out and clarify the meanings of unknown words by using a dictionary confidently and using knowledge of root words. (Y5) Learn Y5/6 word list columns 1-2 Spell some words with 'silent' letters [for example, knight, psalm, solemn] (Y5) Endings -cial, -tial e.g. partial, confidential, essential (Y5) Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (Y5) Learn Y5/6 word list columns 1 and 2 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. (Y3) Choosing the writing implement that is best suited for a task. (Y4) Practise handwriting and be encouraged to increase the speed (Y4) Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3) Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2) Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y3) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> Use capital letters for proper nouns (Y3) Use correct capitals for the personal pronoun I, and contraction such as: I'll, I', I'd, I'm etc..(Y4) Use capital letters, full stops question marks and exclamation marks correctly (Y1) Use apostrophes for contraction (Y2) Use commas for lists (Y2) Use commas alongside inverted commas to correctly punctuate speech (Y3) Use commas to clarify meaning or avoid ambiguity in writing (Y5) Use brackets, <u>dashes</u> or commas to indicate parenthesis. (Y5) Brackets (Y2) Use hyphens to avoid ambiguity (Y6) Understand the difference between direct and reported speech and use this when writing (Y6) Use an ellipsis to create a pause or tension (Y5) Use colons to introduce a list (Y3) and an example of something that has come before (Y5) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> Revise basic word class e.g., noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item (Y5) Be secure in use (Y6) Use relative clauses beginning with who, which, where, when, whose, that (Y4) or with an implied (ie omitted) relative pronoun. Use expanded noun phrases to convey complicated information concisely (Y4) Use modal verbs or adverbs to indicate degrees of possibility (Y5) Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use the present perfect form of verbs in contrast to the past tense Use subordinating (Y4) and co-ordinating conjunctions (Y5) Use conjunctions, adverbs and prepositions to express time and cause .Revise past, present and future test (Y3) Use fronted adverbials and commas after these(Y3) Understand and use verb inflections was/were Use determiners accurately a/an Understand the difference between plural and possessive apostrophes (possessive apostrophe for plurals introduced Y4) Identify and use prepositions to express time and cause e.g., before, after, during, in, because of (Y3) Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] (Y4) Use a wide range of sentence structures to add interest to writing (Y5) Understand the term clause and phrase (Y5) Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] 			
Composition		Text Types	Vocabulary Progression			
<p>Pupils should be taught to plan, organise and edit and evaluate their writing by:</p> <ul style="list-style-type: none"> Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. (Y5) Write using standard English (Y5) In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. (Y5) Summarise and present a familiar story in their own words (Y5) Precise longer passages. (Y5) In narratives, describe settings, characters (Y4) and atmosphere and integrate dialogue to convey character and advance the action. (Y5) Use a wide range of devices to build cohesion across paragraphs. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. (Y5) Use organisational and presentational layout devices e.g. headings, sub-headings, (Y4) columns, bullets, underlining or tables, to structure text (Y5) Evaluate and edit by: Assessing the effectiveness of their own and others' writing (Y3); proof-read for spelling and punctuation errors (Y3) proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5) Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear and prepare readings, with appropriate intonation (Y5) 		<ul style="list-style-type: none"> Narrative stories –flashback linked to the piano Recount: Diary writing Non-chronological report Descriptive settings and characterisation development boarding Titanic Poetry emotion and feelings Newspaper article – chronological Persuasive Speech- school council vote Letter writing informal – Titanic, letter to brother 	<table border="0"> <tr> <td data-bbox="1556 1137 1868 1444"> Subject, object Proper noun Active, passive Apostrophe Synonym, antonym Comma Relative pronoun Relative Clause </td> <td data-bbox="1868 1137 2177 1444"> Ellipsis Dash Parenthesis Bracket Cohesion Ambiguity Hyphen Colon, semi-colon Bullet points </td> </tr> </table>		Subject, object Proper noun Active, passive Apostrophe Synonym, antonym Comma Relative pronoun Relative Clause	Ellipsis Dash Parenthesis Bracket Cohesion Ambiguity Hyphen Colon, semi-colon Bullet points
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KS2 Years' 5 and 6 Writing Curriculum Map Document Year 6 Spring Term (1&2)

Spelling	Handwriting	Punctuation	Grammar		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use a dictionary (Y3) check the spelling and meaning of words (Y4) confidently use the first three or four letters of a word to check spelling (Y5) • Learn Y5/6 word list columns 3 and 4 • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in year 5 and 6 word lists • Words with the /i:/ sound spelt ei after c The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound) • Verb prefixes [for example, dis-, de-, mis-, over- and re- (Y5) • Words with 'silent' letters (Y5) • Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] (Y5) • Words containing the letter-string ough (Y5) • Adding suffixes beginning with vowel letters to words ending in -fer (Y5) • Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (Y5) • Endings which sound like /ʃəl/ e.g. official, special (Y5) • Words ending in -able and -ible Words ending in -ably and -ibly (Y5) • Adding suffixes beginning with vowel letters to words ending in -fer (Y5) • Use dictionaries to check the spelling and meaning of words (Y3) • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (Y5) • Use a thesaurus (Y5) Homophones (Y3) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (Y2) ▪ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3) ▪ Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y5) • Write legibly, fluently and with increasing speed by: • Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task. (Y4) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing (Y5) • Use brackets (Y2), dashes or commas to indicate parenthesis (Y5) Confident use of the three types • Use a colon to introduce a list (Y3) and an example of something that has come before (Y5) • Use inverted commas to demarcate direct speech (Y2) Know the difference between direct and reported speech (Y4) • Use commas alongside inverted commas to correctly punctuate speech (Y3) • Use an ellipsis to create a pause or tension (Y5) • Indicate possession by using the possessive apostrophe with plural nouns (Y4) • Use semi-colons, colons or <u>dashes</u> to mark boundaries between independent clauses. • Punctuate bullet points consistently. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing. (Y5) • Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item (Y5) • Using modal verbs or adverbs to indicate degrees of possibility (Y5) • Use relative clauses beginning with who, which, where, when, whose, that or with (Y4) an implied (ie omitted) relative pronoun. (Y6) • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. (Y6) • Understand the grammatical difference between plural and possessive -s (Y5) • Know first, second and third person • Use passive verbs to affect the presentation of information in a sentence. • Use the perfect form of verb to mark relationships of time and cause. 		
Composition		Text Types	Vocabulary Progression		
<ul style="list-style-type: none"> • Pupils should be taught to plan and organise their writing by: Planning their writing by: • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5) • Noting and developing initial ideas, drawing on reading and research where necessary (Y5) • 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 (Y5) considering how authors have developed characters and settings in what pupils have read, listened to or seen performed (Y5) • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y4/5) • Evaluate and edit: Assessing the effectiveness of their own and others' writing (Y3) • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5) • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors (Y3) • Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking 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; use of ellipsis] 		<p>Narrative - suspense stories Descriptions Diary writing – shift between two characters Persuasive letter to local neighbour/ community project Debate: Badger Culling/ school Non-chronological reports Instructions: How to be a good sibling Explanation</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> Modal verb Relative pronoun / Possessive pronoun Relative clause Parenthesis Adverbials of time and manner Preposition Word family Prefix /Suffix Clause, subordinate clause Direct speech Inverted commas / Direct speech </td> <td style="border: none; vertical-align: top;"> <ul style="list-style-type: none"> Bracket Dash Cohesion Ambiguity Noun/ Proper noun Adjective/ Adverb / verb Expanded noun phrases Tense: present, past, future Apostrophe Homophone Contraction </td> </tr> </table>	<ul style="list-style-type: none"> Modal verb Relative pronoun / Possessive pronoun Relative clause Parenthesis Adverbials of time and manner Preposition Word family Prefix /Suffix Clause, subordinate clause Direct speech Inverted commas / Direct speech 	<ul style="list-style-type: none"> Bracket Dash Cohesion Ambiguity Noun/ Proper noun Adjective/ Adverb / verb Expanded noun phrases Tense: present, past, future Apostrophe Homophone Contraction
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KS2 Years' 5 and 6 Writing Curriculum Map Document Summer Term (1&2)

Spelling	Handwriting	Punctuation	Grammar		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Learn Y5/6 word list columns 5 and 6 • Revisit Y5/6 statutory word list columns 1-4 (Y5) • Words containing the letter-string ough • Words ending in –able –ible –ably and –ibly • Use dictionaries to check the spelling and meaning of words (Y3) • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (Y5) • Use a thesaurus (Y5) • Understand the etymology and morphology of words • Homophones and other words that are often confused (Y3) • 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch (Y3) ▪ Be able to write down ideas quickly using equidistant finger spacing and holding a pen in a comfortable tripod grid (Y5) ▪ Write legibly, fluently and with increasing speed by: Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters (Y5) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> • Use commas to clarify meaning or avoid ambiguity in writing (Y5) • Use brackets, dashes or commas to indicate parenthesis (Y5) • Use an ellipsis to create a pause or tension (Y5) • Use a colon to introduce a list (Y3) or an example (Y5) • Use hyphens to avoid ambiguity (Y6) • Use semi-colons to join related clauses • Use semi-colons and colons to mark boundaries between independent clauses • Use semi-colons, colons (Y5) or <u>dashes</u> to mark boundaries between independent clauses (Y6) • Punctuate bullet points consistently (Y6) • Use passive verbs to affect the presentation of information in a sentence (Y5) 	<p>Revise and ensure accuracy of:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing. (Y6) • Recognising the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].(Y6) • Use passive verbs to affect the presentation of information in a sentence. (Y6) • Use the perfect form of verb to mark relationships of time and cause. (Y6) • Understand how to use coordinating and subordinating conjunctions (Y4) • Understand the difference between plural and possessive apostrophes (Y3) • Revise basic word class e.g. noun, adjective, verb, adverb, determiner, pronoun and be able to distinguish between each word class item • Use subordinate clauses to add detail or context, including varied positions (Y5) 		
Composition	Text Types		Terminology		
<p>Pupils should be taught to plan and organise their writing by:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (Y5) - In narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. (Y5) • noting and developing initial ideas, drawing on reading and research where necessary (Y5) <p>Draft and write by:</p> <ul style="list-style-type: none"> - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.(Y5) • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Y5) • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action (Y6) • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Y6) - Precising longer passages. • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (Y5) • ensuring the consistent and correct use of tense throughout a piece of writing (Y6) • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (Y5) • proof-read for spelling and punctuation errors (Y3) 	<p>Biographies – Dr Barnardo</p> <p>Debate: balanced argument of choice</p> <p>Explanations of machines</p> <p>Persuasive Brochure-two varied sides with a review of a hotel/holiday</p> <p>Recount of a school trip</p> <p>Poetry – emotion and feelings</p> <p>Advertising campaign</p>		<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>Revising content: Subject, object Active, passive Synonym, antonym Ellipsis Hyphen Colon, semi-colon Bullet points</p> </td> <td style="width: 50%;"> <p>Review Year 5 terminology: Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p> </td> </tr> </table>	<p>Revising content: Subject, object Active, passive Synonym, antonym Ellipsis Hyphen Colon, semi-colon Bullet points</p>	<p>Review Year 5 terminology: Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>
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- Using a wide range of devices to build cohesion across paragraphs. Create links within paragraphs and from the beginning to the end of a piece of writing; 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]
- Assess the effectiveness of their own and others' writing by editing and peer marking against success criteria: Pupils should understand, through being shown, the skills and processes essential for writing (Y3): that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear. Pupils will become independent writers.

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