

Year 5 Writing and GPS			
Term	Genre	Composition	GPS
Autumn 1	Poetry	Plan their writing by: Identifying a range of audiences and purposes, using some features of the given form (these may not be sustained throughout the piece).	Begin to use prefixes and suffixes and spell (e.g. misconduct, overturn, designate and classify).
	First person recount		Spell correctly most words from Year 3/4 spelling list and begin to spell some words from Year 5/6 spelling list.
	Narrative	Draft and write by: Using expanded noun phrases and fronted adverbials to add details to settings, character and atmosphere. Using paragraphs to group ideas appropriately. Using expanded noun phrases. Showing an awareness of commas to avoid ambiguity (this may be more secure when reading aloud). With support, beginning to use some cohesive devices (pronouns to replace previously used nouns, conjunctions, adverbs and prepositions) to link ideas and themes within and across paragraphs.	Revise words from Years 3 and 4. Spell words ending with sounds like shus: -cious, -tious, -ious. Spell words with the short vowel sound /i/ spelt with a y. Spell correctly homophones and near homophones. Punctuate sentences accurately with appropriate end mark. Understand terminology fronted adverbials, adverbials of time, possibility, manner, modal verbs.
		Evaluate and edit by: Writing legibly, fluently and with increasing speed.	Use apostrophes for possession, contractions and plurals.
		Proof-reading their own writing and make changes and corrections after feedback.	

	Newspaper article Informal letter	Plan their writing by: Identifying a range of audiences and purposes, using some features of the given form (these may not be sustained throughout the piece). Draft and write by: Using expanded noun phrases and fronted adverbials to add details to settings, character and atmosphere. Using dialogue to advance the action (there may be some errors in punctuation). Using paragraphs to group ideas appropriately. Using cohesive devices to provide some links between paragraphs (conjunctions such as then, after this, firstly, adverbials of time, place, number, pronouns to replace previously used nouns and tense choices e.g. he had seen her before). Using expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add details to setting, character and atmosphere With support, beginning to use some cohesive devices (pronouns to replace previously used nouns, conjunctions, adverbs and prepositions) to link ideas and themes within and across paragraphs. Showing an awareness of relative clause structures and begin to use these in writing with support.	Use prefixes and suffixes and spell them accurately in work (e.g. misconduct, overturn, designate, classify). Spell words with silent letters. Spell words ending in -ment. Use inverted commas accurately. Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) to add detail and enhance meaning. Use modal verbs and adverbs to indicate possibility. Understand terminology: adverbs of possibility and frequency.
Autumn 2			

	<p>Evaluate and edit by: Writing legibly and fluently with increasing speed. Proof-reading their own writing and making changes and corrections after feedback.</p>	
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Spring 1	Newspaper article Recount Creative write	<p>Plan their writing by: Identifying the audience and purpose using features of the given form.</p> <p>Selecting and using the organisational and presentational devices relevant to text type (headings, bullet points etc).</p> <p>Draft and write by: Using expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Using cohesive devices to provide some links between paragraphs (conjunctions such as then, after this, firstly, adverbials of time, place, number, pronouns to replace previously used nouns and tense choices e.g. he had seen her before).</p> <p>Evaluate and edit by: Beginning to precise (summarise) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proof-reading and assessing the effectiveness of their own writing and that of others, and make corrections and improvements.</p>	Spell first 25 words from Years 5 and 6. Spell prefixes and suffixes and spell them accurately in their work (e.g. -cious or -tious, -cial or -tial). Spell words with suffixes -ity, -ness, and -ship. Spell homophones and near homophones correctly. Spell words with the 'or' sound e.g. afford, forty. Spell words with the 'or' sound spelt 'au'. Use brackets, commas and dashes for parenthesis. Use commas to clarify meaning and avoid ambiguity. Begin to use dialogue to convey character and advance the action, including accurate punctuation (mostly correctly). Understand terminology: relative clause, relative pronoun, modal verb and brackets.

	Poetry Letter	<p>Plan their writing by:</p> <p>Planning for a range of audiences and purposes using features of the given form.</p> <p>Selecting and using organisational and presentational devices relevant to text type (headings, bullet points etc).</p> <p>Draft and write by:</p> <p>Using expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Using cohesive devices to provide some links between paragraphs (conjunctions such as then, after this, firstly, adverbials of time, place, number, pronouns to replace previously used nouns and tense choices e.g. he had seen her before).</p> <p>Evaluate and edit by:</p> <p>Beginning to precise (summarise) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proof-reading and assessing the effectiveness of their own writing and that of others, and making corrections and improvements.</p>	<p>Use prefixes and suffixes and spell them accurately in their work (e.g. -cious or -tious, -cial or -tial).</p> <p>Convert nouns or adjectives into verbs using the suffix -ate.</p> <p>Convert nouns or adjectives using the suffix -ify.</p> <p>Convert nouns or adjectives using the suffix -ise.</p> <p>Convert nouns or adjectives into verbs using the suffix -en.</p> <p>Use brackets, commas and dashes for parenthesis.</p> <p>Use commas to clarify meaning and avoid ambiguity.</p> <p>Begin to use dialogue to convey character and advance the action, including accurate punctuation (mostly correctly).</p> <p>Understand terminology: relative clause, relative pronoun and modal verb.</p>
Spring 2			

			Spell words containing the letter string 'ough'.
			Spell words containing the sound 'ear'.
			Spell words containing 'ere' e.g. interfere.
			Spell words containing unstressed vowels e.g. <u>cre</u> ation, <u>cha</u> otic.
Summer 1	Letter First person recount	Plan their writing by: Planning for a range of audiences and purposes using features of the given form. Select and using organisational and presentational devices relevant to text type (headings, bullet points etc).	Spell the next 25 words for Years 5 and 6.
		Draft and write by: Writing for a range of audiences and purposes, effectively integrating features of the given form, including organisational and presentational device. Using the appropriate tense throughout writing. Using commas to avoid ambiguity and join clause structures effectively (may have occasional errors with comma splicing). Use expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add details to setting, character and atmosphere. Using cohesive devices more effectively to link ideas across and within paragraphs to create flow throughout a whole piece (e.g. conjunctions, adverbials, pronouns, some deliberate repetition). Beginning to sustain and develop ideas within paragraphs. Using devices to indicate possibility such as adverbs and modal verbs.	Understand terminology: relative clause, relative pronoun, adverb of time, adverb of place, passive and active voice. Use brackets, dashes or commas to indicate parenthesis with increasing accuracy.

	<p>Evaluate and edit by:</p> <p>Beginning to precise (summarise) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Independently proof-reading own work and that of others' and making changes accordingly.</p>	
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Summer 2	Newspaper article Creative write Poetry	<p>Plan their writing by:</p> <p>Planning for a range of audiences and purposes using features of the given form.</p> <p>Selecting and using organisational and presentational devices relevant to text type (headings, bullet points).</p> <p>Draft and write by:</p> <p>Writing for a range of audiences and purposes, effectively integrating features of the given form, including organisational and presentational devices, as well as grammatical structures (appropriate tense, some evidence of passive voice).</p> <p>Using expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Using cohesive devices more effectively to link ideas across and within paragraphs to create flow throughout a whole piece (e.g. conjunctions, adverbials, pronouns, some deliberate repetition).</p> <p>Sustaining and developing ideas within paragraphs.</p> <p>Using brackets, dashes or commas to indicate parenthesis with increasing accuracy.</p> <p>Using devices to indicate possibility such as adverbs and modal verbs.</p>	Create words by adding verb prefixes de- and re-. Create words by adding verb prefix over-. Convert nouns or verbs into adjectives using suffix –ful. Convert nouns or verbs into adjectives using suffix -ive. Convert nouns or verbs into adjectives using suffix –al.

	<p>Edit and improve: Précising (summarising) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Independently proof-reading own work and that of others' and make changes accordingly.</p>	
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