

Year 5 Writing and GPS			
Term	Genre	Composition	GPS
Autumn 1	<p><b>Poetry</b> War poetry</p> <p><b>Fiction</b> First person recount Narrative</p>	<p>Identify a range of audiences and purposes, using features of the given form (these may not be sustained throughout the piece).</p> <p>Use expanded noun phrases and fronted adverbials to add details to settings, character and atmosphere.</p> <p>Use paragraphs to group ideas appropriately.</p> <p>Use expanded noun phrases.</p> <p>Show an awareness of commas to avoid ambiguity (this may be more secure when reading aloud).</p> <p>Use some cohesive devices (pronouns to replace previously used nouns, conjunctions, adverbs and prepositions) to link ideas and themes within and across paragraphs.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Proof-read own writing and make changes and corrections after feedback.</p>	<p>Begin to use prefixes and suffixes and spell (e.g. misconduct, overturn, designate and classify).</p> <p>Spell correctly most words from Year3/4 spelling list and begin to spell some words from Year 5/6 spelling list.</p> <p>Revise words from Years 3 and 4.</p> <p>Spell words ending with sounds like shus: -cious, -tious, -ious.</p> <p>Spell words with the short vowel sound /i/ spelt with a y.</p> <p>Spell correctly homophones and near homophones.</p> <p>Punctuate sentences accurately with appropriate end mark.</p> <p>Understand terminology fronted adverbials, adverbials of time, possibility, manner, modal verbs.</p> <p>Use apostrophes for possession, contractions and plurals.</p>

Autumn 2	<p><b>Fiction</b> Narrative</p> <p><b>Non-Fiction</b> Newspaper article about the Christmas Truce Information text</p>	<p>Identify a range of audiences and purposes, using features of the given form (these may not be sustained throughout the piece).</p> <p>Use expanded noun phrases and fronted adverbials to add details to settings, character and atmosphere.</p> <p>Use dialogue to advance the action (there may be some errors in punctuation).</p> <p>Use paragraphs to group ideas appropriately.</p> <p>Use cohesive devices to provide links between paragraphs (conjunctions such as then, after this, firstly, adverbials of times, place, number, pronouns to replace previously used nouns and tense choices e.g. he had seen her before).</p> <p>Use expanded noun phrases, adverbials and figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Use cohesive devices (pronouns to replace previously used nouns, conjunctions, adverbs and prepositions) to link ideas and themes within and across paragraphs.</p> <p>Show an awareness of relative clause structures and use these in writing.</p> <p>Write legibly and fluently with increasing speed.</p> <p>Proof-read own writing and make changes and corrections after feedback.</p>	<p>Use prefixes and suffixes and spell them accurately in work (e.g. misconduct, overturn, designate, classify).</p> <p>Spell words with silent letters.</p> <p>Spell words ending in -ment.</p> <p>Use inverted commas accurately.</p> <p>Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) to add detail and enhance meaning.</p> <p>Use modal verbs and adverbs to indicate possibility.</p> <p>Understand terminology: adverbs of possibility and frequency.</p>
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Spring 1	<p><b>Fiction</b> Narrative</p> <p><b>Non-Fiction</b> Letter</p>	<p>Identify the audience and purpose using features of the given form.</p> <p>Select and use the organisational and presentational devices relevant to text type (headings, bullet points etc).</p> <p>Use expanded noun phrases, adverbials and figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Use cohesive devices to provide links between paragraphs (conjunctions such as then, after this, firstly, adverbials of times, place, number, pronouns to replace previously used nouns and tense choices e.g. he had seen her before).</p> <p>Précis (summarise) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proof-read and assess the effectiveness of own writing and that of others and make corrections and improvements.</p>	<p>Spell first 25 words from Years 5 and 6.</p> <p>Spell prefixes and suffixes and spell them accurately in their work (e.g. –cious or –tious, –cial or –tial).</p> <p>Spell words with suffixes -ity, -ness, and -ship.</p> <p>Spell homophones and near homophones correctly.</p> <p>Spell words with the ‘or’ sound e.g. afford, forty.</p> <p>Spell words with the ‘or’ sound spelt ‘au’.</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, modal verb and brackets.</p>
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Spring 2	<p><b>Poetry</b></p> <p><b>Fiction</b> Narrative</p> <p><b>Non-Fiction</b> Non-chronological report</p>	<p>Plan for a range of audiences and purposes using features of the given form.</p> <p>Select and use organisational and presentational devices relevant to text type (headings, bullet points etc).</p> <p>Use expanded noun phrases, adverbials and figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Use cohesive devices to provide links between paragraphs (conjunctions such as then, after this, firstly, adverbials of times, place, number, pronouns to replace previously used nouns and tense choices e.g. he had seen her before).</p> <p>Précis (summarise) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proof-read and assess the effectiveness of their own writing and that of others and make 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>
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<p>Summer 1</p>	<p><b>Fiction</b> Recount</p> <p><b>Non-Fiction</b> Report</p>	<p>Plan for a range of audiences and purposes using features of the given form.</p> <p>Select and use organisational and presentational devices relevant to text type (headings, bullet points etc).</p> <p>Write for a range of audiences and purposes, effectively integrating features of the given form, including organisational and presentational device.</p> <p>Use the appropriate tense throughout writing.</p> <p>Use commas to avoid ambiguity and join clause structures effectively (may have occasional errors with comma splicing).</p> <p>Use expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Use cohesive devices 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>Sustain and develop ideas within paragraphs.</p> <p>Use devices to indicate possibility such as adverbs and modal verbs.</p> <p>Précis (summarise) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proof-read own work and that of others' and make changes accordingly.</p>	<p>Spell words containing the letter string 'ough'.</p> <p>Spell words containing the sound 'ear'.</p> <p>Spell words containing 'ere' e.g. interfere.</p> <p>Spell words containing unstressed vowels e.g. <u>cr</u>ea<u>ti</u>on, <u>ch</u>ao<u>ti</u>c.</p> <p>Spell the next 25 words for Years 5 and 6.</p> <p>Understand terminology: relative clause, relative pronoun, adverb of time, adverb of place, passive and active voice.</p> <p>Use brackets, dashes or commas to indicate parenthesis with increasing accuracy.</p>
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<p>Summer 2</p>	<p><b>Poetry</b></p> <p><b>Fiction</b> Narrative</p> <p><b>Non Fiction</b> Non-chronological report</p>	<p>Plan for a range of audiences and purposes using features of the given form.</p> <p>Select and use organisational and presentational devices relevant to text type (headings, bullet points).</p> <p>Write 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, evidence of passive voice).</p> <p>Use expanded noun phrases, adverbials and figurative language (simile, metaphor) to add details to setting, character and atmosphere.</p> <p>Use cohesive devices 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>Sustain and develop ideas within paragraphs.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use devices to indicate possibility such as adverbs and modal verbs.</p> <p>Précis (summarise) longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Proof-read own work and that of others' and make changes accordingly.</p>	<p>Create words by adding verb prefixes de- and re-.</p> <p>Create words by adding verb prefix over-.</p> <p>Convert nouns or verbs into adjectives using suffix –ful.</p> <p>Convert nouns or verbs into adjectives using suffixive.</p> <p>Convert nouns or verbs into adjectives using suffix –al.</p>
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