

Introduction to Writing Overview:

This document has been designed to support the planning and teaching of writing for the academic year. The document also ensures coverage of a wide range of writing opportunities and skills.

The **key texts for narrative units** are taken directly from the curriculum overviews, ensuring consistency with whole-school planning. Where appropriate, there are also selected **key texts for non-fiction and poetry units**, which act as the central stimulus for teaching and learning within each of these units.

The units of work for **Autumn, Spring, and Summer** are mapped to give pupils the best opportunity to meet the STAR assessment objectives for that term. The specific objectives you should plan for are highlighted in **yellow**—these reflect the core skills required for each writing genre, while also aligning with the assessment criteria for that term.

Where possible, the texts and units have been chosen so that they link meaningfully with year group topics. In non-fiction and poetry units, additional **suggested texts** are included, alongside ideas for **possible written outcomes**, to support modelling and provide inspiration.

For each unit, there are **suggested steps for learning** (highlighted in **purple**). These are not prescriptive but are offered as a starting point to help you consider how lessons might be sequenced towards the final written outcome.

Finally, the way these units are structured ensures clear **progression of writing skills**—both across the academic year within each year group, and from year to year as pupils move through the school.

YEAR 5 WRITING OVERVIEW

Key Objectives for the Autumn term:

Children are emerging towards the Year 5 objectives:

Composition:

- Begins to draw ideas for characters or settings in narrative from what has been read, listened to or seen performed
- With prompting, researches ideas when writing non-fiction
- Begins to develop an awareness of the audience and purpose of writing.
- Uses planning models independently and effectively
- Starts to use the drafting process to rehearse ideas, making increasingly apt choices of grammar and vocabulary.
- Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many features of the genre or text type.
- Uses a wide range of sentence structures and subordinating and co-ordinating conjunctions.
- Uses some deliberate, varied and ambitious vocabulary
- Starts to use dialogue in writing with increasing independence.
- Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation errors, making appropriate changes to improve cohesion, e.g. using pronouns to avoid repetition.
- Reads aloud their own writing, to a group or the whole class, using appropriate intonation, tone and volume.
- Edits for correct and consistent verbs to indicate time, including accurate and appropriate editing of the present perfect, e.g. *I have had the best day ever!*

Grammar:

- Consistently uses the standard English forms for verb inflections instead of local spoken forms, e.g. we were instead of we was, or I did instead of I done.
- Begins to use relative clauses using some relative pronouns to clarify and explain relationships between ideas, e.g. *the stranger, who had dark, curly hair, entered the room.*
- Begins to modify and specify noun phrases, for example by using adverbs to clarify meaning, e.g. the very tall teacher.
- Writes consistently using a variety of verb tenses, e.g. progressive, present perfect, simple past and present.
- Uses modal verbs with support, e.g. would, should, could.
- Groups sentences about similar topics together in simple paragraphs in fiction and non-fiction, linking narratives by choices of characters, settings and plotlines.
- Uses some organisational devices in non-narrative writing, e.g. headings, subheadings and diagrams with captions.
- Creates cohesion by using pronouns to avoid repetition and using a wide range of adverbials of time, place or manner e.g. at the beginning of a paragraph.
- Uses the correct grammatical terminology for Years 1, 2, 3 and 4 (from Appendix 2:
https://assets.publishing.service.gov.uk/media/5a7d913aed915d3fb959486f/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

Punctuation:

- Uses the full range of punctuation taught to the end of year 4 usually correctly
- Begins to use commas clarify meaning and avoid ambiguity, with some support.
- May use commas to mark a relative clause that sits within or at the end of a sentence
- Uses inverted commas mostly accurately and places a comma after a reporting clause to punctuate direct speech.

Spelling:

- Uses the spelling rules for Year 1, 2, 3 and 4 (from Appendix 1:
https://assets.publishing.service.gov.uk/media/5a7ccc06ed915d63cc65ce61/English_Appendix_1_-_Spelling.pdf)
- Spells words using the spelling rules for Years 1, 2 and 4 (from Appendix 1).
- Uses the first three letters of a word to check its spelling and meaning in a dictionary.
- Spells some words with 'silent' letters [for example, knight, psalm, solemn].

Handwriting:

- Writes with mostly legible and consistent handwriting, including diagonal and horizontal strokes used to join letters, when appropriate.

	Autumn term 1	Autumn term 2
Key text <i>(from the Curriculum Overview)</i>	The Explorer  (Narrative unit)	Rain Player  (Narrative unit)
Fiction/Narrative unit of work	Chronological Narrative: Adventure Suggested Outcome: Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener.	Traditional Tale: A traditional Mayan tale Suggested Outcome: Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary
Specific objectives for the unit	• Use improvisation and role-play to explore different characters' points of view. • Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure • Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases of time, place or tense choices; • Experiment with the order of chapters or paragraphs to achieve different effects. • Explore pace by using direct and reported speech to build tension and create suspense and use fast-moving action to create excitement • Use dialogue to build character and develop characterisation by describing actions • Use of powerful, evocative vocabulary and strong, varied verbs for action scenes to add to the sense of adventure. (<i>He leaped from his horse, charged into the banquet hall and hurtled himself onto the table where the prince was devouring a chicken.</i>) • Experiment with an effective blend of action, dialogue and description	• Use improvisation and role-play to explore different characters' points of view. • Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure • Use dialogue to advance the plot or to state the theme or moral of the story • Use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun to make characterisation specific • Use of noun phrases to modify and specify, for example by using adverbs to clarify meaning, e.g. the very tall teacher. • Use of adverbs and adverbial phrases to show cause and effect and give coherence to short narratives, e.g. <i>"If you will give me your hand, I will help you over the river", said the wolf. "I can't possibly eat you because I'm a vegetarian," lied the bear.</i> • Use connecting adverbs to show your reader quickly and easily when things happened and how time passed: (One morning... as he was... first he saw... then he saw... When winter came... And then the grasshopper understood...)
Suggested Steps for learning	Step 1 – Exploring Characters' Perspectives Focus: Spoken language, improvisation, and empathy with characters. Activity: Recap <i>The Explorer</i> briefly; In groups, children role-play a key scene (e.g., the plane crash, meeting the Explorer, or building a raft) from the point of view of different characters (Fred, Lila, Max, Con, or the Explorer); Freeze-frame and thought-track: teacher taps children on the shoulder and they speak aloud what their character is thinking/feeling;	Step 1: Hook into the Unit Objective: To engage with the story world of the Maya and introduce <i>Rain Player</i> . Activities: Explore artefacts/images from Mayan culture (temples, gods, ballgame); Read aloud the opening of <i>Rain Player</i> . Discuss: <i>What is the tone? What type of story is this?</i> ; Drama: Hot-seating the main character (Pic). Children improvise questions/answers in role. Writing outcome: A short role-play transcript in pairs.

	Mini-write: In journals, children write a short paragraph from their chosen character's viewpoint. Outcome: Children articulate how different characters might interpret the same event. Step 2 – Building Character Voice through Dialogue Focus: Dialogue and characterisation. Activity: Explore how characters sound: create character voice banks (expressions, tone, vocabulary); Paired improvisation: children improvise a conversation between two characters about the plane crash, using gestures and tone to reflect personality; Discuss how dialogue reveals character traits. Outcome: Children draft a short dialogue scene between two characters, showing personality through what they say and how they act. Step 3 – Experimenting with Narrative Order Focus: Narrative structure, cohesion, paragraphing. Activity: Read a short extract from <i>The Explorer</i> and re-order events (e.g., start with action, then flashback; or build slowly to the climax); Children experiment with writing the same short scene in two different narrative orders. Outcome: Children discuss which order creates most tension/excitement. <i>Link: Introduce adverbs/adverbial phrases of time and place for cohesion ("Later that evening...", "Meanwhile, deep in the forest...").</i> Step 4 – Using Action and Description to Build Pace Focus: Fast-moving action & suspense. Activity: Model how to vary sentence length and use powerful verbs for pace ("scrambled," "darted," "lunged"); Shared writing: Teacher and class co-construct a tense moment (e.g., an animal attack or storm); Children write short action paragraphs, experimenting with description → action → dialogue. Outcome: A short passage where action creates excitement. Step 5 – Blending Action, Dialogue, and Description Focus: Narrative balance. Activity: Compare two extracts: one with too much description, one with too much action. Discuss balance; Writing workshop: children rewrite an existing passage from <i>The Explorer</i> to include all three elements (action, dialogue, description); Peer feedback: children highlight where each element appears; Outcome: Children create a blended narrative paragraph. Step 6 – Planning a Re-Telling from a New Viewpoint Focus: Planning and organising narrative. Activity: Children choose a character and map key story events from their viewpoint; Use storyboards or chapter planners: decide on order of events (linear/flashback), what to reveal or conceal, and where to use tension or dialogue; Teacher models planning a section from Max's perspective. Outcome: Completed narrative plan, with adverbials and tense choices noted for cohesion.	Step 2: Exploring Characters' Points of View Objective: To explore different perspectives in the story. Activities: Read another section of <i>Rain Player</i>; Freeze-frame key moments; step inside characters' thoughts using "conscience alley."; Teacher models internal monologue writing; Writing outcome: A diary entry in role (Pic, or the Rain God). Step 3: Exploring Plot and Theme Objective: To identify the structure and message of the story. Activities: Map <i>Rain Player</i> as a story mountain (opening, build-up, problem, resolution, ending); Discuss theme: <i>What lesson does the story teach? How is this shown at the end?</i>; Compare to fables/traditional tales they know. Writing outcome: Story map of <i>Rain Player</i>. Step 4: Writing in the Author's Style (Description) Objective: To imitate the author's use of descriptive noun phrases. Activities: Re-read descriptive passages from <i>Rain Player</i>. Collect examples of expanded noun phrases; Shared writing: Generate new descriptions of Mayan gods/creatures using relative clauses (e.g. <i>The god, who wore a headdress of serpents, towered over the boy</i>). Writing outcome: A descriptive paragraph of a new Mayan character. Step 5: Writing in the Author's Style (Dialogue) Objective: To use dialogue to move the plot forward. Activities: Identify examples of dialogue in <i>Rain Player</i>. Discuss: <i>What does this dialogue achieve?</i> (moves plot, reveals character); Model writing: teacher writes a short exchange between two gods, including adverbs/adverbials (<i>reluctantly, with a sly smile, as the sun sank below the horizon</i>); Role-play dialogue, then write it up. Writing outcome: Dialogue passage in the style of the text. Step 6: Planning a New Tale Objective: To plan their own Mayan traditional tale using story structure. Activities: Remind children of story mountain; Children invent their own Mayan character (hero or god) and a challenge/game/quest; Create a story plan including: Opening (setting, characters), Build-up (challenge introduced), Problem (conflict/game against god), Resolution (outcome of the challenge), Ending/Theme (lesson learned). Writing outcome: Completed story mountain plan. Step 7: Drafting the Opening Objective: To introduce character and setting effectively using description and noun phrases. Activities: Shared write of a model opening with expanded noun phrases, relative clauses; Children write their own opening. (<i>Focus: Setting + character description.</i>) Step 8: Drafting the Build-Up and Problem Objective: To build suspense and show the challenge using dialogue. Activities: Model dialogue between hero and god (using adverbs/adverbials for effect); Children write the build-up (introduction of conflict) and the problem (the challenge itself) (<i>Focus: Dialogue + advancing plot.</i>)
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	Step 7 – Writing the Narrative (Draft) Focus: Drafting imaginative narrative. Activity: Independent writing time: children draft the first 2–3 paragraphs of their re-telling; Teacher focus group: work with children on dialogue punctuation, adverbial links, and pace; Outcome: Beginning of narrative in character’s voice, organised in paragraphs. Step 8 – Developing and Performing Stories Focus: Refinement and performance. Activity: Children complete their narratives, revising for vocabulary, pace, cohesion, and character voice; Performance: children read aloud or dramatise key sections, using expressive voice and gestures to engage the audience; Class reflection: Which techniques (dialogue, action, description, adverbials) made the story most engaging? Outcome: Final narrative re-telling from another character’s perspective.	Step 9: Drafting the Resolution and Ending Objective: To resolve the story and express its theme. Activities: Revisit <i>Rain Player</i> ending. How does the theme emerge?; Model an ending that states the theme (e.g. courage, humility, respect); Children write their resolution and ending (Focus: Using connecting adverbs to signal time and conclusion (<i>Finally, At last, From that day on...</i>)). Step 10: Editing and Publishing the Tale Objective: To revise and present their final traditional tale. Activities: Peer editing checklist; Publish tales for display in a "Mayan Tales Collection."
Non-fiction unit of work	Non-Chronological report: Write a non-chronological comparative report, in which two or more subjects are compared, focusing on clarity, conciseness and impersonal style Suggested contexts: descriptions, projects, guide book for visit, prospectus, formal & informal letters Supporting texts: <i>Usbourne Extreme Planet: Journey through the Amazon/Earth’s Incredible Places: Amazon River/The Rainforest Book</i> 	Discussion: Write up a balanced discussion presenting two sides of an argument, following a debate Suggested contexts: formal & informal letters, balanced arguments, debate, newspaper reports
Specific objectives for the unit	- Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases observing that a grid rather than a spidergram is appropriate for representing the information - Consider using a question in the title to interest the reader - Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. <i>So, next time you choose a pet, why not consider getting a dog? After all, everyone knows that a dog is a man’s best friend.</i> - Convert nouns or adjectives into verbs using suffixes (-ate, -ify, -ise) - Use Verb prefixes (dis-, de-, mis-, over-, re-) where appropriate - Use of fronted adverbials e.g. collect and use a range of adverbials that can be used to draw similarities and differences - Use devices to build cohesion <u>within a paragraph</u> (then, after, that, this, firstly)	- In exploring persuasive texts, distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue - Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama - Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak - Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: - summarise different sides of an argument - clarify the strengths and weaknesses of different positions - signal personal opinion clearly - draw reasoned conclusions based on available evidence - Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate

	• Use of adverbials of place (nearby) and number (secondly) to <u>link ideas across paragraphs</u> • Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use of addition, reinforcing and opposing adverbs • Indicating degrees of possibility using adverbs, for example, <i>usually, commonly, mostly</i> • Brackets, dashes and commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	• Use Verb prefixes (dis-, de-, mis-, over-, re-) where appropriate • Use of adverbs of number (secondly) to link ideas across paragraphs • Use of correlating conjunctions to support with giving two sides of an argument • Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun e.g. follow generic statements with more specific examples, <i>'There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...'</i> • Indicating degrees of possibility using adverbs [for example, perhaps, surely] e.g. use adverbs of possibility to help express a personal opinion in the final paragraph, for example, <i>'With the growing amount of evidence in this area, perhaps now is the time to accept the argument that...'</i>
Suggested Steps for learning	Step 1 – Introduction to Non-Chronological Comparative Reports Objective (Writing): Identify features of non-chronological reports and understand the purpose of comparative writing. Key skills: recognising structure, impersonal tone, factual language. Outcome: Annotated model text. Step 2 – Gathering Information on the Rainforest Objective (Writing & Reading): Retrieve and record information from non-fiction texts. Organise facts under headings. Key skills: note-taking, organisation, extracting similarities/differences. Outcome: Notes in a comparison grid or Venn diagram. Step 3 – Language of Comparison & Impersonal Style Objective (Writing): Use comparative conjunctions and adverbials. Write in an impersonal, formal style. Key skills: grammar – using <i>whereas, similarly, in contrast, however</i>. Outcome: Comparative sentences written in impersonal style. Step 4 – Planning the Comparative Report Objective (Writing): Plan writing by discussing structure, vocabulary, and key points. Key skills: structuring information logically, grouping facts. Outcome: Individual plan using subheadings and notes. Step 5 – Writing the First Draft Objective (Writing): Draft and write by selecting appropriate grammar and vocabulary. Key skills: drafting with clarity, using formal tone. Outcome: First draft of report. Step 6 – Editing for Clarity, Conciseness, and Formality Objective (Writing):	<u>Week 1: Immersion and Exploration</u> Step 1: Hook & Introduction to the Question LO: Engage with the topic and generate opinions. Step 2: Reading Persuasive vs. Balanced Texts LO: Identify differences between persuasive and balanced writing. Step 3: Annotating Model Text LO: Identify key features of balanced texts. Step 4: Grammar Focus – Verb Prefixes LO: Use verb prefixes (dis-, de-, mis-, over-, re-) accurately. Step 5: Grammar Focus – Relative Clauses LO: Use relative clauses to add detail. <u>Week 2: Debate Preparation & Language Study</u> Step 6: Grammar Focus – Adverbs of Number & Possibility LO: Use adverbs to structure arguments and express opinion. Step 7: Grammar Focus – Correlating Conjunctions LO: Use correlating conjunctions to link contrasting ideas. Step 8: Organising a Balanced Argument LO: Structure a balanced discussion. Step 9: Debate Preparation – Research & Note-taking LO: Gather evidence to support both sides of the argument. Step 10: Class Debate LO: Participate in a debate and present opinions. <u>Week 3: Planning, Writing and Editing</u> Step 11: Planning the Discussion Text LO: Plan a balanced discussion. Step 12: Drafting the Introduction & First Argument LO: Write an engaging introduction and first argument. Step 13: Drafting the Second Argument & Personal View

	Evaluate and edit by assessing effectiveness and vocabulary choices. Key skills: editing, peer assessment, precision. Outcome: Improved second draft. Step 7 – Publishing the Report Objective (Writing & Spoken Language): Present writing for a specific audience with correct grammar, punctuation, and spelling. Key skills: presentation, accuracy, proofreading. Outcome: Final polished comparative report on rainforest theme.	LO: Present a counterpoint and clarify your view. Step 14: Editing & Refining LO: Edit and refine writing for clarity and accuracy.
Poetry unit of work	Vocabulary building poetry (free verse) (Autumn 1) Free Verse Poetry: Exploring imagery including metaphor and personification Read, write and perform free verse poetry including metaphor and personification	
Specific objectives for the unit	• Discuss poet's possible viewpoint, explain and justify own response and interpretation; • Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; • Explore imagery including metaphor and personification; • Compare different forms and describe impact • vary pitch, pace, volume, expression and use pauses to create impact; • use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own poetry, • and that of others • Invent nonsense words and situations and experiment with unexpected word combinations; • Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing;	
Suggested Steps for learning	Step 1: What Is Free Verse Poetry? Learning Objective: Understand the structure and purpose of free verse poetry. Vocabulary: free verse, rhythm, structure, interpretation Step 2: Exploring Imagery – What Can Words Show Us? Learning Objective: Identify imagery in poetry and understand its impact. Vocabulary: imagery, senses, detail, show not tell Step 3: Metaphor and Personification in Poetry Learning Objective: Understand and identify metaphor and personification. Vocabulary: metaphor, personification, comparison, image Step 4: Unusual Language – Onomatopoeia, Invented Words & Wordplay Learning Objective: Explore poetic language including onomatopoeia and invented words. Vocabulary: onomatopoeia, nonsense, sound, invention Step 5: Analysing a Poet's Viewpoint Learning Objective: Explore and explain the poet's viewpoint and how it is conveyed. Vocabulary: viewpoint, interpretation, justification, feelings Step 6: Gathering Ideas – Noticing and Noting Learning Objective: Use careful observation to generate poetic ideas and images. Vocabulary: observe, detail, image, metaphor, sound Step 7: Drafting Free Verse Poems Learning Objective: Write a free verse poem using imagery, metaphor, personification, and inventive language. Success Criteria: Clear subject/theme; Use of metaphor or personification; Unusual/surprising word choices; No set rhyme or rhythm	

	Step 8: Refining and Editing Poems Learning Objective: Edit for clarity, image impact, and language choice. Vocabulary: edit, refine, impact, choice, effect Step 9: Rehearsing Poetry Performance Learning Objective: Prepare and rehearse a dramatic poetry performance.
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Deepening Understanding:

- Demonstrates increasingly cohesive application of writing composition, grammatical devices and accurate spelling within a wide range of sustained writing across all areas of the curriculum that include sufficient detail to engage readers' interest throughout.
- Writes avidly, willingly and enjoys writing and can demonstrate writing preferences.
- Evaluates and reflects upon own writing, including composition, grammar, punctuation and spelling, and makes deliberate changes that improve the effect upon the chosen audience.
- Makes deliberate choices about text forms with an understanding of the effect their choice will have, including organisation of materials or decisions about text-types or viewpoint.
- Fluently applies grammatical, punctuation and spelling knowledge confidently and consistently across all writing, choosing appropriate tools to create effects that are considered and controlled.
- Identifies independently spelling and grammatical rules and can apply these to new language structures and words, including identification of rulebreakers.
- Has a clear writer's voice and demonstrates a strong command of vocabulary and uses a range of appropriate and controlled language, selected for specific effect.