

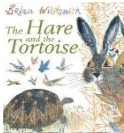
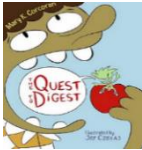
CURRICULUM FOR WRITING– YEAR 4 and 5

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

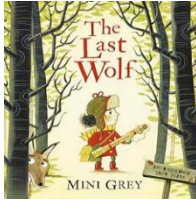
Modify a noun phrase with an adjective, noun or preposition. Use ambitious adjectives to enhance the nouns in the writing. Use more sophisticated similes to describe things in my writing. Choose the most appropriate nouns and pronouns. Choose the most appropriate verbs to accurately describe to the reader what is being described. Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.	Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor). Use a comma after a fronted adverbial. Use prepositions as fronted adverbials and include an adjective to give the reader more information. Write a complex question sentence to emphasis my point in both fiction and non-fiction writing. Know the difference between the plural and possessive 's'.	Use an apostrophe for plural possession with regular plurals. Use the Standard Form of English, drawing on my knowledge of Subject Verb Agreement. Identify the difference between simple past and simple present tense. Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end). Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.
Use more sophisticated metaphors to describe things in my writing. Use a metaphor as an opener. Use personification. Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions. Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs. Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).	Adding a new line whenever a new person starts speaking. Use speech within a piece of writing to move the story on. Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use a colon to introduce a list within a sentence. Punctuate bullet points consistently in non-fiction. Understand and identify the main clause & subordinate clause.	Link sentences and paragraphs using coordinating and subordinating conjunction. In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action. Ask a rhetorical question to appeal directly to the reader. Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).

Science -				History – Cotton Industry	
Text and Genre	Retell - Aesops Fable - Tortoise and the Hare. You might also want to use an animation 	Retell - Little Reading Hood 	Retell - Café at the Edge of the Woods by Mikey Please 	The disgusting sandwich – Retell 	Explanation Text – Quest to Digest 

CURRICULUM FOR WRITING– YEAR 4 and 5

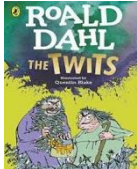
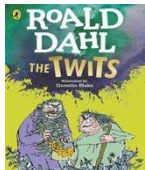
Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Title to intrigue Start to choose own subheadings Subheading as a question Compare vocabulary Use a wider variety of conjunctions for cause Consequently / therefore / as a result These can be used at the beginning or the middle of a sentence.
Year 5 Genre Progression	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Passive voice. Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because / as / since / for Put into context. Compare and contrast vocabulary. Glossary. Draw the reader in. Independently start to consider presentation.
Handwriting –Adapt handwriting style according to the purpose of the writing.					
Year 4 Grammar and Punctuation	<i>Use adverbs of manner as openers (fronted adverbials)</i> Use a comma after a fronted adverbial.	<i>Revise - Write compound sentences by including co-ordinating conjunctions (or, and, but, so, yet).</i>	<i>Revise - Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence to write a complex sentence. Before, After, While, As (+ Year 2)</i>	<i>Revise - Use powerful verbs to make my writing more interesting.</i> Choose the most appropriate verbs to accurately describe to the reader what is being described.	Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor). Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.
Year 5 Grammar and Punctuation	<i>Use a comma after a fronted adverbial.</i> Use place, time or manner adverbials to ensure cohesion in and across paragraphs.	Link sentences and paragraphs using coordinating conjunctions	Link sentences and paragraphs using subordinating conjunctions	Use ISPADCED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.	Understand the importance of cohesion in my writing in fiction writing. link sentences and paragraphs using coordinating conjunctions Ask a rhetorical question to appeal directly to the reader.
Year 4					
Autumn 2					
Science –		Geography – Earthquakes and Volcanoes			

CURRICULUM FOR WRITING– YEAR 4 and 5

Text and Genre	When the Giant Stirred – Setting (peaceful island or eruption) (watch online as a read aloud https://www.youtube.com/watch?v=QgROCGv6usE and use clips to supplement) (WAGOLL) 	Ratty's Big Adventure – Retell (First section of the story.) 	Retell (Final section of the story.) 	retell – The Last Wolf 	Edgar the Dragon character Description 	Edgar the Dragon Persuasive Letter to the village Mayor- Why we should keep Edgar 
Year 4 Genre Progression	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Simple speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Simple speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Simple speech	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality	Include sender's address Formal/detailed introduction Justification of thoughts Persuasive openers Facts Rhetorical questions
Year 5 Genre Progression	Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Written in the past / past tense. Describe the character and included their feelings by using show don't tell. Including speech and moving the action on.	Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause
Handwriting –Adapt handwriting style according to the purpose of the writing.						
Year 4 Grammar and Punctuation	Modify a noun phrase with an adjective, noun or preposition. Use more sophisticated similes to describe things in my writing.	Include direct speech in stories but change where the reporting clause is in the sentence (beginning and end).	Mark the reporting clause (who said it) with a comma when it is not at the end of the sentence.	Consistently use an apostrophe to show possession and use apostrophes in my writing to show singular possession.	Consolidation week	Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since) at the start and in the middle of a sentence.
Year 5 Grammar and Punctuation	Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing. Use personification.	Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).	Adding a new line whenever a new person starts speaking. Use speech within a piece of writing to move the story on.	In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Use a colon to introduce a list within a sentence. Punctuate bullet points consistently in non-fiction.

CURRICULUM FOR WRITING– YEAR 4 and 5

Spring 1

Adverbs to show how (manner) root word spelling change Use a simile as a sentence opener. Use more sophisticated metaphors to describe things in my writing. Short sentences to move events on quickly in a story.		Start a new paragraph when the setting, action or time change in narrative writing. Use a wider a range of conjunctions for cause. I can explain how to use Present Perfect Tense and use irregular verbs.		Choose the most appropriate nouns. Write a complex question sentence to emphasis my point in both fiction and non-fiction writing. Use a wider variety of conjunctions for cause.		
Use modal verbs and adverbs to show the possibility of something happening. Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.		Use short sentences to build suspense. Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener.		Use an embedded relative clause, marked with commas for parenthesis. Use a rhetorical question to make the reader think. Use the past perfect form to mark relationship of time and cause.		
Science-				History – Saxons (Yr 4) WW2(year 5)		
Text and Genre	Winter Poetry – free verse or quatrain (WAGOLL) 	Retell - The invisible (first part) 	The Invisible - Diary 	Character Description Mr and Mrs Twit 	Retell – a trick 	Persuasive Letter – from the neighbours to the RSPAC about the monkeys. 
	Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Past tense. More ambitious vocabulary choices Range of prepositional phrases as openers Similes and metaphors Include speech to show personality	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on Still limit speech
Year 4 Genre Progression						

CURRICULUM FOR WRITING– YEAR 4 and 5

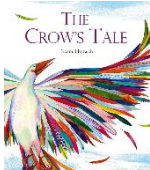
Year 5 Genre Progression	As above	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.	Written in the past / past tense. Describe the character and included their feelings by using show don't tell. Including speech and moving the action on.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause
Handwriting- Choose the writing implement that best suits the task.						
Year 4 Grammar and	Use more sophisticated metaphors to describe things in my writing.	Use prepositions as fronted adverbials and include an adjective to give the reader more information.	Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.	Use a simile as a sentence opener.	Short sentences to move events on quickly in a story.	Use a wider a range of conjunctions for cause.
Year 5 Grammar and	Use more sophisticated metaphors to describe things in my writing. Use a metaphor as an opener.	Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.	Use the past perfect form to mark relationship of time and cause.	Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener.	Use short sentences to build suspense.	Use modal verbs and adverbs to show the possibility of something happening.
Spring 2						
Science - Conservation			History-		Geography - Biomes	
Text and Genre	Midnight panther Retell 	The Girl Who Planted Trees – retell (WAGOLL) 	Biography – Nikola Tsela/Jane Goodie/Steve Irwin/Charles Darwin 		retell - La Pere la Chaise 	Explanation of Ear 

Year 4 Genre Progression	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Includes feeling about times and occasions in their life	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Title to intrigue Start to choose own subheadings Subheading as a question Compare vocabulary Use a wider variety of conjunctions for cause Consequently / therefore / as a result These can be used at the beginning or the middle of a sentence.	
Year 5 Genre Progression	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Key influences in the person's life, (their relationship with other. people and who inspired them). Historical famous characters. Link to whole school theme / local hero.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Passive voice. Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because / as / since / for Put into context. Compare and contrast vocabulary. Glossary. Draw the reader in. Independently start to consider presentation.	
Handwriting- Choose the writing implement that best suits the task.						
Year 4 Grammar and	Start a new paragraph when the setting, action or time change in narrative writing.	Adverbs to show how (manner) root word spelling change	I can explain how to use Present Perfect Tense and use irregular verbs.	Consolidation week – Use AfL to inform	Choose the most appropriate nouns.	Consolidation week – Use AfL to inform
Year 5 Grammar and	Use an embedded relative clause, marked with commas for parenthesis.	Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.	Consolidation week – Use AfL to inform	Consolidation week – Use AfL to inform	Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.	Consolidation week – Use AfL to inform
Summer 1						

CURRICULUM FOR WRITING– YEAR 4 and 5

Beginning to use personification to describe things in my writing. Use a mixture of short sentences, simple sentences, compound and complex sentences. Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).		Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma. Add an 's' to show plural and use irregular plural noun forms of plural (children, women)		Add an 's' to show plural and use irregular plural noun forms of plural. -es words (foxes, boxes). Understand the difference between the use of conjunctions, adverbs and prepositions and can explain this.	
Use brackets to add parenthesis. Use dashes to add parenthesis.		Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.		Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. Know the difference between direct speech and reported speech.	
History – Anglo Saxons		Science- Sound (Yr4) Human Growth (Year 5)		RE – Islam – Why do Muslims fast during Ramadan	
Text and Genre	Informal letter – Home away from home – telling her friends at home about the sights, sounds Oman and the things she has done/seen 	Earth Day -22nd April Retell – Stella & the Seagull 	Informal letter – to her grandma's neighbours about the importance of cleaning up the beaches 	St George's Day – Retell the Story of St George & the dragon – you may wish to use an animation 	Non- Chron – animal (could be a dragon or an endangered animal following on from Earth day) – pangolin, panda, orangutan. Another option is to swap St George or one of the Stella's with the book 'Orangutan in my bedroom' 
Year 4 Genre Progression	Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings Show don't tell Rhetorical questions	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on Still limit speech	Select from a choice of sub-headings Include multiple paragraphs for each sub-heading Use 5w's independently Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence

CURRICULUM FOR WRITING– YEAR 4 and 5

Year 5 Genre Progression	Past, Present and Future tense. Include a range of tenses. Include a quote.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Past, Present and Future tense. Include a range of tenses. Include a quote.	Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).	
Handwriting- Maintain legibility in joined handwriting when writing at speed.						
Year 4 Grammar and Punctuation	Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.	Beginning to use personification to describe things in my writing.	Use fronted adverbials followed by a comma. When (Frequency) and How (Degree).	Use a mixture of short sentences, simple sentences, compound and complex sentences.	Consolidation week – Use AfL to inform	Consolidation week – Use AfL to inform
Year 5 Grammar and	Use brackets to add parenthesis.	Consolidation week – Use AfL to inform	Use dashes to add parenthesis.	Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause.	Consolidation week – Use AfL to inform	Consolidation week – Use AfL to inform
Summer 2						
Science		Geography – Water Pollution			History	
Text and Genre	Retell - Retell - Crows Tale 	Refugee week 16 th -22 nd June Diary entry Wisp 	Retell - The Whale who Wanted More 	The Lighthouse Retell – including setting and character description within the story (WAGOLL) 	Pizza Making – Instructions 	

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CURRICULUM FOR WRITING– YEAR 4 and 5

Year 4 Genres

Informal Letter	Retell	Diary	Setting	Persuasive Letter	Character description
Paragraphs around a theme Address the reader directly Present perfect tense Thoughts and feelings Show don't tell Rhetorical questions	Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and setting Direct speech to move the action on 3 part speech – what they said, who said it and how they said it (adverb) Still limit speech	Introduction to set the scene and create atmosphere. Events described from the author's perspective. Talks about feelings, reactions an opinion. Author explains reason for their actions. Ends with the authors present situation, wondering what they will do next. Select events thinking about the audience. Varied language to convey thoughts and feelings and opinions (Show don't tell). Justify why things happened. Select and maintain the appropriate tense (within given paragraphs) Use a rhetorical question with a subordinating conjunction	What did they see? Simile as a sentence opener Show don't tell to convey a character's emotion Beginning to use personification to describe things in my writing	Can take the form of an advert Tell a personal story Give an expert's opinion Include statistics	
Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount
Title to intrigue Start to choose own subheadings Subheading as a question Compare vocabulary Use a wider variety of conjunctions for cause Consequently / therefore / as a result These can be used at the beginning or the middle of a sentence.	Includes feeling about times and occasions in their life	Select from a choice of sub-headings Include multiple paragraphs for each sub-heading Use 5w's independently Follow given structure Technical vocabulary Factual language Conjunctions for cause These can be used at the beginning or the middle of a sentence	Headline Subheading Direct speech Introduction (lead 5ws and How) Main body Paragraphs and caption By-line (who wrote it) Conclusion	Rhetorical question in the introduction Closing statement More than one sentence for some steps	Engage the reader- why was the event significant? Include thoughts, opinions and feelings Select important elements Detailed conclusion and recommendations Technical vocabulary
Formal Letter					
Include sender's address Formal/detailed introduction Justification of thoughts Persuasive openers Facts Rhetorical questions					

CURRICULUM FOR WRITING– YEAR 4 and 5

Year 5 Genres

Retell	Diary	Setting	Persuasive Letter	Character description
Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.	Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.	Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause	Written in the past / past tense. Describe the character and included their feelings by using show don't tell. Including speech and moving the action on.
Biography	Non-chron.	Newspaper	Instructions	Recount
Key influences in the person's life, (their relationship with other people and who inspired them). Historical famous characters. Link to whole school theme / local hero.	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).	Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. By-line (who wrote it). Conclusion (plan for the future).	Informal / formal instructions could be humorous or formal. Hook the reader in the introduction Sophisticated / appropriate use of adverbs / adjectives Awareness of the audience Add a recommendation	Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.