



# Year 5

# Writing Genre Guidance



**Writing Genres Overview – Year 5**

Term	Suggested Text	Genre Taught
<b>Autumn 1</b> <b>Topic: South America</b>	<i>There's a Boy in the Girls' Bathroom</i> by Louis Sachar  <i>Angel Falls: A South American Journey</i> by M & T Jordan	<ul style="list-style-type: none"> <li>• SMSC Narrative Writing (stories with an issue)</li> <li>• Recount Letters (informal)</li> <li>• Recount Diaries (informal)</li> <li>• Poetry – Kennings</li> <li>• Book Recommendations and Reviews</li> <li>• Descriptive Narrative Writing of Amazonian Rainforest</li> <li>• Non-Fiction Reports - South American Species</li> <li>• Persuasive Writing – Travel Brochures</li> </ul>
<b>Autumn 2</b> <b>Topic: South America</b> <b>Science – Materials &amp; their Properties / Forces</b>	<i>Wolves of Willoughby Chase</i> by Joan Aiken	<ul style="list-style-type: none"> <li>• Discursive - argument for or against deforestation</li> <li>• Persuasive writing- Deforestation</li> <li>• Narrative Writing (classic text and old language)</li> <li>• Narrative Writing (setting &amp; character descriptions)</li> <li>• Narrative Writing – Stories with Tension</li> <li>• Poetry – Blackout Poetry</li> <li>• Non-Chronological Reports (e.g. Wolves)</li> <li>• Persuasive Writing – Balanced / Unbalanced Arguments</li> <li>• Information Writing – Posters (e.g. Forces)</li> <li>• Explanation / Instructional Writing – How Something Works (Cracking Contraptions)</li> </ul>
<b>Spring 1</b> <b>Topic: Anglo- Saxons</b> <b>Science – Space</b>	<i>The Highwayman</i> by Alfred Noyes  <i>Beowulf</i> (Anglo-Saxon Poetry/ Michael Morpurgo/ Charles Keeping)	<ul style="list-style-type: none"> <li>• Narrative Poetry</li> <li>• Character Development / Portraits (e.g. Wanted Posters...)</li> <li>• Playscripts – adapting narrative into scripts</li> <li>• Chronological Recounts (retelling story from POV of character)</li> <li>• Classical Poetry</li> <li>• Persuasive Writing – Is the Earth Round?</li> <li>• Informative Writing – Planet Fact Files</li> </ul>
<b>Spring 2</b> <b>Topic: Mountains</b>	<i>Hugo Cabret</i> by Brian Selznik	<ul style="list-style-type: none"> <li>• Recounts (informal)</li> <li>• Narrative Writing (setting, character and atmosphere development)</li> <li>• Narrative Writing (own version of a film)</li> <li>• Newspaper Reports</li> <li>• Procedural / Persuasive Writing (e.g. recipes)</li> </ul>
<b>Summer 1</b> <b>Topic: Mayans;</b> <b>Science – Lifecycles</b>	<i>Flotsam</i> by David Wiesner  <i>Biographies: Sir David Attenborough and Jane Goodall</i>  <i>Class reader: The Boy At The Back Of The Class</i> by Onjali Q.Rauf	<ul style="list-style-type: none"> <li>• Fantasy Narrative Writing</li> <li>• Recount Writing – Informal Letters</li> <li>• Explanations - All about the Mayans</li> <li>• Explanations – Lifecycles</li> <li>• Recount Writing – Biographies</li> </ul>
<b>Summer 2</b> <b>Topic: Locality</b> <b>Science: Animals Including Humans</b>	<i>Silence Seeker</i> by Ben Morley  <i>Azzi in Between</i> by Sarah Garland  <i>A Story Like the Wind</i> by Gill Lewis  <i>The Journey</i> by Francesca Sanna	<ul style="list-style-type: none"> <li>• SMSC Narrative Writing (stories with an issue)</li> <li>• Persuasive Writing</li> <li>• Persuasive Writing - Book Reviews</li> <li>• Poetry – Range on theme of Refugees</li> <li>• Discursive- Balanced argument Persuasive Writing –</li> <li>• Formal Letters &amp; Adverts (charities)</li> </ul>



*The Day War Came* by Nicola Davies  
 Continue to read- *The Boy At The Back Of The Class* by Onjali Q.Rauf

Genre	Text Features	SPaG
<b>Explanation</b>	<ul style="list-style-type: none"> <li>- to read and discuss an increasing range of explanation texts noting features to use in own writing</li> <li>- explanation form is adapted to the situation and uses suitable and appropriate grammar and vocabulary</li> <li>- balanced coverage of information and established and maintained viewpoint</li> <li>- text is organised into: introduction, logically ordered points and conclusion</li> <li>- use consistent organisational devices such as: introductory phrases, subheadings, paragraphs</li> <li>- connections between ideas used to build cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- use relative clauses, adverbials, subordinating conjunctions to develop explanation within a sentence</li> <li>- indicate degrees of possibility using modal verbs</li> <li>- range of punctuation used almost always used accurately to enhance meaning (including commas, dashes, brackets)</li> <li>- commas used to clarify meaning and avoid ambiguity</li> <li>- full range of sentences used and chosen for effect</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>- evaluate and discuss a range of instructions pertinent to a topic/theme (cross curricular)</li> <li>- plan and write own instructions for a cross curricular purpose using suitable organisational and language features for the purpose</li> <li>- instructions to include what to do, how to do it and why it is done that way</li> <li>- edit and improve their own instructions and other people's</li> <li>- write instructions in formal Standard English where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- use of brackets, dashes, commas for parenthesis</li> <li>- ensure cohesion across a text</li> <li>- ensure correct subject-verb agreement throughout</li> <li>- select vocabulary appropriately to enhance meaning</li> <li>- use of simple, compound and complex sentences that are correctly structured and punctuated</li> </ul>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>- Story form adapted to genre; characters take risks/ experience danger; presentation of the setting(s) to interest reader.</li> <li>- Narrator's viewpoint established and maintained.</li> <li>- The style is effective for purpose of the story, through description; dialogue reveals information about</li> </ul>	<ul style="list-style-type: none"> <li>- Some variety in use of subordinating conjunctions in complex sentences.</li> <li>- Subordinating conjunctions clarify details of time and place or give explanations.</li> <li>- A controlled use of first and/or third person subjects -develops the narration.</li> </ul>

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	<p>character; the actions of the character suggest personality</p> <ul style="list-style-type: none"> <li>- Plot is imaginatively developed through the interaction between characters.</li> <li>- Writing engages the reader by: <ul style="list-style-type: none"> <li>• creating a climax/ suspense,</li> <li>• by an unexpected ending</li> </ul> </li> <li>• vocabulary choice adds to the mood of the writing <ul style="list-style-type: none"> <li>- Developments are well paced. The ending is credible and engaging.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Tense choice appropriate, typically past tense for narration, present tense in dialogue. Tense changes may be used for effect.</li> <li>- Adverbials and expanded noun phrases add variety.</li> <li>- Some commas mark phrases or clauses.</li> <li>- Inverted commas demarcated direct speech, usually correctly</li> </ul>
<b>Non - Chronological</b>	<ul style="list-style-type: none"> <li>- <u>balanced coverage of information in paragraphs with subheadings, has a clear intro and closing which are linked</u></li> <li>- <u>information across paragraphs is linked cohesively</u></li> <li>- <u>consistent viewpoint established and maintained</u></li> <li>- <u>use of technical vocabulary and detail to enhance the text</u></li> <li>- <u>audience is identified and suitable form is used for the purpose</u></li> </ul>	<ul style="list-style-type: none"> <li>- <u>some variation in sentence structures and questions and exclamations</u></li> <li>- <u>expanded noun phrases with some use of similes</u></li> <li>- <u>adverbials to indicate degrees of possibility</u></li> <li>- <u>consistent use of tense throughout</u></li> <li>- <u>passive voice used</u></li> <li>- <u>accurate sentence demarcation and some use of commas to mark phrase or clauses</u></li> <li>- <u>inverted commas used to mark quotations</u></li> </ul>
<b>Persuasive</b>	<ul style="list-style-type: none"> <li>- Persuasive form maintained and selection of content shows awareness of audience</li> <li>- Persuasive points are identified, some detail used to argue, give clear explanation and advice</li> <li>- Viewpoint is established and maintained.</li> <li>- Persuasion logically organised: sections of the text developed around topic sentence and similar content grouped together.</li> <li>- Paragraphs often open with a main idea and contain illustrations and examples.</li> <li>- Connections within paragraphs established and maintained</li> <li>- There is an introduction and conclusion</li> <li>- Transitions between paragraphs are sometimes awkward.</li> </ul>	<ul style="list-style-type: none"> <li>- Variation in sentence construction: initial verbs for impact;</li> <li>- Use of relative clauses Subordinating conjunctions to develop reasons</li> <li>- Present tense generally used consistently.</li> <li>- Adverbials used to vary sentence construction some technical terms as expanded noun phrases</li> <li>- Use of modal verbs to express possibility</li> <li>- Most sentences correctly demarcated. Some commas mark phrases and clauses.</li> </ul>



	<ul style="list-style-type: none"> <li>- Link ideas across paragraphs using adverbials of time.</li> </ul>	
<b>Poetry</b>	<ul style="list-style-type: none"> <li>- Pupils are capable of using a full range of poetic devices: rhyme, alliteration, simile, personification, metaphor, onomatopoeia, assonance, repetition, rhythm. These are used in a way to create an effect and impact on the reader.</li> <li>- Pupils can produce poems in a range of different forms and in the style of other poets.</li> <li>- Pupils can perform poetry by heart either written by another or perform their own compositions.</li> </ul>	<ul style="list-style-type: none"> <li>- accurate punctuation of sentences</li> <li>- use of vocabulary for effect</li> <li>- structuring of the poem for effect</li> <li>- using expanded noun phrases to add detail</li> <li>- use of punctuation to add meaning</li> </ul>
<b>Recount</b>	<ul style="list-style-type: none"> <li>- Main features of form established (<i>e.g. for Newspapers – Headline, opening paragraph and conclusion</i>)</li> <li>- Descriptive form adapted for specific readership, eg effective selection of comments aimed at informing readers</li> <li>- Verbs selected for impact</li> <li>- Coverage of chosen events thorough, engaging and balanced.</li> <li>- A clear and consistent viewpoint is established and controlled.</li> <li>- Direct address to the reader used for effect</li> <li>- Images may be used to enhance description of an event.</li> <li>- Paragraphs are used to group ideas, attempting to order and sequence material with main ideas and illustrations or examples.</li> <li>- Sections of text developed around topic sentence and similar content grouped together.</li> </ul>	<ul style="list-style-type: none"> <li>- Subordinating conjunctions establish links between what happened, when and why</li> <li>- Sentence construction varied, adverbials (<i>before you start</i>) and expanded noun phrases (<i>dark, damp room, twisted tunnel</i>) describe events, add appropriate detail, or indicate writer's attitude to experience (<i>fantastic rope swing</i>); giving clarity to the account.</li> <li>- Different points in the past signalled, most accurately, by varied past tense forms, eg modal (<i>it will be scary; you might get wet</i>).</li> <li>- Prepositions used for spatial description.</li> <li>- Sentences correctly punctuated. Some commas mark phrases and clauses. Inverted commas demarcate direct speech correctly on most occasions.</li> </ul>
<b>Discursive</b>	<ul style="list-style-type: none"> <li>- Speech/ Discussion has an opening and a closing and is presented in sections. Reasonable content coverage, eg a number of advantages and disadvantages. Some acknowledgement of adult audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Subordination of clauses helps to expand or justify main points of the case (if they work too long hours.; because of oversleeping), though not always with control.</li> <li>- Some variation in the subjects of sentences (Many teenagers believe...All of these things) rather than their structure.</li> </ul>



	<ul style="list-style-type: none"> <li>- Different perspectives on the subject recognised (Some people believe that). Some attempt, not always sustained, to convey objectivity, eg by use of impersonal constructions (A part-time job might be really not worth doing).</li> <li>- Chosen style of address to the audience sustained, whether formal (So I say to you parents...) or conversational (Getting down to the point...). Structure of speech includes introduction, advantages, disadvantages and conclusion. Key signposts consistently indicated (Firstly... Secondly... or Some advantages... Other advantages).</li> <li>- Paragraphs often introduced by topic sentence (The disadvantages of them having...). Some development of ideas by giving examples or reasons (If the teenager... All they have to ...).</li> </ul>	<ul style="list-style-type: none"> <li>- Verbs mostly present tense or future (It will help them to) to express consequence, with some use of modals (Many may find a job).</li> <li>- Noun phrases rarely expanded beyond cliché, (a little bit of money) Some correct use of punctuation within sentences, including commas to mark phrases or clauses.</li> </ul>
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### Year 5-6 Writing Key Objectives Taken from the National Curriculum

1	Spell some words with 'silent' letters
2	Continue to distinguish between homophones and other words which are often confused
3	Use dictionaries to check the spelling and meaning of words
4	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
5	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
6	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
7	Précising longer passages
8	Using a wide range of devices to build cohesion within and across paragraphs
9	Using further organisational and presentational devices to structure text and to guide the reader
10	Ensuring the consistent and correct use of tense throughout a piece of writing
11	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
12	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
13	Use a thesaurus
14	Using expanded noun phrases to convey complicated information concisely
15	Using modal verbs or adverbs to indicate degrees of possibility
16	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
17	Converting nouns or adjectives into verbs
18	Devices to build cohesion, including adverbials of time, place and number
19	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms



20	Using passive verbs to affect the presentation of information in a sentence
21	Using the perfect form of verbs to mark relationships of time and cause
22	Differences in informal and formal language
23	Further cohesive devices such as grammatical connections and adverbials
24	Use of ellipsis
25	Using commas to clarify meaning or avoid ambiguity in writing
26	Using brackets, dashes or commas to indicate parenthesis
27	Using hyphens to avoid ambiguity
28	Using semicolons, colons or dashes to mark boundaries between independent clauses
29	Using a colon to introduce a list
30	Punctuating bullet points consistently





### Year 5-6 Writing Key Objectives Summarised form

1	Spell some words with silent letters
2	Recognise and use spellings for homophones and other often-confused words
3	Use a dictionary to check spelling and meaning
4	Identify the audience and purpose before writing, and adapt accordingly
5	Select appropriate grammar and vocabulary to change or enhance meaning
6	Develop setting, atmosphere and character, including through dialogue
7	Précis longer passages
8	Use a range of cohesive devices
9	Use advanced organisational and presentational devices
10	Use the correct tense consistently throughout a piece of writing
11	Ensure correct subject and verb agreement
12	Perform compositions using appropriate intonation, volume and movement
13	Use a thesaurus
14	Use expanded noun phrases to convey complicated information concisely
15	Use modal verbs or adverbs to indicate degrees of possibility
16	Use relative clauses
17	Convert nouns or adjectives into verbs
18	Use adverbials of time, place and number for cohesion
19	Recognise vocabulary and structures that are appropriate for formal use
20	Use passive verbs to affect the presentation of information



21	Use the perfect form of verbs to mark relationships of time and cause
22	Recognise difference in informal and formal language
23	Use grammatical connections and adverbials for cohesion
24	Use ellipsis
25	Use commas to clarify meaning or avoid ambiguity
26	Use brackets, dashes and commas to indicate parenthesis
27	Use hyphens to avoid ambiguity
28	Use semi-colons, colons and dashes between independent clauses
29	Use a colon to introduce a list
30	Punctuate bullet points consistently