**English Writing Genre Map – Year 5 2023-2024**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Y5** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | | **Term 5** | | **Term 6** | |
| **Writing Units** | **Unit 1** | **Unit 1** | **Unit 1** | **Unit 1** | | **Unit 1** | | **Unit 1** | |
| **Fiction**  *Descriptive narrative based on Harry Potter* | **Power of Reading**  *Floodland (fiction)*  *Writing in character* | **Fiction**  *Film Narrative*  *(The Piano)*  *Writing a narrative which includes a flashback* | **Power of Reading**  *The Midnight Fox*  *Persuasive letter*  *Writing in character* | | **Narrative Poetry**  *The Highwayman*  *Description using imagery* | | **Power of Reading**  *Tom’s Midnight Garden* | |
| **Unit 2** | **Unit 2** | **Unit 2** | **Unit 2** | | **Unit 2** | | **Unit 2** | |
| **Non-Fiction**  *Diary entry based on Grace Darling* | **Non-Fiction**  *Discussion text based on an environmental theme* | **Non-Fiction**  *Persuasive leaflets* | **Non-Fiction**  *Report – life cycles* | | **Fiction**  *Recount based on The Highwayman* | | **Poetry**  *Performance poetry* | |
|  | **Word** | **Sentence** | **Text** | | **Punctuation** | | | **Terminology** | |
| **Grammar** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** (eg. –*ate; -ise; -ify*)  **Verb prefixes** (eg. *dis-, de-, mis-, over-* and *re-)* | **Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun.  Indicating degrees of possibility using **adverbs** (eg. *perhaps, surely*) or **modal verbs** (eg. *might, should, will, must*) | Devices to build **cohesion** within a paragraph (eg. *then, after that, this, firstly*)  Linking ideas across paragraphs using **adverbials** of **time** (eg. *later*), **place** (eg. *nearby*) and **number** (eg. *secondly*) or **tense choices** (eg. he *had* seen her before) | | | | Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity | | Modal verb, relative pronoun,  relative clause  parenthesis, bracket, dash, cohesion, ambiguity |
| **Skills** | * Secure independent use of planning tools * Plan opening using description / action / dialogue * Paragraphs: vary conjunctions within paragraphs to build cohesion into a paragraph; use change of place, time and action to link ideas across paragraphs * 5 part story: could start at any of the 5 points; may include flashbacks. | | | | | | | | |