



I am a clever writer.



End of September

January

Keeping things simple and doing them well.

I am a Clever Writer is a skills-based approach to teaching writing.

**STAR WRITE**  
L.O. To recall the story of Elmer 25/9/25  
I am a CLEVER WRITER because I can use:

Think, say and remember a sentence	<input checked="" type="checkbox"/>	use finger spaces	<input checked="" type="checkbox"/>
use capital letters	<input checked="" type="checkbox"/>	use full stops	<input checked="" type="checkbox"/>

ELMER  
is wocud / multi coloured  
elmer  
Zel he fell in  
the pond puddle  
rd / rain came to  
ELMER

Elmer (Aa)

**STAR WRITE**  
Thursday 22<sup>nd</sup> January  
I am a CLEVER WRITER because I can use:

I can say, remember and write a sentence	<input checked="" type="checkbox"/>	Capital letters	<input checked="" type="checkbox"/>
Finger spaces	<input checked="" type="checkbox"/>	Full stops	<input checked="" type="checkbox"/>
I or we	<input checked="" type="checkbox"/>	Letters on the line	<input checked="" type="checkbox"/>



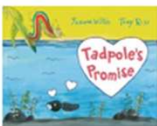
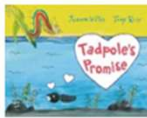
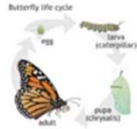
Word bank (openers)  
I ✓ We ✓ First ✓ Then ✓ Next ✓ Finally ✓  
After that ✓ It ✓ He ✓ She ✓ They ✓

I met a brown brown owl. It was cute. We saw a shine shiny cockroach. Then we slime saw gecko a slime gecko. Next I saw a amazing I saw an amazing snake. After that we saw a cute baby lesser ferret. Finally we saw a cool baby skunk.

HARBORNE PRIMARY SCHOOL - CURRICULUM FOR WRITING– YEAR 5

Spring 1

Harry Potter

		Science-Living Things		Geography – Grid References	
Text and Genre	Winter Setting 	Retell – Harry Potter Chapter Two <u>The</u> Vanishing Glass 	Tadpole's Promise - Retell 	Tadpole's Promise – Informal Letter 	Explanation – Life Cycle of a Frog / bird / butterfly. 
	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.	Past, Present and Future tense Include a range of tenses May Include a quote
<b>Handwriting- Choose the writing implement that best suits the task.</b>					
Year 5 Grammar and Punctuation	Use more sophisticated metaphors to describe things in my writing. Use a metaphor as an opener. Use personification. Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener.	<b>Use speech within a piece of writing to move the story on.</b> Use short sentences to build suspense. <b>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).</b>	<b>Insert whole sentences to describe setting and characters.</b> <b>In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.</b> Adding a new line whenever a new person starts speaking. Use ISPACED ( <u>ipg</u> , <u>word</u> , simile, preposition, adverb, conjunction, <u>ed</u> <u>word</u> , dialogue) to open a sentence.	Ask a rhetorical question to appeal directly to the reader. <b>Use modal verbs and adverbs to show the possibility of something happening.</b> Use a rhetorical question to make the reader think.	<b>Use an embedded relative clause, marked with commas for parenthesis.</b>

Writing spine created linked to topics in school.

Picture books used across the whole school to ensure low cognitive load.

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*How do we teach writing.*

*Skills lessons*

*Children learn the new skill and practice in the context of the book.*

*Embed lessons*

*Children embed the new skill / skills with previous skills.*

*Star write*

*Children have the opportunity to write at length applying the skill they have learnt alongside previous skills.*

*I do, we do, you do.*

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## Star words

*Vocabulary knowledge is widely considered the greatest indicator of academic and occupational achievement.*

*“Vocabulary is built through robust, purposeful explicit Instruction”. DFE The Writing Framework, July 2025*

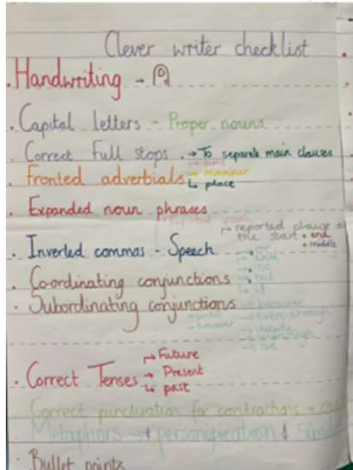


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Wagoll – What a good one looks like.


Checklists – these are all the skills displayed taught so far. These are displayed on the working walls.

Working Walls – this has all the tools which a child might need to help them write their piece.




## What is age related expectation?

- write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)
- in narratives, describe settings, characters and atmosphere; begin to convey character and advance the action through dialogue, maintaining a balance of speech and description
- select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)
- use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing
- use verb tenses consistently and correctly throughout most of their writing  
use the range of punctuation taught up to and including Y5 mostly correctly<sup>^</sup> (e.g. commas separating clauses; punctuation for parenthesis)
- spell correctly words from learning in previous year groups, and some words from the year 5 / year 6 spelling list,\* using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary
- write legibly, fluently and with increasing speed.



STAR WRITE  
Diary of Plk from Rain Player

I am a CLEVER WRITER because I can use:	I have included:	Teacher assessment:
Capital letters and full stops	✓ ✓	✓
FA,	✓ ✓	FAV Remember,
ISAWAWABUB	✓ ✓	✓
Writing in the past tense	✓ ✓	✓
Past perfect (using "had")	✓ ✓	✓
Future tense in second paragraph	✓ ✓	✓



Dear Diary,

I had woken before sunrise, and I had just stepped outside, <sup>then</sup> ~~then~~ nervously walked down the path as I had my daring, brave team behind me. Slowly, I had stepped onto the large, wide court. After that, <sup>should</sup> the Ah kin mai (who tells the future) threw <sup>his be</sup> the heavy, old ball up into the air. <sup>! sentences?</sup> While we were all weak and tired we had not realised we won. Before I had time to celebrate, I was seized. I ascended up above the clouds. Suddenly, while I wasn't focusing, I had poured down to the dry, thirsty and empty earth with a big gold ~~gold~~.

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- *What is greater depth?*

- *begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)*
- *choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect sustain and develop ideas within paragraphs*
- *begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing<sup>3</sup> (e.g. contractions in speech).*

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## *How can you help at home?*

- *Read widely and often*
  - *Talk about the meanings of new words and find better words when creating sentences*
  - *Encourage children to form a sentence and hold the sentence in their head*
  - *Write frequently and informally – shopping list, role play, postcards*
  - *Letter formation*
  - *Retell stories orally and enjoy finding exciting words to use*
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