



Year 5 Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>AC9E5Y06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p> <p>AC9E5LA03 - describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts</p> <p>AC9E5LA04 - understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the texts</p> <p>AC9E5LE05 - create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced</p> <p>AC9E5Y03 - explain characteristic features used in imaginative,</p>	1	<p>In Term 1, students will focus on enhancing entertaining writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> - experiment with characterisation to bring depth and personality to their narrative creations. - consistently apply quotation marks in a text to differentiate words spoken by characters in dialogue, or words authored by others. - understand a comma to distinguish a subordinate clause or phrase from the main clause, to separate information within a sentence, or to delineate items in a list. - engage in comprehensive planning, monitoring and revision processes, such as re-reading, proofreading, and editing, as well as responding to feedback and goals. - incorporate appositives to provide additional details to nouns and diversify sentence structures. 	Unit - Planning strategies for persuasive	Unit - PESTO Paragraphs	Unit - PESTO Paragraphs	Unit - Compound Sentences	Unit - Planning strategies for Narrative	Unit - Noteworthy Narratives	Unit - Noteworthy Narratives	Unit - Enhancing Narratives with DADS	Unit - Enhancing Narratives with DADS	Unit - Dialogue - 300 minutes of Danger
			Lesson - First Word Last Word Sentences	Unit - Compound Sentences	Lesson - THAMO Conjunctive Adverbs in Compound Sentences	Unit - Connectives Lesson 1	Unit - Giving and Receiving Feedback Choose 1 lesson	Unit - Giving and Receiving Feedback Choose 1 lesson	Unit - Giving and Receiving Feedback Choose 1 lesson	Unit - Giving and Receiving Feedback Choose 1 lesson	Unit - Giving and Receiving Feedback Choose 1 lesson	Lesson - If, If, Then Sentences
<p>AC9E5Y06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p> <p>AC9E5LA02 - understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources</p> <p>AC9E5LA05 - understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect</p> <p>AC9E5Y03 - explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</p>	2	<p>In Term 2, students will focus on enhancing persuasive writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> - organise ideas to articulate a clear position statement, constructing logical lines of argument that synthesise key points and culminate in a rhetorically effective conclusion. - utilise modality to qualify or enhance the strength of arguments. - generate nominalisations to succinctly and authoritatively convey abstract ideas and concepts. - employ subject-specific Tier 2 and Tier 3 vocabulary deliberately to bolster credibility and augment authority. 	Lesson - A-Z Of My Holidays	Unit - Persuasive writing	Unit - Persuasive writing	Lesson - PESTO Paragraphs	Unit - Complex Sentences Lessons	Unit - Complex Sentences Lessons	Unit - Connectives Lesson 2-4	Unit - Exploring the three Tiers of Vocabulary	Lesson - If, If, Then Sentences	Unit - Connectives Lesson 5
			Unit - Planning strategies for persuasive	Lesson - First Word Last Word Sentences	Lesson - First Word Last Word Sentences	Unit - Giving and Receiving Feedback Choose 1 lesson	Unit - Giving and Receiving Feedback Choose 1 lesson	Lesson - ON A WHITE BUS Complex Sentences	Unit - Giving and Receiving Feedback Choose 1 lesson			
<p>AC9E5Y06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p> <p>AC9E5LA06 - understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea</p> <p>AC9E5LA08 - understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words</p>	3	<p>In Term 3, students will focus on enhancing informative writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> - create informative texts featuring organised headings, paragraphs with topic sentences, and a conclusive paragraph containing key information. - select appropriate multimodal features that reinforce and extend ideas, catering to the target audience and purpose. - attribute information sources to enhance the credibility and authority of arguments and information. - explain concepts through logically arranged paragraphs. - use print or digital tools to plan, sequence, create, revise, edit and publish texts. 	Unit - DICE Sentences	Lesson - L SAW A WABUB Complex Sentences	Unit - Bushfires Information Text	Unit - Bushfires Information Text	Unit - Bushfires Information Text	Unit - Exploring the three Tiers of Vocabulary	Unit - Bushfire Literary Texts	Unit - Bushfire Literary Texts	Unit - Bushfire Literary Texts	Revision/ Assessment
			Unit - Bushfires Information Text	Unit - Bushfires Noun, Which, Where, Who Sentences	Lesson - Noun, Which, Where, Who Sentences	Lesson - De:De Sentences	Unit - Giving and Receiving Feedback (choose 1 lesson)	Unit - Bushfire Literary Texts				
<p>AC9E5Y06 - plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation</p> <p>AC9E5LE04 - examine the effects of imagery, including simile, metaphor and personification, and sound devices in narratives, poetry and songs</p> <p>AC9E5Y07 - plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features</p>	4	<p>In Term 4, students will focus on enhancing a variety of writing skills. By the end of the term, students will:</p> <ul style="list-style-type: none"> - choose and employ poetic forms to vividly convey ideas through description. - explore figurative language for impact and reader engagement, incorporating metaphor, hyperbole, oxymoron, and allusion. - make intentional choices about verbs and verb groups to achieve precision and add vivid details. - make deliberate choices about the use of declarative, exclamatory, interrogative, and imperative sentences to suit text purpose and convey meaning effectively. - experiment with the placement of adverbial clauses to modify 	Lesson - What I DIDN'T Do On The Holidays	Unit - Super Sentence Structures	Unit - Super Sentence Structures	Unit - Paragraph unit	Unit - Language features with Mr Chicken Goes to Mars	Unit - Language features with Lila Greer, Teacher of the Year	Unit - Language features with Lila Greer, Teacher of the Year	Coming soon	Coming soon	Revision/ Assessment
			Unit - Super Sentence Structures	Unit - Paragraph unit								