

Talk For Writing Genre Map Year 5 Cycle B

- ❖ SPAG focus for all units: Punctuation – A.,’?! Devices for cohesion within and across paragraphs.

Autumn 1	Autumn2
Fiction	Fiction
<p>Story Pattern: Quest tale Focus: Suspense SPAG Focus: Revisit Previous Years: Basic vocabulary recap A.,’?! Past and present perfect tense Adjectives and adverbs Expanded noun phrases Year 5: Brackets Extended simile Metaphor Sentence Types: Begin the sentence with a pair of adjectives: <i>Tired and hungry,...</i> A pair of adjectives separated by commas: <i>The children, tired and hungry, stumbled to the door.</i> 2 sentences – the first tells what’s happening on the outside, the second (in brackets) tells the inside story: <i>She smiled bravely at Adam’s suggestion. (But on the inside she felt doubtful and afraid.)</i></p>	<p>Story Pattern: Warning Tale Focus: Action SPAG Focus: Revisit Previous Years: Basic vocabulary recap A.,’?! Nouns, verbs adjectives and adverbs Fronted adverbials Year 5: Main and subordinate clauses Relative clauses Sentence Types: When? How? and where? adverbials + 2 adjectives separated by a comma: <i>Five minutes later, the crumbling, dilapidated building exploded loudly into the air.</i> Adjective – adjective+ reason: <i>The man was grumpy-grumpy because the children kept asking questions.</i></p>
Non Fiction	Non Fiction
<p>Text Type: Instructions SPAG Focus: Revisit Previous Years: Fronted adverbials Bullet points Imperative verbs (command) Year 5: Adverbial phrases for detail Parenthesis Cohesion – cause and effect Adjectives and adverbs for precision Sentence Types: Begin with a prepositional phrase and a comma using an imperative: <i>With an old pen, scratch your design carefully...</i> Start sentence with past tense ing verb using an imperative: <i>Having designed your chair, make a list...</i></p>	<p>Text Type: Persuasion SPAG Focus: Revisit Previous Years: Formal/ informal language Persuasive language Alliteration Year 5: Relative clauses Parenthesis Modal verbs - beginning to use Rhetorical questions Sentence Types: Use a range of connectives to link ideas: <i>Therefore, most people...</i> Impersonal verbs: <i>It is thought that...</i> Develop description of items in the list following a colon: <i>This is what they saw: golden sand, rows of deck chairs, and crowds of people.</i></p>
<p>Poetry Unit – Repeating patterns and Free Verse</p>	

Spring 1	Spring 2
<p style="text-align: center;">Fiction</p> <p>Story Pattern: Wishing Tale Focus: Character dialogue SPAG Focus: Revisit Previous Years: Imperative verbs – command, statement, question, exclamation Speech punctuation Formal and informal language (character speech) Year 5: Colon Modal verbs – beginning to use Parenthesis Relative clauses Onomatopoeia Personification Sentence Types: Provide answer after a colon: <i>The answer was obvious: send for Simon.</i> Begin with an adjective and comma (especially feelings): Stunned, he could think of nothing to say. Speech and action to show character’s feelings + comma: <i>“Terrible!” said Asif, laughing at his Dad.</i> Sentence ends with ing clause + comma before it: <i>The sad old man shuffled slowly into the shop, carrying a battered old suitcase.</i></p>	<p style="text-align: center;">Fiction</p> <p>Story Pattern: Defeating the Monster Tale Focus: Vocabulary for style SPAG Focus: Revisit Previous Years: Prepositional phrases Year 5: Modal verbs - begin to use Figurative language – personification Sentence Types: Begin with a prepositional phrase and a comma: <i>with a large shovel,...</i> <i>With a look of radiant happiness,...</i> Use personification to describe the weather: <i>The wind whispered messages of fear. The drizzle hugged him in a soggy cuddle.</i></p>
<p style="text-align: center;">Non Fiction</p> <p>Text Type: Information (biography) SPAG Focus: Revisit Previous Years: Colons to start a list Generaliser phrases Paragraphs around a theme Conclusion Year 5: First /third person Relative clauses Parenthesis Modal verbs – beginning to use Cohesive devices – listing examples, cause and effect, rephrasing, summing up. Comparisons Sentence Types: Use a range of connectives to link/ contrast ideas: <i>Therefore, most people... On the other hand, it is possible to...</i> Impersonal verbs: <i>It is thought that...</i> Reported speech with correct tenses: <i>The teacher said that he wanted to speak to the whole class.</i></p>	<p style="text-align: center;">Non Fiction</p> <p>Text Type: Discussion (balanced argument) SPAG Focus: Revisit Previous Years: Colons to start a list Generaliser phrases Paragraphs around a theme Conclusion Year 5: First /third person Relative clauses Parenthesis Modal verbs – beginning to use Cohesive devices – listing examples, cause and effect, rephrasing, summing up. Comparisons Sentence Types: Use a range of connectives to link/ contrast ideas: <i>Therefore, most people... On the other hand, it is possible to...</i> Impersonal verbs: <i>It is thought that...</i></p>

Summer 1	Summer 2
<p style="text-align: center;">Fiction</p> <p>Story Pattern: Tale of Fear Focus: Setting SPAG Focus: Revisit Previous Years: Speech punctuation Expanded noun phrase Figurative language – simile Year 5: Modal verbs – begin to use Colon Parenthesis Extended simile Metaphor Sentence Types: Provide answer after a colon: <i>The answer was obvious: send for Simon.</i> Develop description of items in the list following a colon following a colon: <i>This is what they saw: golden sand, rows of deck chairs, and crowds of people.</i> Begin or end with like simile: <i>Like a huge golden sun in the sky.</i> Speech and action to show character’s feelings + comma: <i>“Terrible!” said Asif, laughing at his Dad.</i></p>	<p style="text-align: center;">Fiction</p> <p>Story Pattern: Losing Tale Focus: Description of atmosphere SPAG Focus: Revisit Previous Years: Adjectives / adverbs Fronted adverbials Sentence of 3 for description with a comma Ed clauses as starters Year 5: Figurative language – extended simile and metaphor Modal verbs – beginning to use Relative clauses Main and subordinate clauses Sentence Types: Use a range of conjunctions at the start of and in the middle of sentence + comma: <i>Until he looked carefully, he could not work out the puzzle. It could be dangerous if they did not act soon.</i> Extend a simile: <i>He was as proud as a king being crowned in a cathedral.</i> Use metaphors in description: <i>Her thoughts were a deep muddy pool of despair.</i> Begin with a past participle verb + comma at the end of a subordinate clause: <i>Surrounded by forest, there seemed no hope of escape.</i></p>
<p style="text-align: center;">Non Fiction</p> <p>Text Type: Explanation SPAG Focus: Revisit Previous Years: Sub headings Bullet points Year 5: Formal / technical language Dashes Parenthesis Diagrams Sentence Types: Begin with a prepositional phrase and a comma: <i>With a large shovel, he cleared away the snow.</i></p>	<p style="text-align: center;">Non Fiction</p> <p>Text Type: Information (Non-chronological report) SPAG Focus: Revisit Previous Years: Bullet points Generalisers Year 5: Headings Technical language Listing Comparisons Sentence Types: Impersonal verbs: <i>It is thought that...</i> Use a range of connectives to link/ contrast ideas: <i>Therefore, most people... On the other hand, it is possible to...</i></p>
<p style="text-align: center;">Poetry Unit – Nonsense poems The Jabberwocky by Lewis Carroll</p>	<p style="text-align: center;">Poetry Unit – Narrative poems The Listeners by Walter de La Mare</p>

