

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10 steps) Inform (15 steps)	Entertain (10 steps) Persuade (15 steps)	Inform (15 steps) Entertain (10 steps) Discuss (5 steps)	Entertain (15 steps) Inform (10 steps)	Persuade (15 steps) Entertain (10 steps) Entertain (5 steps)	Discuss (10 steps) Entertain (15 steps)
Written Outcomes	Range of genres (whole-school unit)* Short story Non-Chronological Report	Narrative Persuasive Speech	Non-Chronological Report Scene with Dialogue Balanced Argument	Narrative (fairy/ traditional tale) Biography	Advocacy Campaign Narrative Poetry (ballads)	Blogs Narrative
NC: Composition Y5 & Y6 (planning, drafting, editing and proof-reading)	- identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - note and develop initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - precising longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					
NC: Sentence level	(New content for Y5): Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]					
	(Review Y4 learning): Fronted adverbials [for example, Later that day, I heard the bad news.]	(New content for Y5): Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] (New content for Y5): Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun				
	(Review Y4 learning): Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		Y6 content: Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses			
	Y6 content: Difference between structures typical of informal speech and structures appropriate for formal speech and writing Y6 content: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		Y6 content: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Y6 content: The use of subjunctive forms such as If I were or were they to come in some very formal writing and speech]		Reteach specific objectives according to AfL	

NC: Word level	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
including punctuation	(New content for Y5): Brackets to indicate parenthesis		(New content for Y5): Brackets, dashes or commas to indicate parenthesis			(Review content for Y5): Use of commas to clarify meaning or avoid ambiguity
	Y6 content: Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. find out – discover; ask for – request; go in – enter] Y6 content: Punctuation of bullet points to list information Y6 content: How words are related by meaning as synonyms and antonyms (Review Y4 learning): Use of commas after fronted adverbials	(New content for Y5): Use of commas to clarify meaning or avoid ambiguity (New content for Y5): Indicate degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example, might, should, will, must) Y6 content: Using the perfect form of verbs to mark relationships of time and cause Y6 content: Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. find out – discover; ask for – request; go in – enter] Y6 content: Punctuation of bullet points to list information	(New content for Y5): Indicate degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example, might, should, will, must) Y6 content: Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. find out – discover; ask for – request; go in – enter]			Y6 content: Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>) Y6 content: Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>) Reteach specific objectives according to AfL
		Review content for Y5: Use of commas to clarify meaning or avoid ambiguity Y6 content: Use ellipsis as a cohesive device to link ideas across paragraphs				
		Y6 content: Use of a colon to introduce a list Y6 content: Semi-colons to separate longer or more complicated items in a list and to mark boundaries between independent clauses Y6 content: Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>)	Y6 content: Using a colon to mark boundaries between independent clauses Y6 content: Using the perfect form of verbs to mark relationships			
		(Review Y4 learning): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]				
NC: Grammar Terminology	bracket (Y5), parenthesis (Y5) bullet point (Y6) synonym (Y6) antonym (Y6) <u>Review:</u> noun phrases, fronted adverbials, subordinate clause	cohesion (Y5), relative clause (Y5), relative pronoun (Y5) <u>Review:</u> comma	bracket (Y5), dash (Y5) parenthesis (Y5), relative clause (Y5), relative pronoun (Y5), cohesion (Y5), ambiguity (Y5), modal verb (Y5), adverb (Y5), ambiguity (Y5) colon (Y6), semi-colon (Y6), hyphen (Y6), ellipsis (Y6) active (Y6), passive (Y6), subject (Y6), object (Y6)		bracket (Y5), dash (Y5) parenthesis (Y5), modal verb (Y5) adverb (Y5) colon (Y6), semi-colon (Y6), hyphen (Y6)	Review terminology from across the year
NC: Spelling	Taught via discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]					

	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task

Writing Purpose Language Choices and Genre Features

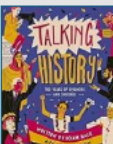
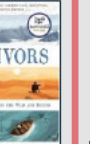
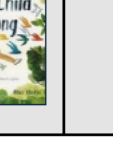
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	- Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) - Use figurative language such as similes and metaphors to create mood and atmosphere (Y5) - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5) - Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading (Y5) Dialogue can be used to convey character (show not tell) or move on the action (plot device) (Y6) - Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated (Y6)					
Writing to Inform Language Choices 	- Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) - Might include quotes from people to provide more information and add interest for the reader (Y3/4) Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) Underline important words or phrases that you want to draw reader's attention to (Y5) - Use of brackets can add extra information or an explanation (parenthesis) for the reader (Y5) - Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams (Y6) - Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject (Y6)					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Persuade Language Choices 						- Use of passive voice to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action) (Y6) - Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....) (Y6)
Writing to Discuss Language Choices 		Writing to discuss is introduced to Year 5 children for the first time in Spring 1	- Very clear points of view presented to show either side of a debate, discussion or argument (Y5) - Obvious signposts to the reader to signal when they will be encountering a different viewpoint (Y5) Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) (Y5) - Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <u>might</u> argue that..... Others <u>may</u> believe that...) (Y5) - More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) (Y6) Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast....) (Y6)			
Formality choices						Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing - More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't) - More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices Informal speech structures might use a question tag after a statement (for example: He's your friend, <i>isn't he?</i> These are your shoes, <i>aren't they?</i>)

Genre Features	<u>Narrative:</u> Story openings: usually open with either: action, dialogue or description of setting or character <u>Non-Chronological Report:</u> Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	<u>Narrative:</u> Story openings usually open with either: action, dialogue or description of setting or character Story endings can end with a moral message, happy ending, surprise or cliff-hanger, or they can end with a reference to the beginning of the story (feels cyclical) <u>Speech:</u> Will use first-, second- and third-person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present and future tense An opening statement that gives the viewpoint being presented and a closing statement that repeats and reinforces the overall point.	<u>Non-Chronological Report:</u> Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents <u>Balanced argument:</u> Provides different points of view on an issue, paying attention to the arguments for and against the issue being discussed. The differing points of view are balanced without aiming to lead the reader to sway their opinion Usually written in present tense Opening sentence or introduction/ question sets up the issue to be discussed	<u>Narrative:</u> Narrative plots tend to rely upon one of the following six story shapes: - fall-rise - slow rise - slow fall - rise, then fall - rise-fall-rise - fall-rise-fall Story openings usually open with either: action, dialogue or description of setting or character. Story endings can end with a moral message, happy ending, surprise or cliff-hanger. <u>Biography:</u> Details of key events in a person's life, written in chronological order Includes several facts to provide the reader with real information about the person Written in third person narrative	<u>Advocacy Campaign:</u> Is intended to raise awareness of a cause or to support a particular message, rather than sell a product or service Includes a range of genres, such as adverts, posters, leaflets, podcasts, as part of the campaign Has a clear message and a call to action, to persuade the target audience to act and know what to do <u>Narrative:</u> Narrative plots tend to rely upon one of the following six story shapes: - fall-rise - slow rise - slow fall - rise, then fall - rise-fall-rise - fall-rise-fall <u>Poetry:</u> Specific structures of poems can include ballads which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme.	<u>Blogs:</u> Are written to be consumed quickly and easily, so are often designed with clear headings and subheadings with short paragraphs for the reader to manage quickly or 'on-the-go Specifically designed to be read on an electronic device, so may include embedded links to other articles that are relevant or connected to the issue being discussed Vary in tone and formality, depending on the intended audience. <u>Narrative:</u> Narrative plots tend to rely upon one of the following six story shapes: - fall-rise - slow rise - slow fall - rise, then fall - rise-fall-rise - fall-rise-fall
------------------------------	---	--	---	---	--	--

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice					
	Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description					
	Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description					
	Bullet points help to break up information into manageable chunks for the reader. If each bullet point has a complete sentence, it needs a full stop, but if bullet points are being used for single words or short phrases there is no need for a full stop at the end of each entry Y6	Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily				
Linking ideas across paragraphs using full range of cohesive devices , such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as 'on the other hand' or 'several weeks later'] and ellipsis, to ensure that the reader is engaged, follows and wants to read on More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference); use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (e.g. If one were to.....) Y6 Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject ; can also be used to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (an implied subject that carried out the action) Y6						
Word level Including punctuation	Brackets for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts) Review dialogue punctuation	Remove unnecessary adjectives and adverbs for more precise nouns and verbs Placement of speech tags before, in between speech or after speech	Brackets, commas and dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause			
			Colons can direct your reader to pay attention to what's next, set up longer list of items Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader Y6 Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together Y6	Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue Y6 Colons can set up a surprise or dramatic pause Y6	Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader Y6	Colons can set up a surprise or dramatic pause and/ or direct your reader to pay attention to what's next, set up longer list of items Y6

YEAR 5 & 6													
Autumn				Spring					Summer				
													
Narrative	Non-Chronological Report	Narrative	Persuasive Speeches	Non-Chronological Report	Dialogue	Balanced argument	Narrative	Biography	Advocacy Campaign	Narrative	Advocacy Poetry	Blogs	Narrative (classic literature)
	 								 				 
• Short Tool by Kevin Crossley-Holland • Planetarium by Raman Prinja and Chris Wormell • Dr Maggie's Grand Tour of the Solar System by Dr Maggie Aderin-Pocock • Wisp by Zana Fraillon & Graham Baker-Smith • Talking History by Dr Joan Lennon & Dr Joan Haig				• Arthur Spiderwick's Field Guide to the Fantastic World Around You by Holly Black & Tony DiTerlizzi • 'The Selfish Giant' from Oscar Wilde: Stories for Children by Oscar Wilde & illustrated by P.J. Lynch • Survivors by David Long & Kerry Hyndman					• I Have the Right by Reza Dalvand • Every Child a Song by Nicola Davies & Marc Martin • Skellig by David Almond • Be the Change: Poems to Help You Save the World by Liz Brownlee, Matt Goodfellow and Reger Stevens • Mr William Shakespeare's Plays by Marcia Williams • Shakespeare Stories by William Shakespeare, retold by Leon Garfield & Michael Foreman				
10 steps	15 steps	10 steps	15 steps	15 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps	5 steps	10 steps	15 steps
50 steps (approx. 10-11 weeks)				55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				