

Autumn				Spring					Summer				
Narrative 	NCR 	Narrative 	Persuasive Speeches 	NCR 	Dialogue 	Balanced argument 	Narrative 	Biography 	Advocacy Campaign 	Narrative 	Advocacy Poetry 	Blogs 	Narrative 
Short Too!	Planetarium Dr Maggie's Grand Tour of the Solar System	Wisp	Talking History	Arthur Spiderwick's Field Guide to the Fantastic World Around You			Oscar Wilde's Stories for Children	Survivors	I Have the Right Every Child a Song	Skellig	Be the Change: Poems to Help You Save the World		Macbeth
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)					55 steps (approx. 11 weeks)				

All objectives covered within each Year 5/6 unit are listed within this document. Please see the key below to understand how the objectives are presented:

Writing purpose No. of steps Genre Title(s) of core text(s)	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Genre: Specific features and structure of genre to be revised or taught within the unit	- Revision of objectives from previous year (with year group this was first introduced) [NB: <i>These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices</i>] <u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined - New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) <u>Statutory objectives (within the National Curriculum)</u> are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black		<u>Statutory terminology from Appendix 2 of the National Curriculum</u> are listed in this way – bold, teal and underlined
Adaptations for Y6 curriculum	As these mixed-age plans are based on the Y6 ESSENTIALWRITING unit plans, the adjustments that may be necessary for the Y5 curriculum are listed here.				

Short Too!

Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Narrative: Story openings: usually open with either: action, dialogue or description of setting or character	- 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)¹ 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)² - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)² - 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)³ Dialogue can be used to convey character (show not tell) or move on the action (plot device)	Review use of single and multi-clause sentences, joining with range of conjunctions (Y3/4) to create varied and pleasing rhythm for the reader See ⁴ for Year 5 adaptations	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along	clause, subordinate clause, conjunction, inverted commas, paragraph, direct speech (Y3)

¹ The teaching of use of **paragraphs**, especially to show when the time or mood changes, will be new learning for Year 5 children. Rather than treating this as a review for Year 6 children, spend longer on explicit teaching with Year 5 accordingly.

² Explicitly teach how to use **figurative language such as simile and metaphor** to create mood and atmosphere. Year 5 children will have encountered the use of simile and metaphor in the Y3/4 cycle, but not in order to create mood and atmosphere in narrative at this stage.

³ Again, this will be new learning for children in Year 5. Explicitly teach how writers create **suspense and tension** by varying their sentence length.

⁴ Based on AfL, as necessary, review the use of **fronted adverbials** (taught within the Y3/4 curriculum) which provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place. As necessary, review the use a **comma after a fronted adverbial** – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next.

 Inform 15 steps Non-chronological report <i>Planetarium</i> <i>Dr Maggie's Grand Tour of the Solar System</i>	Genre features Non-Chronological Report: 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	Compositional choices according to writing purpose - When we provide information to our reader, this information is usually in the <u>simple present tense or simple past tense</u> (Y2) <u>Paragraphs are used to organise ideas around a theme</u>, to write about a different topic or sub-topic (Y3/4) <u>Underline</u> important words or phrases that you want to draw reader's attention to (Y5)¹ - Use <u>full range of layout devices</u> to support and guide reader to follow and understand e.g. bullet points², columns, tables, headings, subheadings, diagrams)¹ Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing³ - More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't')³ - More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices³	Sentence level Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (<u>using coordinating or subordinating conjunctions to join ideas</u>) to keep the reader wanting to read on <u>Bullet points</u> 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 entry²	Word level including punctuation Use of <u>comma to clarify meaning or avoid ambiguity</u> – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily (Y5) Commas are also useful to group extra information (<u>parenthesis</u>) between a pair of commas and place into a sentence – this allows the reader to see how this information is separate to the main clause but provides extra detail (Y5)⁴	Grammatical terminology <u>comma</u> (Y2) <u>clause</u>, <u>subordinate clause</u>, <u>conjunction</u>, <u>preposition</u>, <u>paragraph</u> (Y3) <u>adverbial</u> (Y4) <u>parenthesis</u>⁴, <u>brackets</u>⁴, <u>ambiguity</u>, <u>cohesion</u> (Y5) <u>bullet points</u>² (Y6)
Adaptations for Year 5 curriculum	¹ Children in Year 5 are not required to use the full range of layout devices. Instead, they could focus on reviewing the following from prior learning: - Diagrams to show the reader more details about the important parts of what they are finding out about (Y2). - Some information 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) - Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) ² Children in Year 5 could be explicitly taught how to use bullet points as an organisational device, with no expectation that they use these within their own writing at this stage in their learning. ³ This is the first time children in Year 5 will have been introduced to formality in writing, whereas Year 6 children will have been taught about this within the Year B of Year 5/6 teaching cycle. ⁴ Children in Year 5 will not have been taught about parenthesis yet. As an introduction to this, instead teach Year 5 children about the use of <u>commas</u> and <u>brackets for parenthesis</u> in non-fiction writing (writing to inform) as useful punctuation to place extra information for the reader into a clause, and allow the reader to see how this information is separate to the main clause. This could also serve as an introduction to relative clauses.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 10 steps Narrative <i>Wisp</i>	Narrative: 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)	• 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)² • 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)¹ • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)¹ • Dialogue can be used to convey character (show not tell) or move on the action (plot device)	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on See ³ for Year 5 adaptations	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader⁴ 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	comma (Y2) clause, subordinate clause, conjunction, inverted commas, paragraph (Y3) ambiguity, cohesion², relative pronoun³, relative clause³ (Y5)
Adaptations for Year 5 curriculum	¹ The use of figurative language such as simile, metaphor and personification and use of the senses to create mood and atmosphere will still be relatively new learning to children in Year 5, and so they might need more explicit teaching and modelling to explore these language choices. ² Children in Year 5 may not be used to using a new paragraph to show a change in mood, so spend longer on modelling this as necessary (linked to above point ¹). Teach how to develop cohesion by linking ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow the writing. ³ Teach children in Year 5 how to use relative clauses and that they provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i>. ⁴ Children in Year 5 do not need to vary their placement of the speech tag or reporting clause – at this stage in their learning, placing it after the dialogue would be the most appropriate use e.g. “Where did it go?” <i>asked Jerome</i>.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level inc. punctuation	Grammatical terminology
Persuade 15 steps Persuasive Speeches <i>Talking History</i>	Speech: 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.	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) - Use facts to support opinions to make the reader take the writing more seriously (Y3) - Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) - Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) - Include anecdotes to support and provide evidence for the point you are trying to make (Y4) - Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) - Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5)¹ - Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5)² - More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't')³ - More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices (e.g. arrive, investigate, cancel)³ 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>)³	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow See ⁴ & ⁵ for Year 5 adaptations	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 See ⁵ for Year 5 adaptation	comma, adverb (Y2) clause, subordinate clause, conjunction, paragraph (Y3) modal verb², ambiguity, relative pronoun⁴, relative clause⁴, parenthesis⁵, bracket⁵, dash⁵ (Y5)
Adaptations for Year 5 curriculum	¹ This is a new language choice for children in Year 5 within their understanding of how to write to persuade. Explicitly teach the use of hyperbole/ exaggeration to support the point being made and make the reader pay attention as a useful compositional choice for this writing purpose. ² Explicitly teach this as new learning for Year 5 children: the use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act, as a particularly useful compositional choice when writing to persuade. ³ This is the second time children in Year 5 will have been introduced to formality in writing, whereas Year 6 children will have been taught about this within the Year B of Year 5/6 teaching cycle. ⁴ Teach children in Year 5 how to use relative clauses and that they provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i>. ⁵ Following on from the writing to inform unit earlier this term, teach children in Year 5 about the use of brackets, commas and dashes for parenthesis and how this is useful to place extra information for the reader into a clause, and allow the reader to see how this information is separate to the main clause.				

SPRING

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 15 steps Non-chronological report <i>Arthur Spiderwick's Field Guide to the Fantastic World Around You</i>	Non-Chronological Report: 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	- When we provide information to our reader, this information is usually in the <u>simple present tense or simple past tense</u> (Y2) <u>Paragraphs are used to organise ideas around a theme</u>, to write about a different topic or sub-topic (Y3/4) <u>Underline</u> important words or phrases that you want to draw reader's attention to (Y5)¹ - Use <u>full range of layout devices</u> to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams) - Use of <u>passive voice</u> to affect the presentation of information in a sentence – guides the reader's focus to the <u>object</u> rather than the <u>subject</u>²	<u>Bullet points</u> 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 entry³ Linking ideas across paragraphs using <u>full range of cohesive devices</u>, such as repetition of a word or phrase, linking back to previous points within the writing [e.g. use of adverbials such as 'on the other hand' or 'in contrast'] Use of <u>passive voice</u>² [see <i>compositional choices</i>]	<u>Colons</u> can direct your reader to pay attention to what's next, set up longer list of items⁴ <u>Semi-colons</u> can be used to separate longer or more complicated items in a list in order to provide clarity for the reader⁵ <u>Hyphens</u> are used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together⁵ See ⁶ for Year 5 adaptation	<u>past tense</u>, <u>present tense</u> (Y2) <u>clause</u>, <u>subordinate clause</u>, <u>conjunction</u>, <u>paragraph</u> (Y3) <u>adverbial</u> (Y4) <u>cohesion</u>, <u>brackets</u>⁶, <u>parenthesis</u>⁶ (Y5) <u>object</u>, <u>subject</u>, <u>passive</u>², <u>active</u>, <u>bullet point</u>³, <u>semi-colon</u>⁵, <u>colon</u>⁴, <u>hyphen</u>⁵ (Y6)
Adaptations for Year 5 curriculum	¹ Teach children in Year 5 that they can underline words or phrases to draw the readers' attention to them – this will be a new compositional choice within writing to inform. ² Teaching of the use of passive voice is Y6 learning only. ³ Children in Year 5 could be explicitly taught how to use bullet points as an organisational device, with no expectation that they use these within their own writing at this stage in their learning (this is a Year 6 expectation). ⁴ Children in Year 5 could be explicitly taught how to use a colon to set up a longer list of items, with no expectation that they use these within their own writing at this stage in their learning. ⁵ Teaching of the use of semi-colons and hyphens is Y6 learning only. ⁶ Remind and model for children in Year 5 the use of <u>brackets</u> to add extra information or an explanation (<u>parenthesis</u>) for the reader.				

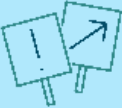
	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 10 steps Scene with dialogue	n/a in this unit (focus on descriptive writing)	- Use of sound and other senses to develop clear picture for reader to develop 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)¹ - 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) Dialogue can be used to convey character (show not tell) or move on the action (plot device)	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on See ² for Year 5 adaptation	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along ¹ Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader ⁴ See ³ for Year 5 adaptation	noun, noun phrase ³ (Y2) clause, subordinate clause, conjunction, preposition, inverted commas ¹ , paragraph (Y3)
Adaptations for Year 5 curriculum	¹ Review and re-teach the use of accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along. ² Revisit learning from the Y3/4 mixed-age learning cycle - how fronted adverbials provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place. Build upon the children's understanding to model how this might include a fronted adverbial clause, as well as a phrase or word. ³ Revisit learning from the Y3/4 mixed-age learning cycle – how adding 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. ⁴ Children in Year 5 do not need to vary their placement of the speech tag or reporting clause – at this stage in their learning, placing it after the dialogue would be the most appropriate use e.g. “Where did it go?” <i>asked Jerome</i>.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Discuss 5 steps Balanced Argument	Balanced argument: 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	• Very clear points of view presented to show either side of a debate, discussion or argument (Y5)¹ • Obvious signposts to the reader to signal when they will be encountering a different viewpoint (Y5)¹ • Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. <i>Some people might believe that...</i>) (Y5)¹ • More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. <i>In conclusion, I suggest that people recycle daily in order to make a difference</i>)² • Careful use of adverbials to maintain cohesion for the reader (e.g. <i>On the other hand.... In contrast...</i>) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. <i>Some people <u>might</u> argue that.... Others <u>may</u> believe that...</i>)³	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 [e.g. use of adverbials such as 'on the other hand' or 'in contrast'] Use of the subjunctive² [see <i>compositional choices</i>]	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 reader⁴ Brackets, commas or 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 (brackets particularly used in non-fiction texts) (Y5)	present tense, comma (Y2) paragraph (Y3) adverbial (Y4) cohesion, modal verb³ bracket, dash, parenthesis (Y5) semi-colon⁴, colon (Y6)
Adaptations for Year 5 curriculum	¹ This is the first time that children in Year 5 will have encountered this writing purpose: writing to discuss. Be mindful of this and teach these objectives explicitly whilst recapping Year 6 children's understanding of this writing purpose. ² Teaching of the use of the subjunctive is Y6 learning only. ³ Build upon the children's understanding of using modal verbs within writing to persuade (see Autumn term) and explicitly teach how to use them to indicate possibility in a measured and unbiased way (e.g. <i>Some people <u>might</u> argue that.... Others <u>may</u> believe that...</i>) within this new writing purpose. This is new learning for children in Year 5, so spend longer on this as necessary. ⁴ Year 5 children should focus on the new learning: using a colon to set up a longer list of items, and use of brackets, commas and dashes for parenthesis. The use of semi-colons is Y6 learning.				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Entertain 15 steps Narrative <i>The Selfish Giant – Oscar Wilde’s Stories for Children</i>	Narrative: 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.	• 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)¹ • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)¹ • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • 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 narrated²	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on 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 ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader³ 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 reader⁴ Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue⁵ See ⁴ for Year 5 adaptation	verb, tense, comma⁴ (Y2) clause, subordinate clause, conjunction, inverted commas, paragraph (Y3) adverbial (Y4) cohesion, ambiguity⁴ (Y5) semi-colon, colon, dash, ellipsis⁵ (Y6)
Adaptations for Year 5 curriculum	¹ The use of figurative language such as simile, metaphor and personification and use of the senses to create mood and atmosphere will still be relatively new learning to children in Year 5, and so they might need more explicit teaching and modelling to explore these language choices. ² Children in Year 5 do not need to explore this tense choice in their narrative writing – instead model and expect children to use the simple past tense in their writing. ³ Children in Year 5 do not need to vary their placement of the speech tag or reporting clause – at this stage in their learning, placing it after the dialogue would be the most appropriate use e.g. “Where did it go?” <i>asked Jerome</i>. Focus on accurate punctuation of dialogue as a priority. ⁴ The use of semi-colons, colons and dashes to join two independent clauses is Y6 learning. Instead, teach children in Year 5 about the use of the 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. ⁵ Children in Year 5 could experiment with the use of ellipsis in their writing to show speechlessness in dialogue, for example, without any expectation that they do include this within their writing at this stage (this is statutory for Year 6).				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Inform 10 steps Biography <i>Survivors</i>	Biography: 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	- 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) Underline important words or phrases that you want to draw reader's attention to (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) - Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject¹	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 entry² 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 [e.g. use of adverbials such as 'on the other hand' or 'in contrast'] Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> (Y5) Use of passive voice [see compositional choices]¹	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 reader³ Hyphens are used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together³ Brackets, commas or 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 (brackets particularly used in non-fiction texts) (Y5)	past tense, present tense (Y2) clause, subordinate clause, conjunction, paragraph (Y3) adverbial (Y4) cohesion, relative pronoun, relative clause, bracket, dash, parenthesis (Y5) object, subject passive¹, active bullet point² semi-colon, colon, hyphen³ (Y6)
Adaptations for Year 5 curriculum	¹ Teaching of the use of passive voice is Y6 learning only. ² Children in Year 5 could be explicitly taught how to use bullet points as an organisational device, with no expectation that they use these within their own writing at this stage in their learning (this is a Year 6 expectation). ³ The use of semi-colons and hyphens is Y6 learning only. With children in Year 5, concentrate on secure application of brackets, commas or dashes for parenthesis in their writing.				

SUMMER

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Persuade 15 steps Advocacy Campaign <i>I Have the Right</i> <i>Every Child A Song</i>	Advocacy Campaign: 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	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) - Use facts to support opinions to make the reader take the writing more seriously (Y3) - Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) - Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) - Include anecdotes to support and provide evidence for the point you are trying to make (Y4) - Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) - Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5)¹ - Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5)² - 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)³ - Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....)³	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on Use of passive voice and the subjunctive [see <i>compositional choices</i>]³ See ³ for Year 5 adaptation	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 reader⁴ See ⁴ for Year 5 adaptation	comma, adverb (Y2) clause, subordinate clause, conjunction (Y3) modal verb², relative pronoun³, relative clause³ (Y5) object, subject, passive, active, semi-colon, colon, dash (Y6)
Adaptations for Year 5 curriculum	¹ This is still a relatively new language choice for children in Year 5 within their understanding of how to write to persuade. Explicitly teach the use of hyperbole/ exaggeration to support the point being made and make the reader pay attention as a useful compositional choice for this writing purpose. ² Explicitly teach this as new learning for Year 5 children: the use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act, as a particularly useful compositional choice when writing to persuade. ³ The use of passive voice and subjunctive is Y6 learning only. Instead, review with children in Year 5 how they can use relative clauses to provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i>. ⁴ The use of semi-colons, colons and dashes to join two independent clauses is Y6 learning. Instead, teach children in Year 5 about the use of the 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.				

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Entertain 10 steps Narrative Skellig	Narrative: 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	• 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)¹ • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)¹ • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • 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 narrated²	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 ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> (Y5)	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader³ 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 reader⁴ Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue⁵ Colons can set up a surprise or dramatic pause⁵	verb, tense, comma (Y2) clause, subordinate clause, conjunction, inverted commas, paragraph (Y3) adverbial (Y4) cohesion, relative pronoun, relative clause (Y5) semi-colon⁴, colon⁴, dash⁴, ellipsis⁵ (Y6)
Adaptations for Year 5 curriculum	¹ The use of figurative language such as simile, metaphor and personification and use of the senses to create mood and atmosphere will still be relatively new learning to children in Year 5, and so they might need more explicit teaching and modelling to explore these language choices. ² Children in Year 5 do not need to explore this tense choice in their narrative writing – instead model and expect children to use the simple past tense in their writing. ³ Children in Year 5 do not need to vary their placement of the speech tag or reporting clause – at this stage in their learning, placing it after or before the dialogue would be the most appropriate use e.g. “Where did it go?” <i>asked Jerome.</i> / <i>Jerome asked,</i> “Where did it go?” Focus on accurate punctuation of dialogue as a priority. ⁴ The use of semi-colons, colons and dashes to join two independent clauses is Y6 learning. ⁵ Children in Year 5 could experiment with the use of ellipsis in their writing to show speechlessness in dialogue, for example, without any expectation that they do include this within their writing at this stage (this is statutory for Year 6). The same can apply to the use of a colon to set up a surprise or dramatic pause.				

 Entertain & Persuade 5 steps Advocacy Poetry (Ballads) Be the Change	Genre features Poetry: Specific structures of poems can include ballads which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme.	Compositional choices according to writing purpose - Use figurative language such as simile, metaphor and personification to create mood - Use facts to support opinions to make the reader take the writing more seriously (Y3) - Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) - Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) - Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) - Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5) - Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5)	Sentence level 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 (Y4)	Word level including punctuation <u>Semi-colons, colons and dashes</u> to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader ¹ See ¹ for Year 5 adaptation	Grammatical terminology <u>adjective, noun, noun phrase, comma, adverb (Y2)</u> <u>cohesion, ambiguity, modal verb (Y5)</u> <u>semi-colon, colon, dash (Y6)</u>
Adaptations for Year 5 curriculum	¹ The use of semi-colons, colons and dashes to join two independent clauses is Y6 learning. Instead, teach children in Year 5 about the use of the <u>comma to clarify meaning or avoid ambiguity</u> – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily.				

 Discuss 10 steps Blogs	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	Blogs: 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.	• Very clear points of view presented to show either side of a debate, discussion or argument (Y5)¹ • Obvious signposts to the reader to signal when they will be encountering a different viewpoint (Y5)¹ • Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) (Y5)¹ • 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)² • Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast....) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people might argue that.... Others may believe that...)	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 [e.g. use of adverbials such as 'on the other hand' or 'in contrast'] Use of the subjunctive [see <i>compositional choices</i>]²	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 reader³ Brackets, commas or 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 (brackets particularly used in non-fiction texts) (Y5)	present tense, comma (Y2) paragraph (Y3) adverbial (Y4) cohesion, modal verb bracket, dash, parenthesis (Y5) semi-colon³, colon (Y6)
Adaptations for Year 5 curriculum	¹ This is only the second time that children in Year 5 will have encountered writing to discuss, so explicitly teach these compositional choices accordingly. ² Use of the subjunctive is Y6 learning only. ³ Using a semi-colon is Y6 learning- instead, children in Y5 should focus on securing their understanding of using parenthesis with brackets, commas or dashes.				

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Entertain 15 steps Narrative <i>Macbeth</i>	Narrative: 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	• 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)¹ • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)¹ • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • 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 narrated²	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 ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on Relative clauses provide additional information to the reader, using the relative pronouns <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> (Y5)	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader³ 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 reader⁴ Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue⁵ Colons can set up a surprise or dramatic pause⁵ Brackets, commas or 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 (brackets particularly used in non-fiction texts) (Y5)	verb, tense, comma (Y2) clause, subordinate clause, conjunction, inverted commas, paragraph (Y3) adverbial (Y4) cohesion, relative pronoun, relative clause, bracket, dash, parenthesis (Y5) semi-colon⁴, colon⁴, dash⁴, ellipsis⁵ (Y6)
Adaptations for Year 5 curriculum	¹ The use of figurative language such as simile, metaphor and personification and use of the senses to create mood and atmosphere will still be relatively new learning to children in Year 5, and so they might need more explicit teaching and modelling to explore these language choices. ² Children in Year 5 do not need to explore this tense choice in their narrative writing – instead model and expect children to use the simple past tense in their writing. ³ Children in Year 5 do not need to vary their placement of the speech tag or reporting clause – at this stage in their learning, placing it after or before the dialogue would be the most appropriate use e.g. “Where did it go?” <i>asked Jerome.</i> / <i>Jerome asked,</i> “Where did it go?” Focus on accurate punctuation of dialogue as a priority. ⁴ The use of semi-colons, colons and dashes to join two independent clauses is Y6 learning. ⁵ Children in Year 5 could experiment with the use of ellipsis in their writing to show speechlessness in dialogue, for example, without any expectation that they do include this within their writing at this stage (this is statutory for Year 6). The same can apply to the use of a colon to set up a surprise or dramatic pause.				