


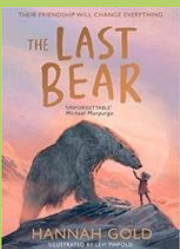
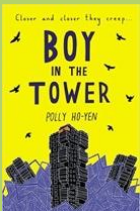
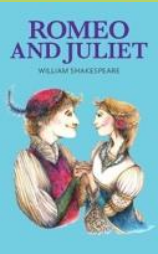




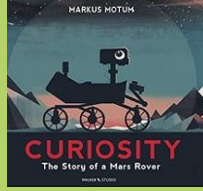

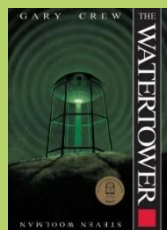
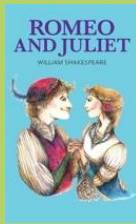
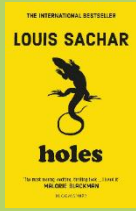





Term and Purpose	Autumn 1 Writing to Entertain		Autumn 2 Writing to Inform	
Core Texts	<b>Back to Basics</b> 	 <b>Beowulf</b> <b>Michael Morpurgo</b>	 <b>Can We Save the Tiger?</b> <b>Martin Jenkins</b>	
Outcomes draft → edit → publish	Slow Writes Sentence level work	Slow Writes, letter of advice, dialogue, recount, character and setting description, obituary	Letters, explanations, persuasive posters, & speeches, simple poems	
Outcomes	Foundational and prior knowledge secure	Own version legend	Discussion texts	
Skills	Sentence level work from previous years	Relative clauses, modal verbs, tense choice (past perfect), commas to clarify meaning, expanded noun phrases, direct speech layout, devices to build cohesion, formal and informal, editing against success criteria.	Explanation sequences, formal and informal, subjunctive tense, cohesion with and between paragraphs, conditional sentences, subordinating clauses, brackets, commas and dashes for parenthesis, verb prefixes for contrasting meaning, layout features of non-fiction text including headings, subheadings, bullet points, editing against success criteria.	
	Spring 1 - Writing to Inform		Spring 2 - Writing to Entertain	
Writing Root	 <b>The Last Bear</b> <b>Hannah Gold</b>	<b>The Last Bear</b> <b>Hannah Gold</b>	 <b>Boy in the Tower</b> <b>Polly Ho-Yen</b>	<b>Boy in the Tower</b> <b>Polly Ho-Yen</b>
Short Burst Writing	Slow Writes, setting descriptions, non-chronological report, fact file, speech, note-making, organising paragraphs before drafting		Slow Writes, Character development, Journalistic writing, formal letters, short narrative writes, note-making, organising paragraphs before drafting	
Outcomes draft → edit → publish	Persuasive Ecological/Climate Speeches		Own version narratives (past and present tense)	
Skills	Personification and similes, fronted adverbials, adverbs of possibility – fact or opinion, repetition for effect, rhetorical questions Subjunctive form, The power of three, relative clauses, opportunities to analyse and imitate authorial choices, editing for impact and against success criteria.		Formal and informal language, modal verbs, active and passive Voice, tenses, short sentences for effect, embedding speech, power of three, effective planning of a narrative, opportunities to analyse and imitate authorial choices, editing for impact and editing the work of others.	
	Summer 1 – Writing to Entertain		Spring 2 -Writing to Entertain	
Writing Root	<b>SATS Revision Unit</b> <b>Slow Writes</b> <b>Reading Practice</b> <b>SPaG</b>	 <b>Romeo and Juliet</b> <b>William Shakespeare</b> <b>Year 5 Unit only</b>	 <b>The Lost Happy Endings</b> <b>Carol Ann Duffy</b>	 <b>Night Mail</b> <b>W H Auden</b>
Short Burst Writing	Formal writing, embedding Year 6 standard writing objectives	Slow Writes, diaries, character descriptions, balanced arguments	Letter, poetry, passage of direct speech, diary entry, story ending	Letters, diaries, information leaflets, instructions
Outcomes draft → edit → publish	Range of practice pieces	Balanced arguments	Alternative perspective prequels	Poetry
Skills	Relative Clauses, year 6 punctuation, cohesion within and across paragraphs	Present perfect tense, time and place conjunctions, adverbs of possibility, modal verbs, formal and informal language, adverbials for cohesion, dialogue	Active and passive voice, relative clauses, modal verbs, expanded noun phrases, formal vs informal including subjunctive, commas to clarify meaning, semi-colons, colons or dashes, editing for impact using success criteria.	Structural devices: rhythm, rhyme, cadence, imperative verbs, opportunities to analyse and imitate poetic devices.



		Autumn 1 – Writing to Entertain		Autumn 2 – Writing to Inform	
Writing Root	 <p><b>Back to Basics</b></p>	 <p><b>The Island</b> Armin Greder</p>	 <p><b>Curiosity</b> Markus Motum</p>	Space Poetry	
Short Burst Writing	Slow Writes Sentence level work	Welcome guide, description, letter of advice, diary entry in role, imagined conversation	NASA Proposals, information labels, short explanations, NASA logs, news reports, note-making, organising paragraphs before drafting		Figurative language and free verse form: personification metaphors, similes
Outcomes draft → edit → publish	<b>Foundational and prior knowledge secure</b>	<b>Narrative sequel from alternative perspective</b>	<b>Expanded explanations</b>		<b>Own Free Verse</b>
Skills	Sentence level work from previous years	Adverbials of time, dashes and brackets for parenthesis, colon and semi-colon, expanded noun phrases, modal verbs, opportunities to analyse and imitate authorial choices, viewpoint manipulation. Editing for impact.	Modal verbs, conjunctions for cohesion, passive voice, bullet points and layout features, formal/informal language, adverbials of time and place, prepositional phrases, dashes. Editing the work of others against success criteria.		Metaphors, similes and figurative language devices, oral practice.
		Spring 1 – Writing to Entertain		Spring 2 – Writing to Entertain	
Writing Root	 <p><b>The Lost Thing</b> Shaun Tan</p>	 <p><b>The Watertower</b> Gary Crew</p>			
Short Burst Writing	Slow writes, diaries, formal letters, adverts, character and setting descriptions, reports		Slow writes, Dialogue, setting description		
Outcomes draft → edit → publish	<b>Own version narratives</b>		<b>Instructions, Monologue, diary</b>		
Skills	Precise verbs, adverbials of time, modal verbs, subordinating clauses, onomatopoeia, dialogue, explanation text, opportunities to analyse and imitate authorial choices, editing for impact against success criteria.		Instructional framework, use of effective language, incorporating all Year 5/6 grammar and punctuation skills into each write, viewpoint manipulation, cohesive devices, opportunities to analyse and imitate authorial choices, editing for impact against success criteria.		
		Summer 1 – Writing to Inform		Summer 2 – Writing to Entertain and to Inform	
Writing Root	<p><b>SATS Revision Unit</b> <b>Slow Writes</b> <b>Reading Practice</b> <b>SPaG</b></p>	 <p><b>Romeo and Juliet</b> William Shakespeare <i>Year 5 Unit only</i></p>	 <p><b>Holes</b> Louis Sacher</p>	 <p><b>The Promise</b> Nicola Davies</p>	
Short Burst Writing	Formal writing, embedding Year 6 standard writing objectives	Slow writes, police reports, diaries, letters, narratives, character descriptions	Slow writes, informal letter, persuasive advert, note-making, organising paragraphs before drafting	Slow writes, promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems	
Outcomes draft → edit → publish	<b>Range of practice pieces</b>	<b>Balanced Argument</b>	<b>Setting description, newspaper report, formal, narrative (next chapter), letter.</b>	<b>Narrative poem sequels</b>	
Skills	Relative clauses, year 6 punctuation, cohesion within and across paragraphs	Structure of balanced arguments (viewpoint → evidence → counterargument → conclusion) present perfect tense, time and place conjunctions, adverbs of possibility, modal verbs, formal and informal language, adverbials for cohesion, dialogue	Prediction, descriptive devices, speech, cohesive devices between paragraphs, comparisons, incorporating all Year 5/6 grammar and punctuation skills, opportunities to analyse and imitate authorial choices, editing for impact against success criteria.	How words are related by meaning as synonyms and antonyms, semi colons to mark boundaries between independent clauses, expanded noun phrases to convey complicated information concisely, modal verbs revisit, commas to clarify meaning or avoid ambiguity, opportunities to analyse and imitate authorial choices. Figurative language mastery.	