

Year 5/6 Long term plan for writing

By the end of Year 6 learners will be able to:

identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

consider how authors have developed characters and settings in narratives they have read, listened to or seen performed

note and develop initial ideas, drawing on reading and research where necessary

select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

• précising longer passages

• using a wide range of devices to build cohesion within and across paragraphs

• using further organisational and presentational devices to structure text and to guide the reader

A	<p>‘What’s So Special About Shakespeare?’ – non-fiction</p> <ul style="list-style-type: none"> • Persuasive travel guide for Tudor London • Discussion • Diary account <p>‘Marcia Williams’ The Plays of Shakespeare’ – Shakespeare plays as cartoon strips</p> <ul style="list-style-type: none"> • Summary writing • Writing a playscript <p>‘Treason’ – historical fiction</p> <ul style="list-style-type: none"> • Summary • Narrative with an Historical setting <p>The Poetry of WWI – historical poetry</p> <ul style="list-style-type: none"> • Poetry writing in role 	<p>Various Non-Fiction texts on The Amazon Rainforest, deforestation, Sir David Attenborough</p> <ul style="list-style-type: none"> • Non-chronological information reports • Persuasive formal letter writing • Biography <p>‘The Viewer’ – graphic novel</p> <ul style="list-style-type: none"> • Descriptive writing • Poetry writing • Diary account • Narrative <p>‘The River’ – contemporary poetry</p> <ul style="list-style-type: none"> • Poetry writing 	<p>‘The Lady of Shalott’ and ‘The Highwayman’ - classic poetry</p> <ul style="list-style-type: none"> • Letter writing • Summaries • Comparisons <p>‘The Watertower’ – graphic novel/science fiction</p> <ul style="list-style-type: none"> • Description • Writing in role • Science fiction Narrative <p>‘Boy in the Tower’ – contemporary, diverse fiction, alongside examples of non-fiction genres listed below</p> <ul style="list-style-type: none"> • Newspaper and TV reports • Informal letter • Journal • Information • Narrative • Discussion • Instructions • Playscripts
B	<p>‘How to Train Your Dragon’ – historical fiction</p> <ul style="list-style-type: none"> • Character descriptions • Setting descriptions • Narrative with an historical setting • Instructional writing • Explanation texts <p>‘Tell me a Dragon’ – contemporary poetry</p> <ul style="list-style-type: none"> • Descriptions • Poetry writing 	<p>‘Dark They Were, and Golden Eyed’ – classic science fiction</p> <ul style="list-style-type: none"> • Science fiction narrative <p>Non-Fiction texts on the solar system</p> <ul style="list-style-type: none"> • Explanation texts <p>Poetry book moon themed TBC</p> <p>‘Everest With AJ’ – contemporary fiction</p> <ul style="list-style-type: none"> • diary accounts 	<p>‘Who Wants to Live Forever’ – picture book</p> <ul style="list-style-type: none"> • diary accounts • instructions • setting descriptions • narrative • discussion <p>Non-fiction explanation texts on the circulatory system</p> <ul style="list-style-type: none"> • explanation texts

	<p>‘Scavengers’ – dystopian fiction</p> <ul style="list-style-type: none"> • Non-chronological reports (landfill) • Playscript • Poem • Narrative 	<ul style="list-style-type: none"> • adventure narrative • travel guide • persuasion 	<p>‘The Tummy Beast’ from Roald Dahl’s ‘Revolting Rhymes’</p> <ul style="list-style-type: none"> • their own revolting rhyme
Autumn Term		Spring Term	Summer term
Progression			
<p>Consolidating and securing from year 4</p> <p>I can organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>I can assess the effectiveness of my own and others’ writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>I can proofread for spelling and punctuation errors</p> <p>I can read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>I can use wider range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>I can use the present perfect form of verbs in contrast to the past tense</p> <p>I can form nouns using prefixes (super-, anti-)</p> <p>I can use the correct form of ‘a’ or ‘an’</p> <p>I can use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>I can use and punctuate direct speech (i.e. Inverted commas)</p> <p>I can use fronted adverbials in my writing</p> <p>I know the difference between plural and possessive -s</p> <p>I understand and can use correctly Standard English verb inflections (I did vs I done)</p> <p>I can use extended noun phrases, including with prepositions</p> <p>I can make an appropriate choice of pronoun or noun to create cohesion</p> <p>I can use commas after fronted adverbials</p> <p>I can indicate possession by using the possessive apostrophe with singular and plural nouns marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>I can use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>		<p>With increasing independence and a wider control over vocabulary choices/ sentence choices and meaning</p> <p>I can assess the effectiveness of my own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>I can proofread for spelling and punctuation errors</p> <p>I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>I can use a thesaurus</p> <p>I can use expanded noun phrases to convey complicated information concisely</p> <p>I can use modal verbs or adverbs to indicate degrees of possibility using the perfect form of verbs to mark relationships of time and cause</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>I can convert nouns or adjectives into verbs</p> <p>I can use verb prefixes</p> <p>I can use devices to build cohesion, including adverbials of time, place and number</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>I can use passive verbs to affect the presentation of information in a sentence</p> <p>I can use the perfect form of verbs to mark relationships of time and cause</p> <p>I understand the differences in informal and formal language</p> <p>I can use synonyms & Antonyms</p> <p>I can use further cohesive devices such as grammatical connections and adverbials</p> <p>I can use ellipsis</p> <p>I can use hyphens to avoid ambiguity</p> <p>I can use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>I can use a colon to introduce a list punctuating bullet points consistently</p>	