

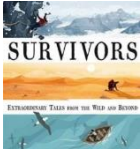

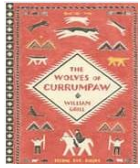
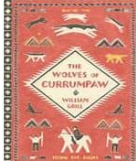
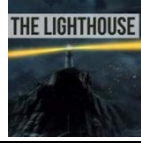

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

Autumn 1

Story Time -

Science – Living Things (classifying, variation, adaptation, fossils)

Geography – Mountains and Volcanoes

Text and Genre	Survivors – setting description Juliane Koepcke The girl who fell from the sky. (1 week) 	Survivors – character description Juliane Koepcke The girl who fell from the sky. (1 week) 	The Wolves of Currumpaw – retell a short section (10 days) 	The Wolves of Currumpaw -diary entry. (10 days) 	Independent writing task Literacy Shed Narrative https://www.literacyshed.com/the-lighthouse.html (1 week) 	Volcano – Recount of volcano eruption (1 week) 
Year 5 Genre Progression	<p>Include two adjectives in my fronted adverbial of place. “Under the ancient, crumbling bridge,” Using rich description to interest the reader such as metaphors, personification, and onomatopoeia.</p>	<p>Written in the past / past tense. Describe the character and included their feelings by using show don’t tell. Including speech and moving the action on.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Past perfect tense. Organised into paragraphs, with the day’s events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don’t tell. Use show don’t tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.</p>
Year 6 Genre Progression	<p>Include two adjectives in my fronted adverbial of place. “Under the ancient, crumbling bridge,” Using rich description to interest the reader such as metaphors, personification, and onomatopoeia. Metaphors Onomatopoeia</p>	<p>Character description – Heads and Hearts</p>	<p>Author’s style of writing and use appropriate author’s voice. Consider purpose and audience. Changing tenses – flashback. Chosen perspective.</p>	<p>Multiple entries Include suspense Changing moods and emotions Maintaining tense and writer’s voice Subjunctive form Active and passive voice Formality for effect Consider the audience, purpose and write using the appropriate author’s voice</p>	<p>Author’s style of writing and use appropriate author’s voice. Consider purpose and audience. Changing tenses – flashback. Chosen perspective.</p>	<p>Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense. Select events appropriate to the reader. Include anecdotes to vary formality.</p>

Handwriting – Maintain legibility and consistency in joined handwriting when writing at speed.

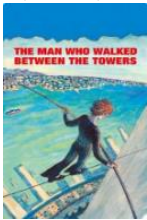

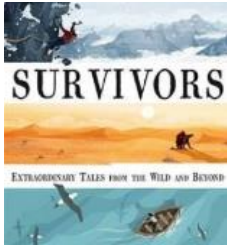


ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

<p align="center">Year 5 Grammar and Punctuation</p>	<p>Use ISPACED (ing word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.</p> <p>Insert whole sentences to describe setting.</p> <p>Use more sophisticated metaphors to describe things in my writing.</p>	<p>Insert whole sentences to describe characters.</p> <p>Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</p>	<p>Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.</p> <p>Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, <u>middle</u>, end).</p>	<p>Understand and identify the main clause & subordinate clause.</p> <p>Include complex sentences, which start with a subordinating conjunction followed by a comma. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).</p>	<p>Embed all appropriate skills – AFL</p>	<p>Link sentences and paragraphs using coordinating and subordinating conjunction.</p>
--	---	---	---	---	---	---

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

Year 6 Grammar and Punctuation	In narratives, describe settings, <i>Use ISPACE (ing word, simile, preposition, adverb, conjunction, -ed word) to open a sentence.</i> <i>Revision of metaphors and similes</i> <i>Use a comma after a fronted adverbial.</i> Use a range of figurative language (metaphors, onomatopoeia) <i>Italics = Year 5 revision</i>	In narratives, describe settings, characters. <i>Use show don't tell to build suspense and convey a character's emotions.</i> <i>Use ISPACE (ing word, simile, preposition, adverb, conjunction, -ed word) to open a sentence.</i> Use a comma after a fronted adverbial. Inverted commas and other punctuation to indicate direct speech.	Use of commas Integrate dialogue advance the action. Use commas to demarcate relative clauses and embedded clauses Consistently use the correct subject and verb when using singular and plural.	Separate the subordinate clause from the main clause where the subordinate clause comes first. Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).	Embed all appropriate skills – AFL	Appropriate non-fiction openers. To use devices to build cohesion between and within paragraphs.
	Autumn 2					
Science – Living Things (classifying, variation, adaptation, fossils)		History		Geography- Mountains and Volcanoes		

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

<p align="center">Text and Genre</p>	<p>First person recount The man who walked between the towers. (1 week)</p> 	<p>The man who walked between the towers – Newspaper report. (2 weeks)</p> 	<p>Assessment week Independent writing task. Newspaper Report</p> 	<p>Mountain Poems (link to winter olympics 2014?) (1 week)</p> 	<p>Persuasive Letter- Why the village should keep Edgar.</p> 
<p align="center">Year 5 Genre Progression</p>	<p>Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense.</p>	<p>Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. By-line (who wrote it). Conclusion (plan for the future).</p>	<p>Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. By-line (who wrote it). Conclusion (plan for the future).</p>	<p>Free Verse poems tell a story, describe something or explain an emotion. These poems do not need to rhyme or use a structure. Figurative language. language linked to the topic. Capital letters at the beginning of each line. Free verse poems do not have a certain number of syllables per line. They do not rhyme, and other language devices may be used. Lines can be single words, phrases, or sentences. Own vocabulary choices.</p>	<p>Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause</p>
<p align="center">Year 6 Genre Progression</p>	<p>Consider audience (e.g., use humour). Add detail to bring events to life. Include direct and reported speech (if appropriate). Select appropriate tense. See Year 6 Retell First person</p>	<p>Précis key events. Lead the reader to reflect on the events. Skilfully manages of shifts in time (past, present and future). Appropriate presentation. Reconstruct, interpret and communicate events. Passive voice.First-hand accounts. Paints a vivid and dramatic picture. Distinctive voices of individuals. Thoughtful ending. Closing editorial comment adapts a more personal stance.</p>	<p>Précis key events. Lead the reader to reflect on the events. Skilfully manages of shifts in time (past, present and future). Appropriate presentation. Reconstruct, interpret and communicate events. Passive voice.First-hand accounts. Paints a vivid and dramatic picture. Distinctive voices of individuals. Thoughtful ending. Closing editorial comment adapts a more personal stance.</p>	<p>https://www.bing.com/videos/search?q=winter+olympics+2014+bbc+advert&view=detail&mid=51946053531D41EFB45F51946053531D41EFB45F&FORM=VIRE</p>	<p>Persuasive letter – formal Also, if time use as an independent retell.</p>

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

Handwriting – Maintain legibility and consistency in joined handwriting when writing at speed.

Year 5 Grammar and Punctuation	<p>Use short sentences to build suspense.</p> <p>Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing.</p>	<p>Know the difference between direct speech and reported speech.</p> <p>Ask a rhetorical question to appeal directly to the reader.</p> <p>Appropriate formal language.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p>	Embed all appropriate skills – AFL	<p>Use a metaphor as an opener.</p> <p>Use personification.</p>	<p>Use a rhetorical question to make the reader think.</p> <p>Use modal verbs and adverbs to show the possibility of something happening.</p> <p>Use a colon to introduce a list within a sentence.</p>
Year 6 Grammar and Punctuation	<p>Use simple sentences to build tension.</p> <p>Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive.</p> <p>In narratives, describe settings, characters and atmosphere.</p>	<p>Recognise when reported speech is more appropriate than direct speech to maintain pace or move the story on.</p> <p>Use quotes for effective purpose in newspaper reports – to add authenticity and make them more memorable.</p> <p>Use the passive voice to make the object more important in the sentence than the subject.</p> <p>Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).</p>	Embed all appropriate skills – AFL	<p>Consolidate figurative language</p> <p>Simile and metaphor as an opener.</p>	<p>Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary).</p> <p><i>(Use linking adverbs to show opposition or a counter argument. Use adverbials in different places in a sentence (On one hand... whereas/yet/however...).</i></p>

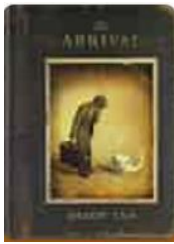


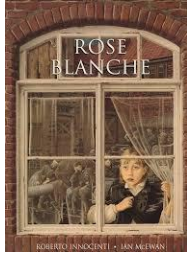

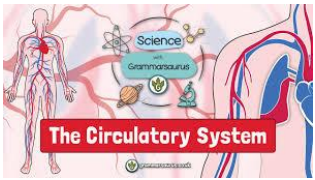
Spring 1

Story Time – Goodnight Mr Tom

History- World War Two (Battle of Britain)

Science- Circulatory system, Electricity

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

<p align="center">Text and Genre</p>	<p>The Arrival – Retell (1 week) or The Island?</p> 	<p>Instructions to construct an Anderson Shelter (link to Goodnight, Mr. Tom) (1 week)</p> 	<p>Diary entry by William and letter home to mum. (1 week)</p> 	<p>Retell short section of Rose Blanche (1 week)</p> 	<p>Why did the UK win the Battle of Britain? Explanation</p> 	<p>Assessment Week Independent writing task Explanation of the circulatory system.</p> 
<p align="center">Year 5 Genre Progression</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Informal / formal instructions could be humorous or formal. Hook the reader in the introduction Sophisticated / appropriate use of adverbs / adjectives Awareness of the audience Add a recommendation</p>	<p>Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Passive voice. Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because / as / since / for Put into context. Compare and contrast vocabulary. Glossary. Draw the reader in. Independently start to consider presentation.</p>	<p>Passive voice. Wider range of cause-and-effect conjunctions. Effect and cause conjunctions because / as / since / for Put into context. Compare and contrast vocabulary. Glossary. Draw the reader in. Independently start to consider presentation.</p>
<p align="center">Year 6 Genre Progression</p>	<p>Author's style of writing and use appropriate author's voice. Consider purpose and audience. Changing tenses – flashback.</p>	<p>Develop an introduction – add background. If appropriate add personal advice using parentheses Select own title, headings and presentational devices Use pictures, diagrams, flow charts and symbols (if appropriate) to present information independently Use brackets to add asides Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>	<p>Multiple entries. Include suspense. Changing moods and emotions. Maintaining tense and writer's voice. Subjunctive form. Active and passive voice Formality for effect. Consider the audience, purpose and write using the appropriate author's voice.</p>	<p>Author's style of writing and use appropriate author's voice. Consider purpose and audience. Changing tenses – flashback.</p>	<p>More ownership Independent research and presentation Decide where diagrams, illustrations, or a flow chart would help explain. Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>	<p>More ownership Independent research and presentation Decide where diagrams, illustrations, or a flow chart would help explain. Author's style of writing and use appropriate author's voice. Consider purpose and audience.</p>
<p align="center">Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.</p>						

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

<p align="center">Year 5 Grammar and Punctuation</p>	<p>Adding a new line whenever a new person starts speaking. Use speech within a piece of writing to move the story on. Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.</p>	<p>Use modal verbs and adverbs to show the possibility of something happening. (Instructions). Punctuate bullet points consistently in non-fiction. Use a colon to introduce a list within a sentence.</p>	<p>Use the past perfect form to mark relationship of time and cause.</p>	<p>In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.</p>	<p>Use conjunctions of cause. Use an embedded relative clause, marked with commas for parenthesis.</p>	<p>Embed all appropriate skills – AFL</p>
<p align="center">Year 6 Grammar and Punctuation</p>	<p>Use adverbials to move time in a narrative (Later on, Meanwhile). Use adverbials to move place on in a narrative (Over in Blackwell Heath, ...) Integrate dialogue in narratives to convey character and advance the action.</p>	<p>Use colons and semi-colons deliberately, according to formality, context and the effect that is trying to be created. Exercise a conscious control over levels of formality (particularly through manipulating grammar and vocabulary). Deliberate choice of language</p>	<p>Use dashes deliberately, according to formality, context and the effect that is trying to be created. Use senses to "show not tell" settings, characters' feelings, and thoughts.</p>	<p>Distinguish between the language of speech and writing and choose the appropriate register. Use extended reporting clauses in speech to show character's thoughts, actions, or feelings.</p>	<p>Cause and effect conjunctions Appropriate use on non-fiction openers To use devices to build cohesion between and within paragraphs. Use linking adverbials (adverbials of cause) in an explanation text to show reasons or results.</p>	<p>Embed all appropriate skills – AFL</p>



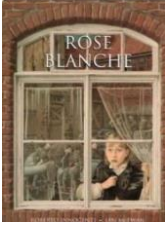

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

Spring 2

Story Time

Science- Circulatory system, Electricity

History- History- World War Two (Evacuees)

Text and Genre	<p>Formal letter to parents from the War Office about evacuation. (1 week)</p> 	<p>Assessment week (independent writing task) Children write as an evacuee back home</p> 	<p>Retell-Chosen Section</p> 	<p>World War 2 Non-chronological Report</p> 
Year 5 Genre Progression	<p>Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause</p>	<p>Past, Present and Future tense. Include a range of tenses. Include a quote.</p>	<p>Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.</p>	<p>Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).</p>
Year 6 Genre Progression	<p>Maintain formality throughout. Consider the audience, purpose and write using the appropriate author's voice.</p>	<p>Include a range of tenses – own choice. Include colloquialism. Cohesion; referring back, pronouns. Consider the audience, purpose and write using the appropriate author's voice.</p>	<p>Author's style of writing and use appropriate author's voice. Consider purpose and audience. Changing tenses – flashback. Independence- chosen perspective to retell. Use of first/third person.</p>	<p>Presentation/structure to be independently planned References sources of data Independent research Use a range of presentational devices (table, diagram) Include questions for intrigue/to entice the reader Author's style of writing and use appropriate author's voice Consider purpose and audience</p>

Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.





ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

<p align="center">Year 5 Grammar and Punctuation</p>	<p>Use an embedded relative clause, marked with commas for parenthesis.</p>	<p>Embed all appropriate skills – AFL</p>	<p>Use rich description for interest, (metaphors, personification, onomatopoeia) Use a metaphor as an opener.</p>	<p>Use brackets to add parenthesis. Consolidate use of colons. Use of appropriate openers.</p>
<p align="center">Year 6 Grammar and Punctuation</p>	<p>Choice of language. Openers. Write in the subjunctive form, use the verb 'were' instead of 'was' to create a more formal sentence. Modal verbs and degrees of possibility</p>	<p>Embed all appropriate skills – AF</p>	<p>Consolidating speech AFL Make purposeful choices with adverbs, adjectives, ENPs and adverbials to make writing more descriptive. Choose words to make writing more engaging, powerful and to have greater effect on the audience. Break the rules to add flair to my writing using one-word sentences / fragments.</p>	<p>Use colons to introduce a list and punctuate bullet points consistently. Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...) Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing. Embedding all skills and using AFL Use brackets for parenthesis.</p>

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6



Summer 1

Story Time – The Boy at the Back of the Class

		Geography – Trade		Science- Light, Diet, Drugs (PSHE)	
Text and Genre	https://www.literacyshed.com/a-shed-full-of-animations.html Retell Broken: Rock, Paper, Scissors 	Broken: Rock, Paper, Scissors Non-chronological Report 	Create a creature for a particular habitat. non-chronological report 	SATS WEEK	The Day the War Came – Diary Entry 
	Year 5 Genre Progression Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase.	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).	Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc).		Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice.
	Year 6 Genre Progression Author's style of writing and use appropriate author's voice. Consider purpose and audience. Changing tenses – flashback. Presentation/structure to be independently planned.	Use colons to introduce a list and punctuate bullet points consistently. Use sentences with lists to give a number of pieces of information succinctly (e.g., component parts, features of locations...) Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing. Embedding all skills and using AFL Use brackets for parenthesis.	Presentation/structure to be independently planned References sources of data Independent research Use a range of presentational devices (table, diagram) Include questions for intrigue/to entice the reader Author's style of writing and use appropriate author's voice Consider purpose and audience	SATS WEEK	Author's style of writing and use appropriate author's voice. Consider purpose and audience. Changing tenses – flashback. (choice of 1st / 3rd Person) Presentation/structure to be independently planned.

Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

Year 5 Grammar and	Use dashes to add parenthesis.	AFL / Embed all skills. Skills to be confirmed.	Embedding all skills and using AFL		Embedding all skills and using AFL
Year 6 Grammar and <i>Punctuation</i>	Independent task	Independent task	Independent task	SATS WEEK	Independent task
Summer 2					
Story Time					
Science- Light, Diet, Drugs (PSHE)		Geography – Trade		History	
Text and Genre	<p>Persuasive Letter / Balanced argument Fairtrade, Is it Fair? (2 weeks)</p> 	<p>Writing to be linked to Year 6 Production Genre based on children's needs for writing evidence</p>	<p>Biography of Mary Anning's Life Biography – Nikola Tesla (2 weeks) https://www.youtube.com/watch?v=iEJNJO rFSe8</p> 		
Year 5 Genre Progression	<p>Include facts and opinions Use modal verbs and degrees of possibility. Facts and statistics. Exaggerate. Persuasive openers. Rule of three. Conjunctions of cause</p>			<p>Key influences in the person's life, (their relationship with other. people and who inspired them). Historical famous characters. Link to whole school theme / local hero.</p>	

ALBOURNE CHURCH OF ENGLAND PRIMARY SCHOOL CURRICULUM FOR WRITING – YEAR 5/6

Year 6 Genre Progression	<p>Introduce the debate with background information. Argument for the issue with supporting evidence. Argument against the issue with supporting evidence. Phrases of debate. Facts and statistics. Technical vocabulary. Passive voice.</p> <p style="background-color: yellow;">Independent task – writing a persuasive speech on a chosen theme.</p>		<p>Select events appropriate to the reader. Include anecdotes to vary formality.</p>
Handwriting- Maintain legibility and consistency in joined handwriting when writing at speed.			
Year 5 Grammar and Punctuation	<p>Use a range of organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining) in non-fiction writing. Embedding all skills and using AFL Use brackets for parenthesis.</p>		<p>Own inspirational character. Own research / link to interviews. Includes links to inferences of the time.</p> <p style="background-color: yellow;">Independent: Create a biography for fictional/book character.</p>
Year Grammar and	<p style="background-color: yellow;">Independent task</p>		<p>Embed all appropriate skills - AFL</p>

SPAG: Use a comma before the relative clause if it is providing extra, non-essential information and is after the main clause. SPAG
Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. SPAG