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| **Year 5** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | | **Summer 2** | | |
| **Progression Core Text** | The Day the Crayons Quit | | Wallace & Gromit: Cracking Contraptions | 101 Things to do to become a Superhero | | Earth Verse | A Thief in the Village | Talking History | Varjak Paw | | Incredible Edibles | Beowulf | Harry Potter: A Journey through magic | | Shackleton’s Journey | | The Wizard of Earthsea |
| **Key Writing Outcome** | To tell a story through a series of letters | | To devise and write about your own cracking contraption | To write their own page for a book of Things To Do to Become a Superhero …or evil genius | | To write haiku poetry about a natural event/process | To write a story about a toy that the children really want | To write and deliver a speech about an issue of great importance, including some contextual information for the issue | To write a complete additional adventure for Varjak Paw in the style of the author | | To create their own revolting recipe, disgusting decoration or hideous head-dress | To write their own overcoming a monster story | To write a hybrid text based on a known series of books | | To create a book about a significant event | | To write an effective story opening |
| **Possible Writing Objectives** | Plan writing by:   * Recap: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (Y3/4) * identifying audience and purpose, selecting appropriate form and using similar writing as models for their own writing.   Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. | Plan writing by:   * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary.   Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit by:   * assessing the effectiveness of their own and others’ writing   proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | | Pupils should be taught to:  plan their writing by:  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by:  · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ·  using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)  evaluate and edit by:  · assessing the effectiveness of their own and others’ writing · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  · ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  proof-read for spelling and punctuation errors | Pupils should be taught to: Plan writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own · noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: ·  Assessing the effectiveness of their own and others’ writing · Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ·  Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  Proof-read for spelling and punctuation errors | | use similar writing as models for own writing  in narratives, describe characters and atmosphere and integrate dialogue to convey character and advance the action  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | Pupils should be taught to: plan their writing by:  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  · 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 (e.g. headings, bullet points, underlining) evaluate and edit by:  · assessing the effectiveness of their own and others’ writing · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning · ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear | Pupils should be taught to: plan their writing by:  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ·  noting and developing initial ideas, drawing on reading and research where necessary  · in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: · selecting 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  evaluate and edit by:  · assessing the effectiveness of their own and others’ writing  · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  proof-read for spelling and punctuation errors | Plan their writing by:  · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  Draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · 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 [for example, headings, bullet points, underlining]  Evaluate and edit by: · assessing the effectiveness of their own and others’ writing · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors | | Plan writing by identifying audience and purpose, select appropriate form and use similar writing as models for own writing ·  Note and develop initial ideas, drawing on reading and research where necessary ·  In narrative consider how authors have developed characters and settings in what they have read, listened ·  Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance ·  Use a wide range of devices to build cohesion within and across paragraphs | | Plan writing by:  identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own  noting and developing initial ideas, drawing on reading and research where necessary.  Draft and write by:  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  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 (for example, headings, bullet points, underlining).  Evaluate and edit by:  Assessing the effectiveness of their own and others’ writing  Ensuring the consistent and correct use of tense throughout a piece of writing  Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Proofread for spelling and punctuation errors. | Note and develop initial ideas, drawing on reading and research where necessary.  Use further organisational and presentational devices to structure text and guide the reader.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | In writing narrative, consider how authors have developed characters in what they have read, listened to or seen performed ·  In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action ·  Assess the effectiveness of their own and others’ writing · Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | |
| **Possible Grammar Objectives** | Use commas to clarify meaning or avoid ambiguity in writing (Y5).  Use brackets, dashes or commas to indicate parenthesis | indicate grammatical and other features by: · using brackets, dashes or commas to indicate parenthesis  Use expanded noun phrases to convey complicated information concisely. | | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility  indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing | Develop their understanding of the concepts set out in English Appendix 2 by: · Using expanded noun phrases to convey complicated information concisely  Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted ) relative pronoun  Pupils should be taught to use: · Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) | | Extending the range of sentences with more than one clause (introduced in Y3/4; this sequence focuses on the use of single-clause sentences in contrast) use of commas to clarify meaning and for emphasis | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing  using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility  indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing  layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:  recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)· using expanded noun phrases to convey complicated information concisely | Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], and number [for example, secondly] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity  How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] dash to mark the boundary between independent clauses | | Expand noun phrases to convey complicated information concisely  Use hyphens to avoid ambiguit | | Pupils should be taught to use:   * devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) * linking ideas across paragraphs using adverbials of time, place and number or tense choices * linking ideas across   paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*) and ellipsis  layout devices (e.g. headings, sub headings, | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · using the passive to affect the presentation of information in a sentence  indicate grammatical and other features by: · using brackets, dashes or commas to indicate parenthesis  Pupils should be taught to use: · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)  linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) | Use expanded noun phrases to convey complicate  Use relative clauses with a relative pronoun | |

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| **Year 6** | **Autumn 1** | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | | **Summer 2** | |
| **Progression Core Text** | Inside the Villains | | Beyond The Lines (LS+) | Weslandia | | The Christmas Truce (LS+) | Animalium | A Series of Unfortunate Events (LS+) | The Sea |  |  | Are Humans Damaging the Atmosphere? | | Volcanoes – Explanation of a Natural Phenomenon | Hamlet (LS+) Linked to End of Year Play |
| **Key Writing Outcome** | To (re)write a traditional-style fairy tale featuring a chosen character or setting | | To create a poem based poetry read about WW2 | To write a short story about a character’s time in an invented civilisation | | To write a diary/recount about the truce | To write a class book about animals | To write a story of suspense based on Lemony Snicket’s style | To write your own extended metaphor poem |  |  | To write an information text based on Climate Change | | To write page(s) from a class book about destructive natural forces | To write own playscript based on the structure of Hamlet |
| **Possible Writing Objectives** | Pupils should be taught to: Plan writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own · noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action · 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.  Evaluate and edit by: · assessing the effectiveness of their own and others’ writing · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors | Pupils should be taught to: plan their writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · noting and developing initial ideas, drawing on reading and research where necessary draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning evaluate and edit by: · assessing the effectiveness of their own and others’ writing · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear | | Pupils should be taught to: Plan writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own · noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · Using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors | 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 · Use further organisational and presentational devices to structure text and to guide the reader · Link paragraphs across a text using a wider range of cohesive devices. · Propose changes to the grammar and vocabulary and punctuation to enhance effects and clarify meaning | | 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 · Use further organisational and presentational devices to structure text and to guide the reader · Link paragraphs across a text using a wider range of cohesive devices. · Propose changes to the grammar and vocabulary and punctuation to enhance effects and clarify meaning | Pupils should be taught to: Plan writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own · noting and developing initial ideas, drawing on reading and research where necessary  Draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action · 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.  Evaluate and edit by: · assessing the effectiveness of their own and others’ writing · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors | Pupils should be taught to: plan their writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · noting and developing initial ideas, drawing on reading and research where necessary draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning evaluate and edit by: · assessing the effectiveness of their own and others’ writing · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear |  |  | | Pupils should be taught to: Plan writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own · noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · 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 (for example, headings, bullet points, underlining) Evaluate and edit by: · proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors | Pupils should be taught to: plan their writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own · noting and developing initial ideas, drawing on reading and research where necessary draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · 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 (e.g. headings, bullet points, underlining) evaluate and edit by: · assessing the effectiveness of their 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 proof-read for spelling and punctuation errors | Note and develop initial ideas, drawing on reading and research where necessary  Pupils should be taught to: plan their writing by: · identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  draft and write by: · selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning · 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 |
| **Possible Grammar Objectives** | Develop their understanding of the concepts set out in English Appendix 2 by: · recognising vocabulary and structures that are appropriate for formal speech and writing  Recap:  using brackets, dashes or commas to indicate parenthesis (Y5)  using semi-colons, colons or dashes to mark boundaries between independent clauses  Pupils should be taught to:  linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis  layout devices (e.g. headings, sub headings, columns, bullets or tables to structure text) | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · using expanded noun phrases to convey complicated information concisely  Pupils should be taught to use: · layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text)  using semi-colons, colons or dashes to mark boundaries between independent clauses | | Develop their understanding of the concepts set out in English Appendix 2 by: · Using passive verbs to affect the presentation of information in a sentence  Using expanded noun phrases to convey complicated information concisely  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (using the past and present participle, -ing and –ed) | Develop their understanding of the concepts set out in English Appendix 2 by: · Recognise vocabulary and structures that are appropriate for formal speech and writing, · Using passive verbs to affect the presentation of information in a sentence  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis  Devices to build cohesion within a paragraph (eg then, after, that, this, firstly | | Use passive form of verbs to affect the presentation for information in a sentence · Use expanded noun phrases to convey complicated information concisely · Use brackets, dashes or commas to indicate parenthesis | recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)  using expanded noun phrases to convey complicated information concisely  indicate grammatical and other features by:  provide reasoned justifications for their views · using semi-colons, colons or dashes to mark boundaries between independent clauses  using a colon to introduce a list and use of semi-colons within a list  Pupils should be taught to use: · words related by meaning as synonyms and antonyms (e.g. big, large, little) | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · using expanded noun phrases to convey complicated information concisely  Pupils should be taught to use: · layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) |  |  | | Develop their understanding of the concepts set out in English Appendix 2 by: · Recognise vocabulary and structures that are appropriate for formal speech and writing, · Using passive verbs to affect the presentation of information in a sentence  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis  Devices to build cohesion within a paragraph (eg then, after, that, this, firstly  Layout devices (eg headings, sub headings, columns, bullets or tables to structure text) | Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · using expanded noun phrases to convey complicated information concisely  using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun  indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing  using brackets, dashes or commas to indicate parenthesis  using semi-colons, colons or dashes to mark boundaries between independent clauses  layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) | Develop their understanding of the concepts set out in English Appendix 2 by: · Recognise vocabulary and structures that are appropriate for formal speech and writing, · Using passive verbs to affect the presentation of information in a sentence  Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, or as a consequence) and ellipsis  Devices to build cohesion within a paragraph (eg then, after, that, this, firstly  Use of poetic devices. |