

Planning and Assessment				Links
Form	Crucial Learning Point (NC, KPIs/ Milestones)	Written outcomes (suggestions)	Drama opportunities	Specific support/links from other areas
AUTUMN TERM				
Guided Reading Text: Goodnight Mr Tom – Michelle Magorian (Fiction)				
Speaking and Listening Focus: Performance				
Basics – recap Year 5 (at least 2 weeks)	<ul style="list-style-type: none"> Is able to use a dictionary to look up and change spellings independently. Use a thesaurus to improve word choices. Usually spell correctly words which follow the spelling patterns taught in Year 3/4. Identify the audience and select the appropriate form and use similar writing as models when planning. Making notes from own research and choosing own planning format. Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). Can redraft a section of writing to strengthen impact. Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. Can proof-read for spelling and punctuation errors. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Using speech punctuation (inverted commas and end punctuation) and a new line for each speaker. Using the apostrophe for a range of purposes usually correctly. Brackets, dashes or commas used accurately, to indicate parenthesis (subordinate clauses). Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). Ensuring the consistent and correct tense throughout a piece. 	How to stay safe in an air rad – Information Leaflet Purpose: To inform Audience: The British Public WW2		Handwriting – <ul style="list-style-type: none"> using legible joined or printed writing. writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters.
To inform – Letter (2 weeks)	Working towards the expected standard <ul style="list-style-type: none"> use paragraphs to organise ideas in narrative, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly spelling most words correctly* (years 3 and 4) spelling some words correctly* (years 5 and 6) write legibly Working at the expected standard	Purpose: To inform Audience: Evacuees parents Letter Outcome: written in role as an Evacuee – focus on informal language.		

	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> using contracted forms in dialogues in narrative; using passive verb forms to suggest how information is presented using modal verbs to suggest degrees of possibility using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) spelling most words correctly* (years 5 and 6) maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> <i>distinguish between the language of speech and writing and choose the appropriate register</i> <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WW2 poem based on D-Day</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> use paragraphs to organise ideas in narrative, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly spelling most words correctly* (years 3 and 4) spelling some words correctly* (years 5 and 6) write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> using contracted forms in dialogues in narrative; using passive verb forms to suggest how information is presented using modal verbs to suggest degrees of possibility using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs 	<p>To also focus on performance speaking and listening skills.</p> <p>Purpose: To use emotive language</p> <p>Audience: The Year 6 classes – Poetry Slam</p>		

	<ul style="list-style-type: none"> • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) • spelling most words correctly* (years 5 and 6) • maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> • <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> • <i>distinguish between the language of speech and writing and choose the appropriate register</i> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 			
<p>Guided Reading Text: Rose Blanche (2 weeks) 'The Lady of Shallot' (2-3 weeks) 2 weeks on non-fiction – SATs style Friend of Foe in story time or to be used as catch up intervention reading groups during quiet reading or in the afternoon.</p>				
<p>To entertain - Narrative (approx. 3 weeks).</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narrative, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6) • write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> • using contracted forms in dialogues in narrative; • using passive verb forms to suggest how information is presented • using modal verbs to suggest degrees of possibility • using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) • spelling most words correctly* (years 5 and 6) 	<p>Link to Goodnight Mr Tom – The Lost Chapter. Purpose: To create atmosphere Audience: Other readers of Goodnight Mr Tom</p>		

	<ul style="list-style-type: none"> maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> <i>distinguish between the language of speech and writing and choose the appropriate register</i> <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To instruct (2 weeks)</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> use paragraphs to organise ideas in narrative, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly spelling most words correctly* (years 3 and 4) spelling some words correctly* (years 5 and 6) write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> using contracted forms in dialogues in narrative; using passive verb forms to suggest how information is presented using modal verbs to suggest degrees of possibility using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) spelling most words correctly* (years 5 and 6) maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> <i>distinguish between the language of speech and writing and choose the appropriate register</i> <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> 	<p>Link to DT cooking</p> <p>Purpose: To instruct (and inspire and boost morale) Audience: WW2 British citizens.</p>		

	<ul style="list-style-type: none"> use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity 			
SPRING TERM				
Guided Reading Text: Cogheart – Peter Bunzel (fiction)				
Speaking and Listening Focus: Debate				
To recount (3 weeks)	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> use paragraphs to organise ideas in narrative, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly spelling most words correctly* (years 3 and 4) spelling some words correctly* (years 5 and 6) write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> using contracted forms in dialogues in narrative; using passive verb forms to suggest how information is presented using modal verbs to suggest degrees of possibility using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) spelling most words correctly* (years 5 and 6) maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure). distinguish between the language of speech and writing and choose the appropriate register 	<p>To explore what a recount is and different text types within this category.</p> <ol style="list-style-type: none"> To create a diary entry in role as the farmer in the field at the beginning of Cogheart spotting the airship. To create a newspaper article of the same event using different strategies required for a newspaper. 		

	<ul style="list-style-type: none"> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 			
<p>To persuade (approx. 2 weeks)</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narrative, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6) • write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> • using contracted forms in dialogues in narrative; • using passive verb forms to suggest how information is presented • using modal verbs to suggest degrees of possibility • using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) • spelling most words correctly* (years 5 and 6) • maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> • <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> • <i>distinguish between the language of speech and writing and choose the appropriate register</i> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 	<p>Link to Cogheart</p> <p>Create a persuasive advert based on the latest mechanical available on the market! Purpose: To persuade Audience: Readers of the Daily Cog</p>		
<p>Guided Reading Text: ‘Macbeth’ William Shakespeare (fiction)</p>				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain- Shakespeare linked to Y5C play for the year</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narrative, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6) • write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> • using contracted forms in dialogues in narrative; • using passive verb forms to suggest how information is presented • using modal verbs to suggest degrees of possibility • using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) • spelling most words correctly* (years 5 and 6) • maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> • <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> • <i>distinguish between the language of speech and writing and choose the appropriate register</i> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 	<p>Purpose: Audience: Outcome: Character and setting description</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Macbeth Soliloquy (2 weeks)</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narrative, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6) • write legibly <p>Working at the expected standard</p>	<p>Purpose: To show emotion Audience: Macbeth</p> <p>Other free write opportunities: diary entries in role as other characters. Short playscript</p>		

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">1 To inform – Shakespeare biography (approx. 1-2 weeks)</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> use paragraphs to organise ideas in narrative, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly spelling most words correctly* (years 3 and 4) spelling some words correctly* (years 5 and 6) write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> using contracted forms in dialogues in narrative; using passive verb forms to suggest how information is presented using modal verbs to suggest degrees of possibility using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing 	<p>Purpose: To inform Audience: HJS parents</p>		

	<ul style="list-style-type: none"> • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) • spelling most words correctly* (years 5 and 6) • maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> • <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> • <i>distinguish between the language of speech and writing and choose the appropriate register</i> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 			
SUMMER TERM				
Guided Reading Text: Stormbreaker by Anthony Horowitz (fiction)				
Speaking and Listening Focus: Presentation				
Narrative (3 weeks)	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narrative, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6) • write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> • using contracted forms in dialogues in narrative; • using passive verb forms to suggest how information is presented • using modal verbs to suggest degrees of possibility • using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing 	<p>Purpose: To create suspense Audience: Young adults</p> <p>LINK TO STORMBREAKER TEXT</p>		

	<ul style="list-style-type: none"> use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) spelling most words correctly* (years 5 and 6) maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> <i>distinguish between the language of speech and writing and choose the appropriate register</i> <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Fiction Information Text (2 weeks)</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> use paragraphs to organise ideas in narrative, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly spelling most words correctly* (years 3 and 4) spelling some words correctly* (years 5 and 6) write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) In narratives, describe settings, characters and atmosphere selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> using contracted forms in dialogues in narrative; using passive verb forms to suggest how information is presented using modal verbs to suggest degrees of possibility using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) spelling most words correctly* (years 5 and 6) maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> <i>distinguish between the language of speech and writing and choose the appropriate register</i> 	<p>Purpose: To inform Audience: M15 department</p> <p>Link to Stormbreaker text and Physalia Physalis.</p> <p>Other possible writing links:</p> <p>Link to gadget explanation and prior learning link on persuasive writing from Cogheart mechanical</p>		

	<ul style="list-style-type: none"> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 			
<p>Opening Doors Unit – THE TORPOR OF DEATH (2 weeks)</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narrative, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6) • write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> • using contracted forms in dialogues in narrative; • using passive verb forms to suggest how information is presented • using modal verbs to suggest degrees of possibility • using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) • spelling most words correctly* (years 5 and 6) • maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> • <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> • <i>distinguish between the language of speech and writing and choose the appropriate register</i> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 	<p>Purpose: to create suspense and use of the macabre</p> <p>Audience: Young adults- adults</p> <p>See Opening Doors planning support.</p>		

<p>Essay (2 weeks)</p>	<p>Working towards the expected standard</p> <ul style="list-style-type: none"> • use paragraphs to organise ideas • in narrative, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly • spelling most words correctly* (years 3 and 4) • spelling some words correctly* (years 5 and 6) • write legibly <p>Working at the expected standard</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. <ul style="list-style-type: none"> • using contracted forms in dialogues in narrative; • using passive verb forms to suggest how information is presented • using modal verbs to suggest degrees of possibility • using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, commas for clarity, and punctuation for parenthesis (brackets and dashes) and making some use of semi-colons, colons and hyphens) • spelling most words correctly* (years 5 and 6) • maintaining legibility in joined handwriting when writing at speed <p>Greater depth</p> <ul style="list-style-type: none"> • <i>write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</i> • <i>distinguish between the language of speech and writing and choose the appropriate register</i> • <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> • <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i> 	<p>Essay question: Is the Mayan civilisation lost in today's world? (Morality- sacrifice?. TC conversation)</p> <p>Purpose: To explore arguments for and against</p> <p>Audience: DfE?</p>	
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