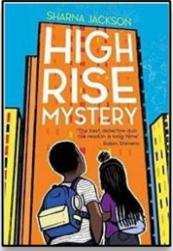
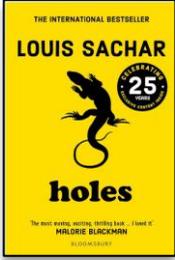
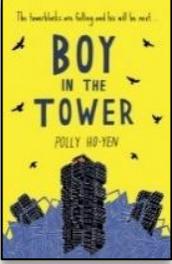
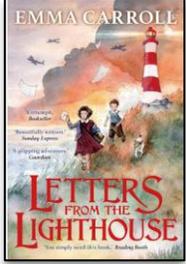
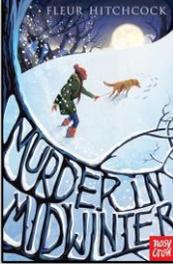


Upper Key Stage Two – Year 5 and 6 – Writing: Year A

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	High Rise Mystery	Holes	The Boy in the Tower	Harry Potter and the Chamber of Secrets	Letters from the Lighthouse Beyond the Lines (Literacy Shed)	Murder in Midwinter
						
Writing to...	A diary entry An adventure story A radio news script	A story with a modern setting A pair of contrasting diary entries A persuasive brochure/leaflet	A suspense narrative – first person A formal letter of complaint	A setting description A non-chronological report A persuasive speech	A story with a flashback An informal letter Suspense narrative SATS	A diary entry An interview A balanced argument
Writing transcription (skills): New skills	Using and applying punctuation taught so far: (.,!?'“) Revisit sentence structures taught so far Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted Adverbials	Using and applying punctuation taught so far: (.,!?'“...:) Devices to build cohesion within a paragraph Linking ideas across paragraphs using adverbials of time, place and number or tense choices Use of the passive to affect the presentation of	Using and applying punctuation taught so far: (.,!?'“-()...:) The difference between structures typical of informal speech and structures appropriate for formal speech and writing. (Y6) Relative clauses beginning with who which, where, when, whose, that, or an	Using and applying punctuation taught so far: (.,!?'“-()...:) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis. (Y6) Subjunctive from (If I were to come home...) (Y6)	Using and applying punctuation taught so far: (.,!?'“-()...:) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis. (Y6) Linking ideas across paragraphs using a wider range of cohesive devices:	Using and applying punctuation taught so far: (.,!?'“-()...:) Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connection and ellipsis. (Y6) Using expanded noun phrases to convey complicated

	<p>Expressing time, place and cause using subordinating conjunctions ISAWAWABUB</p> <p>Using pronouns for cohesion and avoid repetition.</p> <p>Verb tenses recap</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>information in a sentence. (Y6)</p> <p>Building on expanded noun phrases (using show not tell).</p> <p>Suspense devices (ellipsis) (Y6)</p> <p>Layout devices (headings, columns, bullets or tables) (Y6)</p> <p>Use of the colon to introduce lists. (Y6)</p> <p>Modal verbs</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Inverted commas and speech punctuation within dialogue</p>	<p>omitted relative pronoun.</p> <p>Inverted commas to integrate dialogue and move the action on</p> <p>Linking ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. (Y6)</p> <p>Relative clauses.</p> <p>Use commas to avoid ambiguity.</p>	<p>Indicating degrees of possibility using adverbs (for example, perhaps, surely)</p> <p>Relative clauses</p> <p>Modal verbs</p> <p>Using expanded noun phrases to convey complicated information concisely (Y6)</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing. (Y6)</p> <p>Use of semi colon, colon and dash to mark the boundary between independent clauses. (Y6)</p>	<p>repetition of a word or phrase, grammatical connection and ellipsis. (Y6)</p> <p>Use of semi colon, colon and dash to mark the boundary between independent clauses. (Y6)</p> <p>Hyphens to avoid ambiguity. (Y6)</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>information concisely (Y6)</p> <p>Subjunctive form (If I were to come home...) (Y6)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Use of the passive to affect the presentation of information in a sentence. (Y6)</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. (Y6)</p> <p>Subjunctive form (If I were to come home...) (Y6)</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Use commas and hyphens to avoid ambiguity (Y6)</p>
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Editing

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
- 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 error