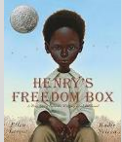
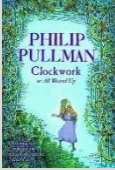

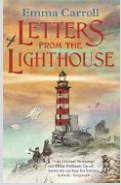
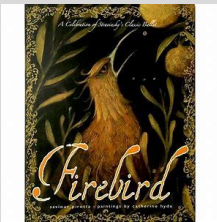
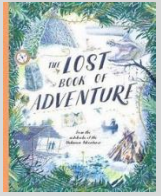
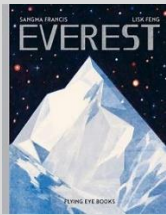


Year 5/6 Writing Progression Document (Medium Term Plan) Year A

| | Autumn Term 1 | | Autumn Term 2 | | |
|---|--|---|--|---|--|
| Text | <p>Text 1: King Kong by Anthony Browne</p>  <p>Genre: Adventure narrative/picture book Themes: Empathy, compassion and kindness.</p> | <p>Text 2: The Lost Happy Ending by Carol Ann Duffy</p>  <p>Genre: Lyrical text/fantasy/magical narrative</p> | <p>Text 1: Where Once We Stood by Christopher Riley and Martin Impey</p>  <p>Genre: Non-Fiction information text Science learning links /significant events in history learning links.</p> | <p>Text 2: Hidden Figures: Margaret Lee Shetterly</p>  <p>Genre: Biographies Famous significant black women in history: themes of diversity, equality and overcoming adversity links.</p> | |
| Main outcome | Adventure narrative | Write a prequel (back story) | Information Text | Biographies | |
| Other outcomes (Short Bursts/revisit writes) | Descriptive writing, character description, setting description adventurers blog, personal responses and a re-tell of the story. <i>Use clips from the film to support!</i> | Alternative prequels to well know traditional tales, letters, character settings, direct speech, story endings. | Descriptive writing, news reports, information texts, 3 rd person narrative and first person narratives. <i>Use clips from the first moon landing to support!</i> | Biography writing (Wikipedia pages), letter of advice (formal), interviews, persuasive speeches. | |
| Audience/ Form Fiction Non-fiction | <ul style="list-style-type: none"> Character descriptions Narrative dialogue between main characters Adventurers blog Setting description | <ul style="list-style-type: none"> Letters between characters Character and setting descriptions Formal and informal dialogue Narrative passages that express a moment in time/text | <ul style="list-style-type: none"> Newspaper article Third/first person recount based on a moment in history Fact files | <ul style="list-style-type: none"> A Wikipedia page: fact file Letter outlining key information Advice descriptors Job adverts Diary entries: personal reflections | |
| Purpose | To entertain | To entertain | To inform and explain | To inform/reflect | |
| <p>Grammar and Spelling coverage:</p> <p><i>*Indicates coverage and retrieval from previous year groups/previous taught lessons.</i></p> | Word/spelling | <ul style="list-style-type: none"> exploring vocabulary/synonym used to reflect the images suffix endings -ly, ful, | <ul style="list-style-type: none"> Homophones * Silent letters: knight, solemn etc...* | <ul style="list-style-type: none"> exploring vocabulary/synonym used to reflect the images | <ul style="list-style-type: none"> -ty / -sion / -tion suffixes synonyms vocabulary appropriate for formal speech/letters emotive language |
| | Sentences | <ul style="list-style-type: none"> prepositions * relative clauses* range of sentence types* adverbial phrases | <ul style="list-style-type: none"> expanded noun phrases* relative clauses adverbials of time to link ideas* Modal verbs: degrees of possibility | <ul style="list-style-type: none"> passive verbs to affect the presentation of a sentence Expanded noun phrases to convey information concisely* Adverbs/modal verbs to express degrees of possibility* Relative clauses* | <ul style="list-style-type: none"> contrasting / explanatory conjunctions modal verbs * multi-clause sentences order of clauses relative *clauses |
| | Punctuation | <ul style="list-style-type: none"> Use of inverted commas to punctuate speech* parenthesis | <ul style="list-style-type: none"> Formal and informal speech; inverted commas Commas to clarify meaning Semi colon to mark independent clauses | <ul style="list-style-type: none"> brackets for parenthesis * Inverted commas to punctuate speech * | <ul style="list-style-type: none"> apostrophes for contractions * commas for clarity * brackets, dashes and commas |
| | Text/genre features | <ul style="list-style-type: none"> short sentences for effect/ complex sentences/dependent clauses conjunctions / adverbials for cohesion and for linking paragraphs * | <ul style="list-style-type: none"> adverbials to link ideas subjunctive forms | <ul style="list-style-type: none"> passive verbs to affect the presentation of a sentence conjunctions / adverbials for cohesion and for linking paragraphs * | <ul style="list-style-type: none"> compound sentences* |

| | Spring Term 1 | | Spring Term 2 | | |
|--|---|---|--|---|--|
| Text | <p>Text 1: Henry's Freedom Box by Ellen Levine (3 weeks)</p>  <p>Genre: Fiction <i>(based on a true story from the underground railroad)</i> Themes: Racism, equality, diversity and justice.</p> | <p>Text 2: Clockwork by Philip Pullman (3-4 weeks)</p>  <p>Genre: A spooky/adventure narrative story</p> | <p>Text 1: Heroes of Bomber Command: Lincolnshire by Rupert Matthews (3 weeks)</p>  <p>Genre: Historical Non-fiction/information text <i>History links to learning.</i></p> | <p>Text 2: Letters from the Lighthouse By E. Carroll (3-4 weeks)</p>  <p>Genre: Historical fiction/Mystery narrative <i>History links to learning.</i> Themes: compassion and perseverance.</p> | |
| Main outcome | Re-tell: narrative | | Alternative version of the story/ additional chapter | Information text/Non Chron report | Historical adventure narrative |
| Other outcomes (Short Bursts/revisit writes) | Logbooks, diary writing, characters point of view, dialogue | | Own version of traditional tales, flashbacks, retellings, character studies, character pov, monologues, character comparisons. | Personal recounts, fact cards/files, dialogue, I letters and Information passages. | Character descriptions, setting, plot twists, sub plots, retell from different characters POV, flashbacks, flash forwards. |
| Audience/ Form | <ul style="list-style-type: none"> Logbook entry from the boys POV. Diary writing from the boy Flashbacks Information text: the underground railroad | | <ul style="list-style-type: none"> Character descriptions Setting descriptions Descriptive writing (specific sections) Alternative chapters | <ul style="list-style-type: none"> Personal recounts Fact files Information passages. | <ul style="list-style-type: none"> Descriptive writing Secret messages Character profiles Flash back/flash forward |
| Purpose | To entertain/inform | | To entertain | To inform/educate | To entertain |
| Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i> | Word/spellin | <ul style="list-style-type: none"> emotive language: use of word choices to impact on the mood of the character | <ul style="list-style-type: none"> use of vocab/synonyms to create a specific atmosphere | <ul style="list-style-type: none"> Use of synonyms to describe the enormity of the events Verb prefixes: re, dis etc... | <ul style="list-style-type: none"> emotive language use of vocab/synonyms to create an atmosphere and to depict action |
| | Sentences | <ul style="list-style-type: none"> prepositions * relative clauses* range of sentence types* prepositions * adverbial phrases passive voice | <ul style="list-style-type: none"> expanded noun phrases* adverbials of time to link ideas and provide coherency between sentences and paragraphs * complex sentence types: subordinate clauses* | <ul style="list-style-type: none"> noun phrases expanded by modifying adjectives and prepositional phrases * adverbs: degrees of possibility and to describe time and place * | <ul style="list-style-type: none"> range of sentence types * multi-clause sentences order of clauses relative *clauses / pronouns * adverbials of time, place and manner * passive voice |
| | Punctuation | <ul style="list-style-type: none"> brackets for parenthesis * inverted commas for speech * | <ul style="list-style-type: none"> brackets for parenthesis * inverted commas for speech * use of a semi colon | <ul style="list-style-type: none"> use of commas to clarify meaning bullet points* | <ul style="list-style-type: none"> semi colon to mark boundaries between independent clauses parenthesis * |
| | Text/genre | <ul style="list-style-type: none"> conjunctions / adverbials for cohesion and for linking paragraphs * | <ul style="list-style-type: none"> adverbials to link ideas * short sentences for impact * | <ul style="list-style-type: none"> present perfect verb forms instead of simple past | <ul style="list-style-type: none"> short sentences for effect/ complex sentences/dependent clauses |

| | Summer Term 1 | | Summer Term 2 | | |
|--|--|--|---|--|--|
| Text | <p>Text 1: Paradise Sands by Levi Pinfold</p>  <p>Genre: fiction Outcome: descriptive passages, informal advice, letters and a prequel Themes: perseverance, choices and family</p> | <p>Text 2: Firebird by Saviour Piratto</p>  <p>Genre: Traditional Tale Outcome: own version of a narrative Themes: compassion, truthfulness, perseverance, and friendship</p> | <p>Text 1: The Lost Book of Adventure by the unknown adventurer (3-4 weeks)</p>  <p>Genre: Adventure book, logbooks, letters, information reports.</p> | <p>Text 2: Everest by Sangma Francis</p>  <p>Genre: non-fiction/information text Use video footage to support!</p> <p>Geography learning links</p> | |
| Main outcome | Narrative Prequel | | Fairytale Narrative | Adventure Narrative/ Guide books | |
| Other outcomes (Short Bursts/revisit writes) | Descriptive story opening, advice notes, formal Letter, conversation and book review. | | Formal letters, retellings and character descriptions. | Logbook entries, instructions, guides, maps. | |
| Audience/ Form | <ul style="list-style-type: none"> • Descriptive passages • Informal advice • Formal letter | <ul style="list-style-type: none"> • Character descriptions • Formal letter | <ul style="list-style-type: none"> • Log book entries • Instructions • Guide book | <ul style="list-style-type: none"> • Mini explanation text: linked to kit bag list • Logbook entries: expressing thoughts and feeling at specific points in time • | |
| Purpose | To entertain | | To entertain | To entertain/ to inform | |
| Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i> | Word/spelling | <ul style="list-style-type: none"> • Suffix: ly * • Suffix -ing and -ed * | <ul style="list-style-type: none"> • use of vocab/synonyms to create an atmosphere and to depict action • suffixes -ate, -ise, -ly • antonyms | <ul style="list-style-type: none"> • use of vocab/synonyms to create an atmosphere and to depict action | <ul style="list-style-type: none"> • Reporting language: formal reporting tone • Paste tense verbs: ed suffix endings |
| | Sentences | <ul style="list-style-type: none"> • Relative clauses* • Passive effect* • Formal speech structures • prepositions | <ul style="list-style-type: none"> • Noun phrases * • Prepositional phrases* • Proper nouns* • Adverbs for degrees of possibility* | <ul style="list-style-type: none"> • noun phrases expanded by modifying adjectives and prepositional phrases * • Use of specific adjectives when creating imagery * • Imperative verbs* | <ul style="list-style-type: none"> • multi-clause sentences order of clauses relative * • adverbials of time, place and manner * |
| | Punctuation | <ul style="list-style-type: none"> • Use of hyphen • Brackets for parenthesis* • Inverted commas * | <ul style="list-style-type: none"> • brackets for parenthesis * • inverted commas for speech * • use of a semi colon | <ul style="list-style-type: none"> • comma in expanded noun phrases * • semi colon • inverted commas | <ul style="list-style-type: none"> • use of commas after a fronted adverbial * |
| | Text/genre features | <ul style="list-style-type: none"> • conjunctions / adverbials for cohesion and for linking paragraphs * | <ul style="list-style-type: none"> • adverbials to link ideas * • subjunctive forms | <ul style="list-style-type: none"> • conjunctions / adverbials for cohesion and for linking paragraphs * | <ul style="list-style-type: none"> • introductory paragraph • heading/ sub headings |