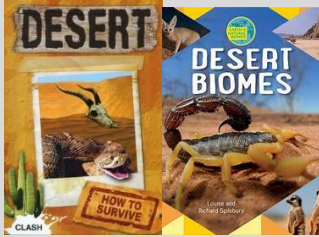



**Year 5 & 6 Writing Progression Document (Medium Term Plan) Year B**

	Autumn Term 1		Autumn Term 2		
<b>Text</b>	<p><b>Text 1: Rain Player</b></p>  <p><i>Genre: Adventure narrative/picture book</i> <i>Use clips from the film to support!</i> <i>Themes: Empathy, compassion and kindness.</i></p>	<p><b>Text 2: Can we save the tiger?</b> By Martin Jenkins</p>  <p><i>Genre: information text</i> <i>Themes: environmental changes, conservation, justice and compassion</i></p>	<p><b>Text 1: The Arrival:</b> Shaun Tan</p>  <p><i>Genre: picture book (graphic novel)</i> <i>Themes: immigration, justice, compassion, perseverance and humanity.</i></p>	<p><b>Text 2: Wind rush Child</b> by Benjamin Zephaniah</p>  <p><i>Genre: Historical fiction</i> <i>Themes: racism, equality, adversity, inclusion, compassion, and justice.</i></p>	
<b>Main outcome</b>	<b>Retell of the Mayan Tale</b>	<b>Discussion Text</b>	<b>Graphic story/narrative: own version</b>	<b>Diary entry/series of diary entries</b>	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Instructions, missing scenes, character description, and narrative dialogue.	Letters, explanations, and persuasive speeches, posters and a short poem.	Character descriptions, extended diaries, narrative dialogue	<b>Outcomes:</b> Persuasive pitch to the local council thought bubbles, informal letters, diary entries.	
<b>Audience/ Form</b>  Fiction Non-fiction	<ul style="list-style-type: none"> <li>Instructions on how to play the most dangerous ball game</li> <li>Character descriptions</li> <li>Narrative dialogue between main character and the God</li> <li>Missing scene: what happens after the God has spoken: what next?</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive posters: save the tiger!</li> <li>Bullet points to list information (information gathering)</li> <li>Letter to hunters/government: outlining issues and consequences of not changing</li> <li>Persuasive speeches: debate</li> <li>Short poem about tigers</li> </ul>	<ul style="list-style-type: none"> <li>Character descriptions of the main character</li> <li>Extended diary entries of the little girl (emotive language)</li> <li>Thought bubbles in role of a character</li> <li>Narrative passages that express a moment in time/text</li> </ul>	<ul style="list-style-type: none"> <li>Thought bubbles in character role</li> <li>Letter from Leonard to dad</li> <li>Diary entry in role as Leonard</li> <li>Advice to another child</li> <li>Informal speech to mother</li> </ul>	
<b>Purpose</b>	<b>To entertain, to know about cultural links</b>	<b>To inform, persuade and educate</b>	<b>To entertain and inform</b>	<b>To inform, entertain and reflect.</b>	
<p><b>Grammar and Spelling coverage:</b></p> <p><i>*Indicates coverage and retrieval from previous year groups/previous taught lessons.</i></p>	<b>Word/spelling</b>	<ul style="list-style-type: none"> <li>Suffixes: -ness and -ment*</li> </ul>	<ul style="list-style-type: none"> <li>difference between vocabulary for formal / informal speech</li> </ul>	<ul style="list-style-type: none"> <li>exploring vocabulary/synonym used to reflect the images</li> <li>emotive language</li> </ul>	<ul style="list-style-type: none"> <li>-ty / -sion / -tion suffixes synonyms</li> <li>vocabulary appropriate for formal speech/letters</li> <li>emotive language</li> </ul>
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>prepositions *</li> <li>relative clauses*</li> <li>range of sentence types*</li> <li>adverbial phrases/ adverbs of possibility</li> <li>modal verbs *</li> <li>perfect forms of verbs</li> </ul>	<ul style="list-style-type: none"> <li>expanded noun phrases*</li> <li>relative clauses*</li> <li>adverbials of time to link ideas*</li> <li>adverbials of consequence and contrast*</li> </ul>	<ul style="list-style-type: none"> <li>passive verbs to affect the presentation of a sentence</li> <li>Expanded noun phrases to convey information concisely*</li> <li>Adverbs/modal verbs to express degrees of possibility*</li> <li>Relative clauses*</li> </ul>	<ul style="list-style-type: none"> <li>contrasting / explanatory conjunctions</li> <li>modal verbs *</li> <li>range of sentence types *</li> <li>multi-clause sentences order of clauses relative *clauses / pronouns * subjunctive mood *</li> </ul>
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Use of inverted commas to punctuate speech*</li> </ul>	<ul style="list-style-type: none"> <li>brackets for parenthesis *</li> <li>commas for clarity *</li> <li>use of colons</li> <li>Use of bullet points</li> </ul>	<ul style="list-style-type: none"> <li>brackets for parenthesis *</li> <li>Inverted commas to punctuate speech *</li> </ul>	<ul style="list-style-type: none"> <li>apostrophes for contractions *</li> <li>commas for clarity *</li> </ul>
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>short sentences for effect/ complex sentences/dependent clauses</li> <li>conjunctions / adverbials for cohesion and for linking paragraphs *</li> </ul>	<ul style="list-style-type: none"> <li>adverbials to link ideas</li> <li>subjunctive forms</li> <li>persuasive language</li> <li>bullet points and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>passive verbs to affect the presentation of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>short sentences for effect/ complex sentences/dependent clauses</li> </ul>

	Spring Term 1		Spring Term 2		
<b>Text</b>	<b>Text 1: The Hidden Forest:</b> by Jeanie Baker (3x weeks)  Genre: nonfiction/information texts <i>Use video footage to support learning.</i> Science learning links.	<b>Text 2: Hansel and Gretel</b> by Neil Gaimon (3 weeks)  Genre: Fiction traditional Tales Themes: good vs evil, justice.	<b>Text 1: Romeo and Juliet</b> by William Shakespeare (3 weeks)  Genre: playscripts/classics History learning links.	<b>Text 2: Honesty and Lies</b> by Eloise Williams (3-4 weeks)  Genre: Historical fiction History learning links.	
<b>Main outcome</b>	<b>Non-Chronological Report/Information text</b>	<b>Alternative version of the story</b>	<b>Retell of the story through Shakespeare's eyes</b>	<b>Historical adventure narrative</b>	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Research notes, logbooks, letters, diary entry fact writing.	Own version of traditional tales, flashbacks, retellings, character studies, character pov, monologues, character comparisons.	Play scripts: missing scenes/added scenes, police reports, character profiling.	Character descriptions, setting, plot twists, sub plots, retell from different characters POV, flashbacks, flash forwards.	
<b>Audience/ Form</b>  Fiction Non-fiction	<ul style="list-style-type: none"> <li>Research notes based on kelp</li> <li>Kelp fact finding and mini fact books</li> <li>Logbook entry from the boys POV.</li> <li>Letter writing from the boy</li> </ul>	<ul style="list-style-type: none"> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Diary entry from Hansel's POV</li> <li>Descriptive writing (specific sections)</li> </ul>	<ul style="list-style-type: none"> <li>Character descriptions of the main characters</li> <li>Police report based on the tragedy: character quotes</li> <li>Thought bubbles in role of a character</li> <li>Narrative passages that express a moment in time/text</li> <li>New/added scenes</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry from Honesty's perspective as she arrives in London; couple this with a descriptive setting.</li> <li>Write a job application for the role of maid for Queen Elizabeth</li> <li>Character profiles for Honesty and Alice</li> <li>Flash back/flash forward</li> </ul>	
<b>Purpose</b>	<b>To inform and educate</b>	<b>To entertain</b>	<b>To entertain</b>	<b>To entertain and educate.</b>	
<b>Grammar and Spelling coverage:</b>  <i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i>	<b>Word/spelling</b>	<ul style="list-style-type: none"> <li>difference between vocabulary for formal/ informal tones to sentence writing</li> </ul>	<ul style="list-style-type: none"> <li>use of vocab/synonyms to create a specific atmosphere</li> <li>Explore the language used in a traditional tale</li> </ul>	<ul style="list-style-type: none"> <li>Explore the tone of the language: blank verse and rhythmic patterns. Old English tone.</li> <li>emotive language: use of word choices to impact on the mood of the character</li> </ul>	<ul style="list-style-type: none"> <li>emotive language</li> <li>use of vocab/synonyms to create an atmosphere and to depict action</li> </ul>
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>prepositions *</li> <li>relative clauses*</li> <li>range of sentence types*</li> <li>adverbial phrases/ adverbs of possibility, choices and consequences</li> </ul>	<ul style="list-style-type: none"> <li>expanded noun phrases*</li> <li>adverbials of time to link ideas and provide coherency between sentences and paragraphs *</li> <li>complex sentence types: subordinate clauses*</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases expanded by modifying adjectives and prepositional phrases *</li> <li>adverbs: degrees of possibility and to describe time and place *</li> <li>passive voice</li> </ul>	<ul style="list-style-type: none"> <li>range of sentence types *</li> <li>multi-clause sentences order of clauses relative *clauses / pronouns *</li> <li>adverbials of time, place and manner *</li> </ul>
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>use of colons</li> <li>Use of bullet points</li> <li>Parenthesis *</li> </ul>	<ul style="list-style-type: none"> <li>brackets for parenthesis *</li> <li>inverted commas for speech *</li> <li>use of a semi colon</li> </ul>	<ul style="list-style-type: none"> <li>brackets for parenthesis *</li> <li>use of colons</li> <li>inverted commas *</li> </ul>	<ul style="list-style-type: none"> <li>semi colon to mark boundaries between independent clauses</li> <li>parenthesis *</li> </ul>
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>conjunctions / adverbials for cohesion and for linking paragraphs *</li> </ul>	<ul style="list-style-type: none"> <li>adverbials to link ideas *</li> <li>short sentences for impact *</li> </ul>	<ul style="list-style-type: none"> <li>present perfect verb forms instead of simple past</li> <li>passive voice</li> </ul>	<ul style="list-style-type: none"> <li>short sentences for effect/ complex sentences/dependent clauses</li> </ul>

	Summer Term 1		Summer Term 2		
<b>Text</b>	<p><b>Text 1:</b> Use a range of different desert books (3 weeks)</p>  <p><b>Genre:</b> non-fiction and information texts. <b>Science and Geography learning links</b></p>	<p><b>Text 2:</b> Kensuke's Kingdom by Micheal Morpurgo (3 weeks)</p>  <p><b>Genre:</b> Adventure novel (fiction) <b>Themes:</b> perseverance, courage, friendship and loss.</p>	<p><b>Text 1:</b> Night mail by W H Auden (3-weeks)</p>  <p><b>Genre:</b> rhythmic poetry <b>Use the video footage to support:</b> documentary made in the 1960s <b>Theme:</b> determination, resilience and perseverance</p>	<p><b>Text 2:</b> Shackleton's Journey By William Grill (3weeks)</p>  <p><b>Genre:</b> Non-fiction/ fiction <b>Themes:</b> courage, perseverance and bravery.</p>	
<b>Main outcome</b>	<b>Information text</b>	<b>Adventure narrative</b>	<b>Poetry</b>	<b>Newspaper report</b>	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Fact finding, note making, survival guide, mini fact cards and logbook entry.	Character descriptions, setting descriptions, sub plots, flash backs and flash forwards.	Imagery, personification, onomatopoeia and explanation writing.	Logbook entries, descriptive passages, kit bag list, Interviews with Shackleton and team.	
<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>Survival guides</li> <li>Fact cards</li> <li>A day in the desert: what would this look like?</li> <li>Postcard from the desert: detailing key facts</li> </ul>	<ul style="list-style-type: none"> <li>Sub Plots</li> <li>Character descriptions</li> <li>Flash forwards/Flash backs</li> <li>Diary entry from a characters POV</li> </ul>	<ul style="list-style-type: none"> <li>Alternative verses</li> <li>A worker's perspective/drivers' perspective: verse orchestrated from another point of view</li> </ul>	<ul style="list-style-type: none"> <li>Mini explanation text: linked to kit bag list</li> <li>Logbook entries: expressing thoughts and feeling at specific points in time</li> </ul>	
<b>Purpose</b>	<b>To inform and educate</b>	<b>To entertain</b>	<b>To entertain</b>	<b>To entertain, inform and educate.</b>	
<p><b>Grammar and Spelling coverage:</b></p> <p><i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i></p>	<b>Word/spelling</b>	<ul style="list-style-type: none"> <li>use of vocab/synonyms to create an atmosphere and to depict action</li> </ul>	<ul style="list-style-type: none"> <li>Explore the rhythm of the poem</li> <li>Explore the use of rhyming couplets</li> </ul>	<ul style="list-style-type: none"> <li>Reporting language: formal reporting tone</li> <li>Paste tense verbs: ed suffix endings</li> </ul>	
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>Compound sentence types*</li> <li>Coordinating conjunctions *</li> <li>Fronted adverbials: manner and frequency*</li> <li>Question type sentences*</li> </ul>	<ul style="list-style-type: none"> <li>expanded noun phrases*</li> <li>prepositions *</li> <li>adverbials of time to link ideas and provide coherency between sentences and paragraphs *</li> <li>complex sentence types: subordinate clauses*</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases expanded by modifying adjectives and prepositional phrases *</li> <li>use of onomatopoeia *</li> <li>Use of specific adjectives when creating imagery *</li> <li>personification</li> </ul>	<ul style="list-style-type: none"> <li>multi-clause sentences order of clauses relative *</li> <li>adverbials of time, place and manner *</li> </ul>
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>use of colons</li> <li>Use of bullet points</li> <li>Semi colons</li> </ul>	<ul style="list-style-type: none"> <li>brackets for parenthesis *</li> <li>inverted commas for speech *</li> <li>use of a semi colon</li> </ul>	<ul style="list-style-type: none"> <li>exclamation marks*</li> <li>commas in a list/comma in expanded noun phrases *</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas to depict quotations *</li> <li>use of commas after a fronted adverbial *</li> </ul>

	<b>Text/genre features</b>	<ul style="list-style-type: none"><li>• conjunctions / adverbials for cohesion and for linking paragraphs *</li><li>• subheadings</li><li>• fact boxes</li></ul>	<ul style="list-style-type: none"><li>• adverbials to link ideas *</li></ul>	<ul style="list-style-type: none"><li>• use of verses to separate different parts of the poem</li><li>• short, sharp specific sentences</li><li>• present tense</li></ul>	<ul style="list-style-type: none"><li>• short sentences for effect/ complex sentences/dependent clauses</li><li>• headlines</li><li>• introductory paragraph</li></ul>
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