

Overall intent for Years 5 and 6 writing

Below are brief bullet points outlining our intent for writing diet for our Year 5 and 6 children.


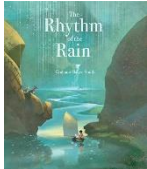

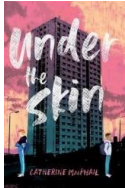
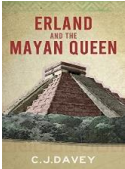
A writer in Year 5 and 6 will be able to:

Our aspirations and expectations for Year 5 and 6 are:

- That children in Y5/6 are successful writers and a variety of purposes.
- We want children to have built the skills to be able to use writing as a tool for their enjoyment or future.

Our cohort this year means that we have adapted our planning to ensure:

- We have shorter writing sequences and have two outcomes from one text.
- We ensure spelling is embedded within the Literacy lesson
- We have increased teacher modelling.
- We are ensuring children are exposed to rich and varied vocabulary.

| | Autumn | | | Spring | | Summer | |
|--|---|--|---|---|---|--|---|
| | <p>Viking Gods from a variety of sources Information Texts</p> <p>Short writing inspired by Images using Pobble Literacy Shed Clips-Alma, Chimp in Space The man on the moon</p> | <p>Viking Boy Tony Bradman</p>  | <p>Christmas Poetry</p> | <p>Rhythm of the rain Grahame Baker-Smith</p>  | <p>A River of Stories Tales and Poems from Across the Commonwealth hosted by National Literacy Trust</p>  | <p>Under the Skin – Catherine MacPhail</p>  | <p>Erland the Mayan Queen – C.J Davey</p>  |
| | Information Text | Narrative with historical setting | Poetry | Diary Non Chronological Report | Narrative, Instructions and Letter writing Children create their own story which is based on the style and is linked to one of the elements. | Narrative, investigating changes in tense. | Newspaper Reports, Information Text, Diary, Persuasive, Narrative |
| | <p>Paragraphs: cohesion within and between (range of cohesive devices) Expanded noun phrases including relative clauses and to convey complex information Sentence construction: revision of multi-clause sentences using co-ordination and subordination</p> | <p>expanded noun phrases, direct speech relative clauses using relative pronouns, making effective vocabulary choices and the use of dictionaries and thesauruses.</p> | <p>Punctuation to aid the reader and avoid ambiguity Poetic devices. Precise vocabulary choices Power of three Metaphor, simile Expanded noun phrases</p> | <p>Adverbials A range of sentence constructions Dashes Managing different levels of Formality Modal verbs</p> | <p>Paragraphs: cohesion within and between (adverbials and conjunctions) Multi clause sentences with a range of conjunctions Verbs: variation in tense and form (perfect and progressive) Degrees of possibility using adverbs and modals Passive voice</p> | <p>Expanded noun phrases including relative clauses (revision) Creating atmosphere Use of dialogue to convey character. Linking ideas within and across paragraphs with adverbials Sentence patterns: length</p> | <p>Adverbials A range of sentence constructions Dashes Managing different levels of Formality Using organisational and presentational devices to structure text</p> |

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|-------------|---|--|--|--|--|--|----------------------|
| | Writing with formality Verbs: variation in tense and form including revision of modals, | | | | Parenthesis using commas Dialogue to advance the action and to develop character | and power of three Integrate dialogue to convey character | and guide the reader |
| Spelling | No nonsense spelling programme-as well as a focus on Phonics, vocabulary and Etymology Spelling Y5/6 | | | | | | |
| Handwriting | | Font: Letterjoin Use joined up handwriting with consistently, fluency and independently | | | | | |