


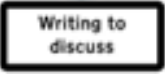
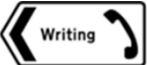



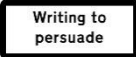

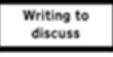


# YEAR 5&6 WRITING OVERVIEW – CYCLE A

POETRY – 2 WEEKS TERMLY	FOCUS POET: JOSEPH COELHO	EXAMPLE POEMS BY JOSEPH COELHO	RECOMMENDED POEMS TO READ & SHARE	POETIC STYLE TO STUDY	POEMS TO PERFORM
		<b>AUTUMN:</b> If all the World Was Paper Werewolf Club Rules	<b>AUTUMN YEAR 5:</b> <i>The Rainforest Grew All Around</i> by Susan K Mitchell	<b>AUTUMN YEAR 5</b> <b>NARRATIVE POETRY</b> <i>The Highwayman</i> by Alfred Noyes (Classic)	<b>AUTUMN</b> <i>Built in obsolescence</i> (Poetry Shed)
		<b>SPRING:</b> The Duelling Duo The Watchers	<b>AUTUMN YEAR 6:</b> <i>Shimblehanks the Railway Cat</i> by T.S. Elliott	<b>AUTUMN YEAR 6</b> <b>NARRATIVE POETRY</b> <i>The Lady of Shalott</i> by Alfred, Lord Tennyson (Classic)	
		<b>SUMMER:</b> Miss Flotsam I am a Writer	<b>SPRING YEAR 5:</b> <i>Junk - the Story of Jasper O'Leary</i> by Kirk Hendry (also on Literacy Shed and Youtube)	<b>SPRING YEAR 5</b> <b>FIGUARATIVE POETRY</b> <i>Night Comes Too Soon</i> by James Berry or <i>Sleep</i> by Annie Matheson	<b>SPRING</b> <i>Give and Take</i> by Roger Mc Gough
		<b>SPRING YEAR 6:</b> <i>The Charge of the Light Brigade</i> by Alfred, Lord Tennyson (Classic)	<b>SPRING YEAR 6</b> <b>FIGUARATIVE POETRY</b> <i>I Wandered Lonely as a Cloud</i> by William Wordsworth		
		<b>SUMMER YEAR 5</b> <i>Jabberwocky</i> by Lewis Carroll (Classic)	<b>SUMMER YEAR 5</b> <b>CLASSICS</b> <i>Wind on the Hill</i> by A A Milne <i>Cats</i> by Eleanor Farjeon	<b>SUMMER</b> <i>Plastic Bag</i> (Poetry Shed)	

			<b>SUMMER YEAR 6</b> <i>The Tyger</i> by William Blake (Classic)	<b>SUMMER YEAR 6 CLASSICS</b> <i>The Fish</i> by Marianne Moore <i>The Panther</i> by Raine Maria Rilke	
AUTUMN FURTHER SPAG	<b>YEAR 5</b> <ul style="list-style-type: none"> <li>• paragraphs</li> <li>• bullet points</li> <li>• sub-headings</li> <li>• capital letters</li> <li>• full stops</li> <li>• question marks</li> <li>• apostrophes for contraction</li> <li>• apostrophes for possession</li> <li>• ensure words from the year 3/4 spelling list are known</li> <li>• phonically plausible attempts at words from Y5/6 list</li> <li>• write legibly</li> </ul>		<b>YEAR 6</b> <ul style="list-style-type: none"> <li>• use paragraphs to organise ideas</li> <li>• headings/sub-headings</li> <li>• bullet points</li> <li>• capital letters</li> <li>• full stops</li> <li>• question marks</li> <li>• commas for lists</li> <li>• apostrophes for contraction</li> <li>• ensure words from the year 3/4 spelling list are known</li> <li>• ensure words from the year 5/6 spelling list are known</li> <li>• joined handwriting</li> </ul>		
AUTUMN 1	<b>THE THREE LITTLE PIGS PROJECT</b> by The Guardian 2 weeks 	<b>MAIN WRITING OUTCOME:</b> discussion text  	<b>OTHER WRITING OUTCOMES:</b> news reports, persuasive speeches, narrative from a particular point of view, interview scripts, diaries, debate       	<b>YEAR 5 GRAMMAR</b> <ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph</li> <li>• Dashes, brackets or commas for parenthesis</li> <li>• Relative clauses beginning with who, which, where, why, or whose</li> </ul>	<b>YEAR 6 GRAMMAR</b> <ul style="list-style-type: none"> <li>• Use of the passive voice</li> <li>• Layout devices</li> <li>• Hyphens to avoid ambiguity</li> </ul>

**AUTUMN 2**

**RAIN PLAYER**  
by David Wisniewski  
3 weeks



**ASSESSED PIECE  
FOR CELEBRATED  
WRITING BOOKS**

**MAIN WRITING  
OUTCOME:**  
Analytical essays  
about the Maya



**OTHER WRITING OUTCOMES:**  
instructions, posters, missing  
scenes, diaries, newspapers,  
debates

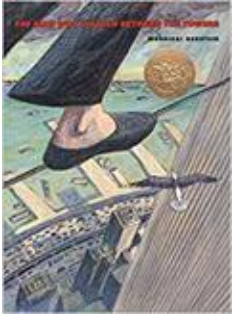
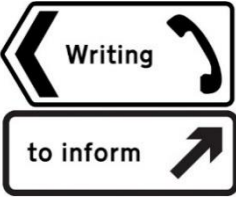
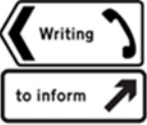










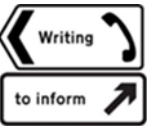

**YEAR 5 GRAMMAR**





- Using adverbials and modal verbs to indicate degrees of possibility
- Linking ideas across paragraphs using adverbials of time, place and number
- Informal and formal
- Use of the passive voice
- Converting nouns or adjectives into verbs using suffixes

**YEAR 6 GRAMMAR**

- Recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive form
- Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- Use of the passive voice
- Linking ideas across paragraphs using a wider range of cohesive devices
- Layout devices
- Use of a colon to indicate a list and semi colons to distinguish items in a list
- Marking independent clauses using colon, semi-colon and dash
- Synonyms
- Subject and object of a sentence

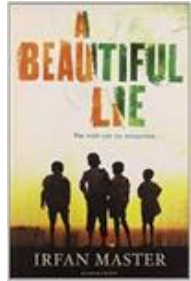
AUTUMN 3	<p><b>THE MAN WHO WALKED BETWEEN TWO TOWERS</b> by Mordical Gerstein 3 weeks</p> 	<p><b>MAIN WRITING OUTCOME:</b> biography</p> 	<p><b>OTHER WRITING OUTCOMES:</b> factfile, journalistic writing, setting descriptions, letter of advice, persuasive speech,</p>   	<p><b>YEAR 5 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Adverbs and modal verbs to indicate degrees of possibility</li> <li>• Commas to clarify meaning and avoid ambiguity</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> </ul>	<p><b>YEAR 6 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Use of the passive voice</li> <li>• Formal and informal speech</li> <li>• Recognising vocabulary and structures which are appropriate for formal speech and writing including subjunctive forms</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> </ul>
SPRING EXTRA SPAG	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>• rules for speech punctuation</li> <li>• consistent and correct use of tenses</li> <li>• subject verb agreement</li> <li>• adverbials of time, place and number</li> <li>• expanded noun phrases to convey complicated information quickly</li> <li>• modal verbs/adverbs to demonstrate degrees of possibility</li> <li>• make an accurate selection of homophones and near-homophones</li> <li>• legible joined handwriting</li> </ul>		<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>• using passive verbs to affect how information is presented</li> <li>• using modal verbs to suggest degrees of possibility</li> <li>• conjunctions</li> <li>• adverbials of time and place</li> <li>• pronouns</li> <li>• synonyms</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• inverted commas (speech marks)</li> <li>• commas for clarity</li> <li>• punctuation for parenthesis (brackets, dashes or commas)</li> <li>• semi-colons</li> <li>• dashes</li> <li>• colons</li> <li>• hyphens</li> <li>• joined handwriting</li> </ul>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPRING 1</p>	<p><b>THE LOST THING</b> by Shaun Tan</p> 	<p><b>MAIN WRITING OUTCOME:</b> own version fantasy narrative</p> 	<p><b>OTHER WRITING OUTCOMES:</b> diaries, formal letters, adverts, character and setting descriptions, non-chronological reports</p>  	<p><b>YEAR 5 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Using adverbials and modal verbs to indicate degrees of possibility</li> <li>• Linking ideas across paragraphs using adverbials of time, place and number</li> </ul>	<p><b>YEAR 6 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Formal and informal vocabulary</li> <li>• Formal and informal structures and devices</li> <li>• Layout devices</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SPRING 2</p>	<p><b>BEOWULF</b> by Michael Morpurgo</p>  <p><b>ASSESSED PIECE FOR CELEBRATED WRITING BOOKS</b></p>	<p><b>MAIN WRITING OUTCOME:</b> own version legends</p> 	<p><b>OTHER WRITING OUTCOMES:</b> letters of advice, diaries, dialogue, descriptions, action scenes, obituaries</p>  	<p><b>YEAR 5 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Using adverbials and modal verbs to indicate degrees of possibility</li> <li>• Devices to build cohesion within a paragraph</li> <li>• Linking ideas across paragraphs using adverbials of time, place and number</li> <li>• Brackets, dashes or commas for parenthesis</li> </ul>	<p><b>YEAR 6 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</li> <li>• The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</li> <li>• Synonyms and antonyms</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials</li> </ul>

				<ul style="list-style-type: none"> <li>Commas to clarify meaning and to avoid ambiguity</li> </ul>	
SPRING 3	<p><b>THE TEMPLETON TWINS: HAVE AN IDEA</b> by Ellis Weiner</p> 	<p><b>MAIN WRITING OUTCOME:</b> own version adventure narrative</p> 	<p><b>OTHER WRITING OUTCOMES:</b> character analysis, opposing diary entries, informal letters, own chapters</p>  	<p><b>YEAR 5 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</li> <li>Using adverbials and modal verbs to indicate degrees of possibility</li> <li>Linking ideas across paragraphs using adverbials of time, place and number</li> </ul>	<p><b>YEAR 6 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Bullet points to list information</li> </ul>
SUMMER EXTRA SPAG	<p><b>YEAR 5</b></p> <ul style="list-style-type: none"> <li>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>write sentences demarcated with commas to clarify meaning and avoid ambiguity, commas used mostly correctly</li> <li>some use of parenthesis (brackets, dashes and commas)</li> <li>spell words, mostly accurately, with silent letters or plausible alternatives</li> <li>legible joined handwriting</li> </ul>			<p><b>YEAR 6</b></p> <ul style="list-style-type: none"> <li>As Spring term.</li> </ul>	

SUMMER 1

**A BEAUTIFUL LIE**  
by Irfan Master  
3 weeks



**MAIN WRITING OUTCOME:**  
new chapters



**OTHER WRITING OUTCOMES:**  
journalistic writing, recounts,  
discussion texts



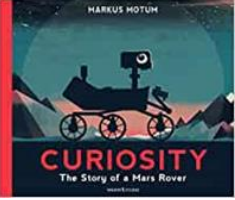

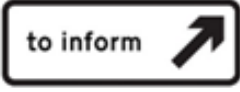

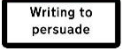

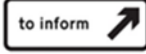

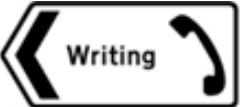
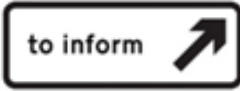
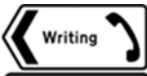
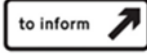


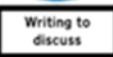
**YEAR 5 GRAMMAR**

- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

**YEAR 6 GRAMMAR**

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER 2</p>	<p><b>CURIOSITY</b> by Markus Motum 3 weeks</p>  <p><b>ASSESSED PIECE FOR CELEBRATED WRITING BOOK</b></p>	<p><b>MAIN WRITING OUTCOME:</b> expanded explanations</p>  	<p><b>OTHER WRITING OUTCOMES:</b> NASA proposals, information labels, short explanations, NASA logs, news reports</p>    	<p><b>YEAR 5 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Using adverbials and modal verbs to indicate degrees of possibility</li> <li>• Brackets, dashes and commas to indicate parenthesis</li> </ul>	<p><b>YEAR 6 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">SUMMER 3</p>	<p><b>ANNE FRANK</b> by Josephine Poole 2 weeks</p> 	<p><b>MAIN WRITING OUTCOME:</b> newspaper articles</p>  	<p><b>OTHER WRITING OUTCOMES:</b> letters, short descriptions, extended diary entries, obituaries, opinion pieces</p>     	<p><b>YEAR 5 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or</li> </ul>	<p><b>YEAR 6 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• How words are related by meaning as synonyms and antonyms</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to</li> </ul>



				tense choices [for example, he had seen her before]	come in some very formal writing and speech]
SPEAKING AND LISTENING OPPORTUNITIES ACROSS THE CURRICULUM	<b>LISTENING SKILLS</b>	<b>YEAR 5</b> To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.		<b>YEAR 6</b> To make improvements based on constructive feedback on their listening skills.	
	<b>FOLLOWING INSTRUCTIONS</b>	<b>YEAR 5</b> To follow complex directions/multi-step instructions without the need for repetition.		<b>YEAR 6</b> To follow complex directions/multi-step instructions without the need for repetition.	
	<b>ASKING &amp; ANSWERING QUESTIONS</b>	<b>YEAR 5</b> To ask questions which deepen conversations and/or further their knowledge.  To understand how to answer questions that require more detailed answers and justification.		<b>YEAR 6</b> To regularly ask relevant questions to extend their understanding and knowledge.  To articulate and justify answers with confidence in a range of situations.	
	<b>DRAMA, PERFORMANCE &amp; CONFIDENCE</b>	<b>YEAR 5</b> To narrate stories with intonation and expression to add detail and excitement for the listener.  To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.  To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.		<b>YEAR 6</b> To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).  To gain, maintain and monitor the interest of the listener(s).  To select and use appropriate registers for effective communication.	

<p><b>VOCABULARY BUILDING &amp; STANDARD ENGLISH</b></p>	<p><b>YEAR 5</b> To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p><b>YEAR 6</b> To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>
<p><b>SPEAKING FOR A RANGE OF PURPOSES</b></p>	<p><b>YEAR 5</b> To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p><b>YEAR 6</b> To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
<p><b>PARTICIPATING IN DISCUSSIONS</b></p>	<p><b>YEAR 5</b> To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p>	<p><b>YEAR 6</b> To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p>

		<p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p>	<p>To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>
--	--	---	---