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|  | Purpose | | | | | |
| Writing to entertain | Writing to inform | | Writing to persuade | | Writing to discuss |
| Peregrine Falcon  Year 5  Year 6 | **Text types**  \* modern fiction  \* Stories with a historical setting  \* stories from other cultures  \* rap poetry  \* detective/ crime stories including mystery  \*characterisation  \* Fantasy adventure stories  \* setting description  \* personification and imagery poetry  \* film and book comparisons  \* KS2 performance | **Text types**  \* recount – biography  \* explanation leaflets linked to science  \* non-chronological reports linked to geography | | **Text types**  \* persuasive leaflet linked to science/ environmental concerns  \* formal letter writing | | **Text types**  \* balanced argument  \* film/ play reviews |
| **Books at the center of reading and writing (although not an exhaustive list)**  The Explorer  Boy by Roald Dahl  My Family and Other Animals  Christmas Carol (abriged version BBC)  The Arrival  The Rabbits  The Journey  M.I.B  Fresh Prince of Bellaire (abriged version)  The Hobbit  The Sea by James Reeves | | | | | |
| **Curriculum coverage** | | | | | |
| **Transcription**  \*use further prefixes and suffixes and understand how t add them  \*spell some words with ‘silent’ letters  Continue to distinguish between homophones and other words which are often confused  \* use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically  \* use dictionaries to check the spelling and meaning of words  \*use the first three or four letters off a word to check spelling, meaning or both of these in a dictionary  \* use a thesaurus  **Handwriting**  \* write legibly, fluently and with increasing speed by:  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  - choosing the writing implement that is best suited for the task | | **Composition**  \* plan writing by:  - identifying the audience and purpose of writing, selecting the appropriate form and using similar writing as models for their own  - noting and developing initial ideas, drawing on reading and research where necessary  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  \* draft and write by:  - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  - précising longer passages  Using a wide range of devices to build cohesion within and across paragraphs  -using further organizational and presentational devices to structure text and to guide the reader  \*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, distinguish between the language of speech and writing and choosing the appropriate register  \* proof-read for spelling and punctuation errors  \* perform own compositions, using appropriate intonation, volume and movement so that meaning is clear | | **Vocabulary grammar and punctuation**  \*develop their understanding of concepts by:  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  - using passive verbs to affect the presentation of information in a sentence  - using the perfect form of verbs to mark relationships of time and cause  - using expanded noun phrases to convey complicated information concisely  - using modal verbs or adverbs to indicate degrees of possibility  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  - learning the grammar for years 5 and 6  \*indicate grammatical and other features by:  - using commas to clarify meaning or avoid ambiguity in writing  - using hyphens to avoid ambiguity  - using brackets, dashes or commas to indicate parenthesis  - using semi-colons, colons or dashes to mark boundaries between independent clauses  - using a colon to introduce a list  -punctuating bullet points consistently  \*use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading | |