

Christopher Rawlins CE Primary School  
 English Long-term Overview Y5/6  
 Core Texts and Writing and Grammar progression



Phase		Autumn		Spring		Summer	
Y5/6	<b>Theme</b>	Out of this world. Mystery		Water		Fantasy	The power of stories
	<b>Core Text</b>	London Eye Mystery  Harris Burdick chronicles	Nowhere emporium The land of Everbelieve Kraken	Atlantis The Lonely Merman Great Adventurers	Arabian Knights The lost Happy Endings	The Boy in Tower  The story of Bailbrow Mystery Ghost	Weather Weaver  Choice of unit depending on need
	<b>Genres</b>	Writing to discuss Survival guide Balanced argument	Biography to inform Newspaper reports on viewpoints	Non chronological report on a theme	Newspaper report Persuasive letter	Speechwriting	Writing to entertain Write a setting description Information manual
	<b>Poetry</b>	Woman in White		Kraken	The sea is poem Metaphors Fog		
	<b>Enrichment writing</b>	Message in a bottle or SOS	Exploring magical words	Blog/ Vlog Research project	Newspaper writing		News report

		Character descriptions	Innovations of text Magical map making Fact files				Writing messages from one character to another
--	--	------------------------	---	--	--	--	--

# Christopher Rawlins CE Primary School

## Writing Progression of Skills

Sources: National Curriculum

	Year 5	<b>Letter formation/ Handwriting</b>	confidently use diagonal and horizontal joining strokes when writing independently to increase fluency.	begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.			

	<b>Year 6</b>	<b>Letter formation/ Handwriting</b>	choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.	choose the writing implement which is best suited for a task			
	<b>Year 5</b>	<b>Planning Drafting and Editing</b>	plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for	proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details.	link ideas across paragraphs using cohesive devices.	proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements

				structuring their own writing.			
	<b>Year 6</b>	<b>Planning Drafting and Editing</b>	note down and develop initial ideas, drawing on reading and research where necessary.	use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). use a wide range of devices to build cohesion within and across paragraphs.	consistently proofread for spelling and punctuation errors	make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
	<b>Year 5</b>	<b>Audience Purpose and Structure</b>	produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout	describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.	use dialogue to convey a character and to advance the action.	perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	

			devices for a range of audiences and purposes.				
	<b>Year 6</b>	<b>Audience Purpose and Structure</b>	write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).	distinguish between the language of speech and writing and to choose the appropriate level of formality.	select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).		



	<p><b>Year 5</b></p>	<p><b>Word</b>                      Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify] Verb prefixes [for example dis-, de-, mis-, over-, and re-)</p>	<p><b>Sentence</b>                      Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun                      Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p><b>Text</b>                      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]</p>	<p><b>Punctuation</b>                      Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p><b>Terminology</b>                      modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	
--	----------------------	---	---	--	---	--	--

	<p><b>Year 6</b></p>	<p><b>Word</b></p> <p>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] How words are related by meaning as synonyms and antonyms [for example, big, large, little</p>	<p><b>Sentence</b></p> <p>Use of the passive voice to affect the presentation of information in a sentence [for example, I broke the window in the green house versus The window in the greenhouse was broken(by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags</p>	<p><b>Text</b></p> <p>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> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p><b>Punctuation</b></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p><b>Terminology</b></p> <p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>	
--	----------------------	---	--	---	---	--	--



			e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]				
--	--	--	---	--	--	--	--