



Old John Writing Year 5/6

	Writing Stimulus	Writing Purpose	Writing Focus
Autumn 1 Medicine over Time	Who am I? 1 week	Being a writer A letter to themselves for their hopes and dreams for the end of year 6	<ul style="list-style-type: none"> ➤ Presentation expectations ➤ Understanding of word classes ➤ Foundations of Grammar and punctuation
	3 weeks	To entertain through an adventure story Narrative	Y5 plans a clear structure for a narrative which is evenly paced Y5 story is organised into clear paragraphs Y6 Can write a clear opening, problem and resolution Y6 Can write sentences using fronted adverbials Y6 De-mark paragraphs correctly
	1 weeks	PIXL tests	PIXL
	Is it safe? Discuss! 2 weeks	To discuss whether Jenner should have tested the Small Pox Vaccination on children	Y5 Paragraphing used to bring clarity to the text Y5 Constructs text with an introduction, relevant points and a conclusion Y5 Uses a range of conjunctions to develop and extend ideas Y5 Can maintain the correct tense throughout Y6 Use appropriate connectives for text cohesion. Addition – <i>also, furthermore, moreover and conjunctions to develop and expand on ideas</i> Y6 Use and maintain the correct tense throughout Y6 Use logical paragraphing Y6 Write a clear introduction
Autumn 2 The Trading Game	Why Trade with England? 2 weeks	To persuade – a school based persuasive text around a current issue, e.g. to persuade people to trade with England?	Y5 Construct text with an introduction, relevant points and a logical conclusion Y5 Explain why a different sentence type will enhance meaning or clarity Y5 Establish and maintain a clear viewpoint Y6 Use modal verbs Y6 Add detail to engage the reader, exaggeration Y6 Create cohesion across a non-narrative text

	<p>What's behind the door?</p> <p>Alma from Literacy Shed</p> <p>Or The Last Storyteller</p> <p>3 weeks</p>	To entertain – to retell the story of Alma	<p>Y5 Draws on experience of good quality narrative to support their own writing</p> <p>Y5 develops characters and setting using a range of descriptive techniques</p> <p>Y5 add interest/detail through precise use of techniques such as adverbial phrases</p> <p>Y6 describe settings and characters using adjectives</p> <p>Y6 use similes and metaphors</p> <p>Y6 Can write sentences using fronted adverbials</p>
	<p>Winter poems</p>	To create images and effects through Free Verse	<p>Y5 Use a range of language techniques, e.g. similes</p> <p>Y5 Add detail to sentences through expanded noun phrases etc</p> <p>Y6 Use a range of sentence types to create effect</p> <p>Y6: Use similes and metaphors</p>
<p>Spring 1</p> <p>Earth and Space/</p> <p>Mayans</p>	<p>How to make me happy</p> <p>The Teacher Pleaser</p> <p>2 weeks</p>	To explain how to please your teacher	<p>Y5 Add detail and interest to sentences through adverbial phrases and noun phrases</p> <p>Y5 Write a clear introduction</p> <p>Y5 Choose and maintain correct tense</p> <p>Y6 Modal verbs to suggest possibility/certainty</p> <p>Y6 Select vocabulary and tone to reflect levels of formality</p> <p>Y6 Add clever detail to engage the reader</p>
	<p>2 weeks</p>	Narrative - time slip story	<p>Y5 Uses a range of sentence types with growing dexterity</p> <p>Y5 Balance a range of description, dialogue and action</p> <p>Y5 develop characters and settings using a range of descriptive techniques</p> <p>Y6 Describe settings and characters using adjectives and adverbs</p> <p>Y6 Use a balance between dialogue, action and description</p> <p>Y6 Write Ing sentences for movement and ed sentences for feelings</p>
	<p>Read all about it</p> <p>2 weeks</p>	To inform - Journalistic writing – Archaeologist have discovered a new Mayan Temple	<p>Y5 Constructs text with an introduction, relevant points and conclusion</p> <p>Y5 Formatting devises to organise the text appropriately</p> <p>Y6 Write in the active and Passive voice</p> <p>Y6 Direct and reported speech</p>

			Y6 Select Vocabulary and tone that reflects the level of formality
Spring 2 Rainforests	Where am I? What do I need?	To instruct how to ...	Y5 Constructs texts with an introduction and conclusion Y5 Use of brackets for additional information Y5 Formatting devices are carefully selected Y5 Uses a range of sentence types with growing dexterity
			Y6 Use sub-headings Y6 Use bullet points Y6 Write a clear introduction and conclusion Y6 Use a range of sentences appropriately for effect Y6 To write imperative sentences
		To Persuade people to look after our rainforest	Y5 Construct text with an introduction, relevant points and a logical conclusion Y5 Explain why a different sentence type will enhance meaning or clarity Y5 Includes detail to engage the reader Y6 Create cohesion across a non-narrative text using a range of devices Y6 Add detail to engage the reader, exaggeration
	Ride of Passage Or 'The catch' 2 weeks	To entertain through a story from another culture	Y5 Use a balance between dialogue, action and description Y5 Use a range of sentence types Y5 Develops characters and settings using a range of descriptive techniques Y6 Integrate dialogue effectively Y6 Describe settings and characters Y6 Write prepositional sentences to describe position Y6 Distinguish between the language of speech and choose appropriate register
Summer 1 Darwin's Delights	Narrative 2 weeks	To entertain through an imaginary world Duel Text – insert other text type, e.g. diary or letter	Y5 Cohesion and flow are promoted Y5 add interest/detail through precise use of techniques such as adverbial phrases Y5 Experiments with clause structures to give variety to their writing Y6 Create cohesion across a text using a range of devices Y6 Can compose whole texts with fluency and stamina Y6 Use a range of clause structures to give variety to writing Y6 To show control over levels of formality

	Sats week	To Recount an event – diary extract from Charles Darwin	<p>Y5 add interest/detail through precise use of techniques such as adverbial phrases</p> <p>Y5 Cohesion and flow are promoted</p> <p>Y6 Add detail to engage the reader, exaggeration</p> <p>Y6 Create cohesion across a text using a range of devices</p> <p>Y6 Use a range of clause structures to give variety to writing</p>
	Discussion	To discuss whether humans should be allowed on to the Galapagos Islands	<p>Y5 Paragraphing used to bring clarity to the text</p> <p>Y5 Constructs text with an introduction, relevant points and a conclusion</p> <p>Y5 Uses a range of conjunctions to develop and extend ideas</p> <p>Y5 Can maintain the correct tense throughout</p> <p>Y6 Use appropriate connectives for text cohesion. Addition – <i>also, furthermore, moreover and conjunctions to develop and expand on ideas</i></p> <p>Y6 Use and maintain the correct tense throughout</p> <p>Y6 Use logical paragraphing</p> <p>Y6 Write a clear introduction</p>
Summer 2 Tudors	Off with her Head	To inform through a biography on a famous person from the past, e.g. Tudor King or Queen Biography or William Shakespeare	<p>Y5 Cohesion and flow are promoted</p> <p>Y5 Formatting devices carefully selected</p> <p>Y5 Writes an introduction, relevant points and a logical conclusion</p> <p>Y6 Create cohesion using a range of devices</p> <p>Y6 Organise events logically in paragraphs</p>
	Just so stories Or....	To narrate a story with a meaning (fable)	<p>Y5 Cohesion and flow are promoted</p> <p>Y5 Experiments with clause structures to give variety to their writing</p> <p>Y6 Create cohesion across a text using a range of devices</p> <p>Y6 Use a range of clause structures to give variety to writing</p> <p>Y6 Use 'ing' sentences for movement and 'ed' sentences for feelings</p>

	Shakespeare Shall I compare thee to a Summer's day?	Narrative – to entertain through older literature	Y5 Maintain a consistent tense and use an appropriate verb form Y5 Identify audience, context and purpose for writing Y6 Select vocabulary and tone to reflect the appropriate level of formality
	Transition activities		