North Wootton Writing Long Term Overview		/	Autum	n 1	<u> </u>		A	utumn	2				Spri	ng 1			Sp	ring 2					Sumn
Year 5/6 (A) Class Reader/Topic/Video/Stimulus/POEM/Debate	Diary (The Railway Childreed			Narrative - suspense Internation		Persuasive Letter		Biography (history)			Pobble/Literacy Shed	<mark>NCR (Science)</mark>			Newspaper Report		<mark>Narrative (class reader</mark>)		Poem (Macavity)		Explanation (science)		
Understand Text: identifying the audience and purpose of writing, discussing the choices of the author and uplevel poorer examples	x					x		x				x			x						x		
for the enjoyment of the reader e.g. narrative, poetry	х			x													х		х				
 To explain – Combine facts with experience to clarify who or what something is, how it happened or why it happened e.g. essay, chronological report Persuade – use of evidence and emotion to prove a point 												x											
from a particular standpoint e.g. adverts, debate						X										 			 				
 Evaluate – specific kind of persuasion that argues for the merits of a subject based upon a more balanced view of evidence for support – book, movie, music or event review 																							
 Express – thoughts and feeling of an author on a particular topic e.g. diary, letter, poetry, personal narrative 	х					Х																	
 Composition: Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use such themes in a sustained way to create convincing narratives through the layering of language and grammatical structures. 	x			x						of Term Assessments							x			Assessments			
 noting and developing initial ideas through the addition of vocabulary and grammar structures, drawing on reading and research where necessary, organising concise notes paragraphs or sections of their choosing using TSSSC 	x			x		x		x		End of Term A		x								End of Term A	x		
 Draft and write by: using a wide range of devices to build cohesion within and across paragraphs deploying some hooking devices and a range of ISPACED devices Year 6 including signposting the reader and making references to prior details when concluding. 	x			x		x		x			x	x			x		x		x		x		
 in narratives, describing settings, characters and atmosphere and attempting to integrate dialogue to 	x			x													x						
 Selecting appropriate grammar and vocabulary, 	x			x		x		x			x	x			x		x		x		x		
Précising longer passages identifying key ideas and						х			х			х											
as heading or sub-headings, use builet points to organise material, integrate diagrams, charts or graphs Year 6 link closing to opening; include glossary, fact box etc	x					x			x			x			x						x		
 Evaluate and edit by: evaluate writing against agreed success criteria, identifying areas for improvement in their own and peer's work 	х			x		x		x				x			x		x		х		x		
' · · · · · · · · · · · · · · · · · · ·	х			x		x		x				x			x		х		x		х	+	

immer 1			Summ	ner 2		
Character/Setting		Persuasive advert		Play Review		
		х		х		
x		х		х		
				х		
		х		х		
x	t Week					ssessments
x	Assessment Week	x		х		End of Term Assessments
x		x		х		
x				x		
x		x		х		
		Х				
				х		
x		х		х		
x		х		х		

 propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing 	x	x		(x				x		x		x		x		x		
 can usually write using tense consistently and correctly throughout and write using deliberate changes of tense 																		\square	
 for effect in narrative, checking for these when editing: e.g. in flashbacks, letters and interviews. ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	x	x	, ,	(x				x		x	:	x		x		x		
Perform: Perform their own compositions, using appropriate	v	v		,					v		v				v				
intonation, volume, and movement so that meaning is clear, actively trying to engage and maintain the audience	X	X		·					Х		X	,	×		X		Х		
Participate in class discussion, presentation or short drama roles with increasing confidence and use this with their writing	х	X		(Х		X		x		X		x		
Grammar and Punctuation Develop their understanding of the concepts set out in North Wootton Writing Fluency Guide, understanding key terms: Year 5/6 in addition to prior language there is a focus on Present-Progressive Tense, Embedded clause: Relative Clause, Relative pronoun, Parenthesis, Bracket, Dash, Ambiguity, Synonym Antonym, Passive, Colon, Semi-colon, Modal verb, Ellipsis, Hyphen, Bullet points, Formal and Informal, Standard English, Subjunctive																			
Year 5 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	х	x		(x				х		X		x						
Using modal verbs or adverbs to indicate degrees of possibility		x			x												х		
Using the perfect form of verbs to mark relationships of time and													x						
cause Understanding that the passive tense can be used within formal				,	x	-					+								
writing Use all ISPACED devices to build cohesion, including adverbials of				`	^				 										
time, manner and place within a range of positions within a sentence	x	x		(x				х		X	2	x				х		
Use brackets, dashes or commas to indicate parenthesis					x				х								x		
Punctuation of bullet points to list information																	х		
Use of commas to clarify meaning or avoid ambiguity																			
Year 6 – Confidently use all aspects of KS1 and KS2 grammar to create sentences that are extended for accuracy and effect, range in clause structure and achieve cohesion within and across paragraphs.	x	x	>	(x				х		x		x						
Use of the semi-colon, colon and dash to mark the boundary between independent clauses		x		(x							:	x						
Use of the colon to introduce a list and use of semi-colons within lists	х								х								х		
How hyphens can be used to avoid ambiguity																			
Change the formality of the speech used within a text to suit the purpose of the writing.											X		x						
Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]				(
Confidently use the passive tense can be used within formal writing)	(x						X	2	x				х		
Spelling: In addition to weekly spelling lesson, some key objectives are taught more explicitly within English sessions: - Use of personal dictionaries and thesaurus to the first four letters																			
Spell some words with 'silent' letters: kn, mb, stle, mn, silent b words correctly: e.g. as at left, and solemn, debt.)	x						[
Continue to distinguish between homophones and other words								1								1			х
which are often confused e.g. as at left and guessed/guest, Use knowledge of morphology and etymology in spelling and				+														+	
understand that the spelling of some words (English Appendix 1) Converting nouns or adjectives into verbs using suffixes and explain		_	+	+							_			_			\vdash	-+	
their meaning: e.gate, -ise, -ify and Use verb prefixes to generate new verbs and explain their meaning: e.g. dis-, de-, mis-, over-, re-						x	x												

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x				x		x		
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deciding when to use a presentation or note taking style	Handwriting - Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding when to use a presentation or note-taking style	х			x		x		х					x			x			х					х	
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	х		х		х		