North Wootton Writing Long Term Overview		A	Autumn 1 Autumn 2						Spring 1							Spring 2					Sun	nmer 1		Summer 2					
Year 5/6 (B)	ry (Once)			rative (suspense)		graphy (history)		Poetry – The Eagle		Character/Setting			ort - Science	anced argument -			- Barnabus Project			wspaper report		Narrative – dialogue			npaign (suffragettes)		Review	Keview	
Class Reader/Topic/Video/Stimulus/POEM/Debate Understand Text: identifying the audience and purpose of writing,	Dia			Za Za		Bio		Po	-	Cha			Rep	Ba			NCR		4	Ne		Nar		4	Can			<u> </u>	\vdash
discussing the choices of the author and uplevel poorer examples within shared writing sessions: • Inform – communicate ideas and information to others e.g. science reports, non-chronological report, recipe						×							х	х			х			х					х		X		
 Entertain – use language in a humorous or engaging way for the enjoyment of the reader e.g. narrative, poetry 	Х		x	(Х		Х												х			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 														х			х								х				
from a particular standpoint e.g. adverts, debate																									Х				
 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 									_					Х													х		
topic e.g. diary, letter, poetry, personal narrative	Х							Х						Х											Х		Х		\square
Composition: Plan their writing by: • in writing narratives, considering how authors have	Х		Х	(Х				Х								Х							\square
 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. 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 	х		×	x		х		х	End of Term Assessments	x			x	x			х		End of Term Assessments	x		x		Assessment Week	х		x		ind of Term Assessments
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.	х		x	(х		х	"	х		:	х	х			х			х		х			х		х		
 in narratives, describing settings, characters and atmosphere and attempting to integrate dialogue to convey character and advance the action, evoke atmosphere through detailed description Year 6 including what they have learnt about standard and non-standard english. 	х		х	(х												х					х		
 Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning e.g. the most appropriate synonym or newly acquired subject specialist vocabulary. 	х		х	(Х		Х		Х		2	х	х			х			Х		х			Х		х		
 Précising longer passages identifying key ideas and reformulating them coherently in their own words. 						х								х			х								х				
 Using further organisational and presentational devices to structure text and to guide the reader e.g. pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs Year 6 link closing to opening; include glossary, fact box etc 	х					х							x	x			х			х					x		x		

Evaluate and edit by:		1 1	1 1			1 1	1	1	1 1	ı			1	1		1 1	ı	1 1	ı		1	1 1	. 1	ı F
	x	1	x		х		х		x		x	x			x		х		Х		х		х	
areas for improvement in their own and peer's work	\bigsqcup																							
 propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing 	x		x		х		х		x		x	x			х		x		x		х		х	
 can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: 	х		х		х		х		х		х	х			х		х		х		х		х	
e.g. in flashbacks, letters and interviews.	$\vdash \vdash$	\vdash	++	\longrightarrow				_			\vdash													++
 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	х		x		х		х		x		х	x			х		х		х		x		х	
Perform: Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, actively	х		х				Х		Х			х							х		х		х	
trying to engaging and maintain the audience Participate in class discussion, presentation or short drama roles	\vdash		+++	-																				++
with increasing confidence and use this with their writing			$\perp \perp$						Х		Х	Х			Х				Х		Х		Х	
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	\longrightarrow	\vdash	++																					$\perp \perp \perp$
Year 5 - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	х		$\perp \perp$						х							x								
Using modal verbs or adverbs to indicate degrees of possibility	1	1	x														х						,	
Using the perfect form of verbs to mark relationships of time and cause									х			х												
Understanding that the passive tense can be used within formal writing					х						х					х			х					
Use all ISPACED devices to build cohesion, including adverbials of	1	1																					,	
time, manner and place within a range of positions within a sentence	X	1					X										X							
Use brackets, dashes or commas to indicate parenthesis			х									х												
Punctuation of bullet points to list information											х								х					
Use of commas to clarify meaning or avoid ambiguity					х										х									
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.	х				х		х								х		х							
Use of the semi-colon, colon and dash to mark the boundary between independent clauses			х									х							х					
Use of the colon to introduce a list and use of semi-colons within	\Box		x	\Box							х													
lists How hyphens can be used to avoid ambiguity	$\overline{}$		+^+	+			х								х				х					+
Change the formality of the speech used within a text to suit the purpose of the writing.			++						х								х							
Use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]												х									х			
Confidently use the passive tense can be used within formal writing			++		х				х		х										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.																								
I WOLDS COFFECTIVE e.g. as at left, and solemn, dent	ı I														\square			\vdash		\perp				+
Continue to distinguish between homophones and other words	1	(l					

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 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-														
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													