



Writing Composition Progression Year 5/6

Year Five

By the end of term 1...

Pupils should be taught to:

- write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical
- begin to use dialogue to convey a character and advance action
- use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc
- use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)
- use brackets, dashes or commas to begin to indicate parenthesis.
- use the full range of punctuation from previous year group
- describe settings, characters and atmosphere to consciously engage reader
- spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell some words correctly from the Y5/6 statutory spelling list
- use a range of sub-ordinating and coordinating conjunctions

By the end of term 2 ...

Pupils should be taught to:

- See 'by the end of term 1'
- select appropriate grammar and vocabulary to match the purpose and audience of their writing
- create paragraphs that are usually suitably linked (some transitions may be awkward).
- spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell most words correctly from the Y5/6 statutory spelling list
- Use 4 sentence types for audience, purpose and affect
- Use the apostrophe for omission and possession
- Use poetic devices accurately and for effect- similes, alliteration, personification, onomatopoeia

By the end of term 3 ...

Pupils should be taught to:

- See 'by the end of term 2'
- spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.
- spell most words correctly from the Y5/6 statutory spelling list
- Use the 4 types of sentences for audience, purpose and affect
- Use the apostrophe for omission and possession most accurately

Year Six

By the end of term 1 ...

Pupils should be taught to:

- The pupil can write for a range of purposes:
 - using paragraphs to organise ideas
 - in narratives, describing settings and characters
 - in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- Use punctuation taught, most accurately
- Spell most words correctly – statutory spelling list
- Write complex and compound sentences using a range of co-ordinating and sub-coordinating conjunctions
- Use adjectives and expanded noun phrases in writing

By the end of term 2...

Pupils should be taught to:

- See 'by the end of term 1'
- write for a range of purposes and audiences, select language that shows awareness of the reader
- Describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this most appropriately (e.g. using contracted forms in dialogues; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

By the end of term 3 ...

Pupils should be taught to:

- See 'by the end of term 2'
- use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly
- use the range of punctuation taught at KS2
- spell correctly most words from the Y5/6 spelling list, and use a dictionary to check the spelling of uncommon vocabulary
- maintain legibility in joined handwriting

At every stage and in relation to their level of composition, pupils should make simple additions, revisions and corrections to their own writing by:

- proofread their work and assess the effectiveness of their own and others' writing, edit effectively to improve their writing quality.
- Identify audience and purpose for writing, selecting appropriate form
- Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs

Year 5 and 6 Writing Journey (Cycle A)

Unit One	Unit Two	Unit Three	Unit Four
Fiction	Fiction	Fiction	Fiction
<i>Tale of Empathy</i>	<i>Journey Tale – Mystery and Suspense</i>	<i>Flashbacks</i>	<i>Science Fiction</i>
<p>The Boy at the Back of the class Plan and write a diary entry for the main character' first day at school. Intended outcomes - Year 5</p> <p>To plan, compose and edit a diary entry from the perspective of the main character. Use emotive language to present mood. Intended outcomes - Year 6</p> <p>Use shifts in formality to transform writing, focusing on vocab or by adding quotes/references.</p>	<p>Alex Rider: Storm Breaker Write a structured story focussing on tension and mood. Intended outcomes - Year 5</p> <p>Write a five-part story using tension and suspense to evoke mood and atmosphere and advance action from the narrative viewpoint of the main protagonist using deliberate word choices to evoke emotion. Intended outcomes - Year 6</p> <p>Use complex two-part dialogue as a feature of tension and suspense to convey character and advance action.</p>	<p>Rooftoppers Create and plan non-linear flashbacks. Intended outcomes - Year 5</p> <p>Experiment with different levels of formality through interviewing dialogue to advance the action and convey character. Intended outcomes - Year 6</p> <p>To use non-linear structure of the piece to show changes in mood and atmosphere.</p>	<p>Cosmic Write in the style of the author, planning and writing a new chapter of the book. Intended outcomes - Year 5</p> <p>Use clear narrative voice to write new chapter. Use dialogue to build character and move action forward. Intended outcomes - Year 6</p> <p>Use complex two-part dialogue as a feature of tension and suspense and to advance the action.</p>
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
Persuasive Letter	Persuasion - Advertisement	Travel Report	Information Text
<p>Refugees Plan and write a formal letter to the Home Office on the subject of refugees. Intended outcomes - Year 5</p> <p>Construct an effective, formal letter using persuasive language techniques to influence the reader. Intended outcomes - Year 6</p> <p>Create cohesion across paragraphs through the use of casual conjunctions and adverbials. Maintain levels of formality across the piece.</p>	<p>Pie Corbett - Multifunction Mobile Phone Write a persuasive advert using appropriate levels of formality and tone with persuasive language used throughout. Intended outcomes - Year 6</p> <p>Transform the piece into a persuasive letter with shifts of formality embedded within it.</p>	<p>Paris From research, plan and write a travel report for Paris in a formal style. Intended outcomes - Year 5</p> <p>Select correct vocabulary and grammatical structure that reflect the levels of formality required. Use exaggerated claims, tactics for grabbing attention and linguistic devices. Intended outcomes - Year 6</p> <p>Consider how another genre can be placed within the text, with a shift in formality e.g. instructions or explanation in the report.</p>	<p>Solar System Plan and write an information text based on the solar system. Intended outcomes - Year 5</p> <p>Use a variety of techniques to engage reader (rhetorical questions). Use a range of sentence structures eg relative clauses. Intended outcomes - Year 6</p> <p>Use a range of sentence structures and phrases to construct sentences in different way eg position of clauses.</p>
Poetry	Poetry	Poetry	Poetry
Free verse	Figurative Language	Narrative Poetry	The Lost Words
Poetry Shed Y5	Poetry Shed Y5	Poetry Shed Y5	Poetry Shed Y5

Year 5 and 6 Writing Journey (Cycle B)

Unit One	Unit Two	Unit Three	Unit Four
Fiction	Fiction	Fiction	Fiction
<i>Historical Story</i>	<i>Suspense Story</i>	<i>Mystery Story</i>	<i>Tale of Adversity</i>
<p><u>Darwin's Dragons</u> Plan and write a narrative about what happened to Farthing after falling into the storm drain. Intended outcomes - Year 5</p> <p>Use expanded noun phrases to describe settings, character and atmosphere concisely. Intended outcomes - Year 6</p> <p>Draft and write by describing settings, character and atmosphere, using dialogue to convey character and advance action.</p>	<p><u>Holes</u> Plan and write a short story with the emphasis on suspense. Intended outcomes - Year 5</p> <p>Choose ambitious vocab and sentence structure to engage the reader and evoke mood and atmosphere. Intended outcomes - Year 6</p> <p>Create cohesion within and across paragraphs through the use of deliberate word choices.</p>	<p><u>Alma</u> Plan and write a narrative piece which continues the story, detailing events that happen in the shop. Intended outcomes - Year 5</p> <p>Use a variety of stylistic features for purpose and effect eg simile, metaphors and personification. Intended outcomes - Year 6</p> <p>Use a variety of stylistic features for purpose, mood and effect eg alliteration, metaphor, personification, emotive phrases.</p>	<p><u>Wonder</u> Create character descriptions of August, reflecting how the impressions of him change over time. Intended outcomes - Year 5</p> <p>Recognise and use the main and subordinate clause and phrases and use these to construct sentences in different ways. Intended outcomes - Year 6</p> <p>Use a range of punctuation to enhance meaning and avoid ambiguity.</p>
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
Biographies	Informal Letter Writing	Newspaper Report	Speech Writing
<p><u>Charles Darwin</u> Create a biography about Charles Darwin using the features of the genre. Intended outcomes - Year 5</p> <p>Plan and write a biography by noting down ideas from reading and research. Use features and language of writing form appropriately. Intended outcomes - Year 6</p> <p>Plan and write a biography by identifying audience and purpose, selecting the appropriate form to develop initial ideas.</p>	<p><u>A letter From Stanley</u> To draft and write an informal letter in the role of the main character. Intended outcomes - Year 5</p> <p>Use a range of devices to develop paragraphs in detail (adverbials, pronouns and conjunctions) Intended outcomes - Year 6</p> <p>Use of range of devices to build cohesion within, and across paragraphs (conjunctions, adverbials, pronouns and synonyms)</p>	<p><u>Missing Child!</u> Write a newspaper report based around a missing child. Intended outcomes - Year 5</p> <p>Use a variety of techniques to engage the reader e.g. build tension, rhetorical questions and opinions Intended outcomes - Year 6</p> <p>Use direct and reported speech accurately. Use passive verbs in sentences.</p>	<p><u>Daisy's funeral</u> Write an emotive speech for Daisy's funeral. Intended outcomes - Year 5</p> <p>Use emotive language to capture the mood of the individual. Intended outcomes - Year 6</p> <p>Sustain a consistent viewpoint throughout the piece of writing and select language that shows a good awareness of the reader.</p>
Poetry	Poetry	Poetry	Poetry
Free verse	Classic Poetry	Sonnets	The Lost Words
Poetry Shed Y6	Poetry Shed Y6	Poetry Shed Y6	Poetry Shed Y6

