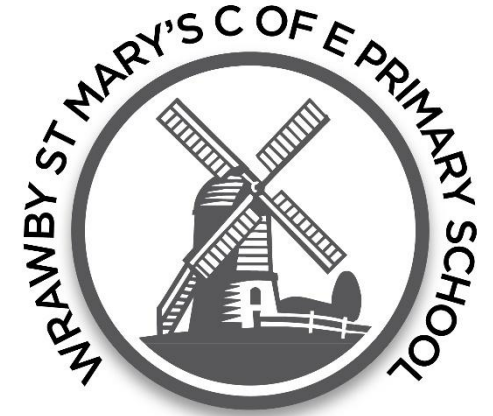




WRITING LONG TERM PLAN PROGRESSION DOCUMENT: YEAR FIVE/SIX

WRAWBY ST MARY'S C of E PRIMARY SCHOOL

Our School Vision

At Wrawby St Mary's Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders.
Our school is a beacon of hope and a sign of the kingdom.

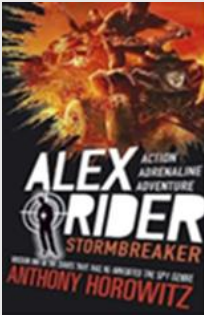
'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.'

Romans 5:5

Our Church School Values

Our Wrawby Values are Christian values under the overarching universal value of Hope.

- *Love*
- *Peace*
- *Forgiveness*
- *Kindness*
- *Perseverance*
- *Self-control*

	Autumn Term 1				Autumn Term 2	
Text	Alex Rider: Stormbreaker by Anthony Horowitz (6-7 weeks) Genre: Contemporary Fiction				Little People, Big Dreams: Harriet Tubman by Maria Isabel Sanchez Vegara (3 weeks) Genre: Non-Fiction - Biography	
Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)	Peril Courage Problem-solving				Diversity & Race Adversity & Inclusion Perseverance & Hope Pioneers & Leaders	
Cross-curricular links	Geography – Eco-warriors				Black History Month	History – World War
Main outcome	Narrative: Re-tell the story Based on the short, animated film: Alma, use writing techniques to build suspense		Non-fiction: Persuasion Persuade Alex Rider to buy a special new gadget	Haiku Poetry Follow the rules of Haiku Poetry	Non-Fiction - Biography Independent Biography about a chosen inspirational figure	Non-fiction: Newspaper Report Newspaper Report about the truce on Christmas Day during The Great War
Retrieval Writing (previously known as short burst writing)	Setting description		Character description	Descriptive language	Research/Information gathering	Discussion Text
Audience/ Form Fiction Non-fiction	Narrative Inspired by the short animation: Alma		Non-fiction – Persuasive Text Persuasion inspired by the book	Haiku Poetry Natural world	Non-fiction – Biography Inspired by the Biography of Harriet Tubman	Non-fiction: Newspaper Report Inspired by the accounts of a real event
Purpose	To entertain		To persuade	To entertain	To inform	To inform
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Spelling	- Double consonant when adding a suffix* - Suffixes: -able, -ible*	- Prefixes: dis, sub, re - Suffixes: -ant. -ent	Homophones	- Suffixes: -ous, -tial - Hyphens	- Silent letters* - ough*
	Sentences	- Combine simple, compound and complex sentences successfully in a text - Ensure correct subject verb agreement - Use adverbs and adverbials as connectives to show time: after five minutes/nearby/secondly	- Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) - Know what a modal verb is: might/should/could/would/can/may/must/shall	- Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) - Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun - Use relative clauses to expand sentences - Use relative pronouns appropriately - Know and use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken). Use it in their writing	- Know what a modal verb is: e.g. might/should/could/would/can/may/must/shall* - Develop the use of rhetorical questions - Use grammar to show formality or informality - Know and use of the passive voice to affect the presentation of information in a sentence. Use it in their writing*
	Punctuation	- Capital letters* - Full stops* - Question marks* - Exclamation marks*	- Capital letters and full stops* - Question marks* - Commas in lists - Colon to start a list - Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots)	- Capital letters* - Full stops* - Question marks*	- Capital letters and full stops* - Commas in lists* - Colon to start a list* - Brackets, dashes or commas to indicate parenthesis	- Capital letters and full stops* - Commas in lists - Use of commas to clarify meaning or avoid ambiguity or clarify meaning - Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) *
	Text/genre features	- Use of paragraphs to organise ideas around a theme* - Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	- Understand and use fronted adverbials* - Understand, and recognise adverbial phrases and clauses* - Understand what a clause is*	- Stanzas in poetry - Know what determiners are*	- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) * - Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) - Layout devices, such as headings, sub-headings	- Use of paragraphs to organise ideas around a theme* - Use a range of conjunctions (co-ordination and subordination) - Layout devices, such as headings, sub-headings*

		Spring Term 1		Spring Term 2		
Text	Street Child by Berlie Doherty (3 weeks)  Genre: Heritage Fiction		The Lion, the Witch and the Wardrobe by C. S. Lewis (3 weeks)  Genre of book: Heritage Fiction/Fantasy		The Final Year by Matt Goodfellow (6-7 weeks)  Genre: Contemporary Poetry Novel	
	Book themes, links to school Christian values, DEI coverage		Redemption Bravery & Friendship Forgiveness Christian Symbolism, Good Vs Evil		Diversity and Empsthy Friendship Hope Grief & Redemption	
Cross-curricular links			History - WWII		Geography – Around the World in 80 Days	
Main outcome	Non-fiction - Recount - Diary entry Jim Jarvis on his first night at the workhouse		Narrative – change of perspective Story retold from Edmund Pevensie’s perspective		Narrative – change of genre Story retold from Poetic style into a narrative style	
Other outcomes (Short Bursts/revisit writes)	Diary entry		Character description		Diary entry	
Audience/ Form Fiction Non-fiction	Non-fiction – Diary Entry Inspired by the character in the book		Narrative – Story writing Change of perspective		Narrative – Story writing Converted from narrative poetry	
Purpose	To inform		To entertain		To entertain	
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	Spelling	- Homophones* - Suffixes: -ably, -ibly*	- Prefixes: mis, un, il - Suffixes: -ance. -ence		- Suffixes: -tious, -cial - Hyphens*	- Silent letters* - ie for ‘ee’*
	Sentences	- Use adverbs and adverbials as connectives to show time: after five minutes/nearby /secondly - ed and –ing clause starters - Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different	- Use adverbs and adverbials as connectives to show time: after five minutes/nearby/secondly* - ed and –ing clause starters* - Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different* - Active and passive verbs to create effect and to affect presentation of information		- Use adverbs and adverbials as connectives to show time: after five minutes/nearby/secondly* - ed and –ing clause starters* - Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different* - Active and passive verbs to create effect and to affect presentation of information	- Use adverbs and adverbials as connectives to show time: after five minutes/nearby /secondly* - ed and –ing clause starters* - Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different*
	Punctuation	- Brackets, dashes or commas to indicate parenthesis (word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas). - Use of inverted commas to punctuate direct speech	- Use of inverted commas to punctuate direct speech* - Use of the semi-colon, Colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up.) - How hyphens can be used to avoid ambiguity		- Use of inverted commas to punctuate direct speech* - Use of the semi-colon, Colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up.) * - How hyphens can be used to avoid ambiguity* - Ellipses: know how are used (omission of predictable words and phrases as well as...)	- Brackets, dashes or commas to indicate parenthesis (word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas) * - Use of inverted commas to punctuate direct speech*
	Text/genre features	- Know and use a possessive pronoun: e.g. my/mine/our/ours /its/his/her/theirs/yours - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis	- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis*		- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) * - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis*	- Know and use a possessive pronoun: e.g. my/mine/our/ours /its/his/her/theirs/yours* - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis*

	Summer Term 1			Summer Term 2		
Text	The Hunger Games by Suzanne Collins (3 weeks) 	Sky Song by Abi Elphinstone (2 weeks) 	The Unforgotten Coat by Frank Cottrell Boyce (6-7 weeks) 			
	Genre of book: Contemporary Fiction		Genre: Contemporary Fiction/Fantasy	Genre: Contemporary Fiction		
Book themes, links to school Christian values, DEI coverage	Oppression & Social inequality (Dystopia) Survival & Power Hope Friendship		Friendship Trust Hope Belonging	Friendship Cultural Awareness Prejudice & Trust Cause & Effect		
Cross-curricular links						Science - Evolution
Main outcome	Narrative – change of perspective Katniss Everdeen offering herself as Tribute		Narrative – flashback writing Trigger memories in the present of life before the before the Ice Queen took over	Narrative – Story writing Write an extra chapter of the book	Non-fiction – Instructions Recipe instructions in the style of Jamie Oliver	Poetry – evolution & change Poems based on the peppered moth
Other outcomes (Short Bursts/revisit writes)	Character Description		Past and present tense setting description	Diary entry	Instructions	Research, Moth books
Audience/ Form Fiction Non-fiction	Narrative – Story writing Change of perspective		Narrative – Flashback writing Time before the evil queen took over Erkenwald	Narrative – Story writing Extra chapter inspired by the book	Non-fiction – Instructions Deliberate shift in tone	Poetry Unit
Purpose	To entertain		To entertain	To entertain	To inform	
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	Spelling	- Homophones* - Suffixes: -ably, -ibly with prefixes	Suffixes: -ancy, -ency	- Suffix: -cious* - Hyphens*	Silent letters*	ie or ei
	Sentences	- Use adverbs and adverbials as connectives to show time: after five minutes/nearby/secondly* - ed and –ing clause starters* - Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different* - Active and passive verbs to create effect and to affect presentation of information*	- Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different* - Active and passive verbs to create effect and to affect presentation of information* - Use grammar to manipulate the reader - Understand the basic grammatical structure of subject, object and verb - Use more extended noun phrases to convey information concisely	- Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different* - Active and passive verbs to create effect and to affect presentation of information* - Use more extended noun phrases to convey information concisely*	- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing) - Develop the use of rhetorical questions*	- Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) * - Verb prefixes (e.g. dis–, de–, mis–, over– and re–) *
	Punctuation	- Use of inverted commas to punctuate direct speech* - Use of the semi-colon, Colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up.) * - How hyphens can be used to avoid ambiguity*	- Use of inverted commas to punctuate direct speech* - Use of the semi-colon, Colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up.) * - How hyphens can be used to avoid ambiguity*	- Use of inverted commas to punctuate direct speech* - Use of the semi-colon, Colon and dash to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up.) * - How hyphens can be used to avoid ambiguity*	Bullet points: know how to punctuate with bullet points and use it consistently - Punctuation of bullet points to list information	- Capital letters* - Full stops* - Question marks*
	Text/genre features	- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) * - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion *	- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) * - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion *	- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) * - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion *	Layout devices, such as headings, sub-headings*	- Stanzas in poetry* - Know what determiners are*