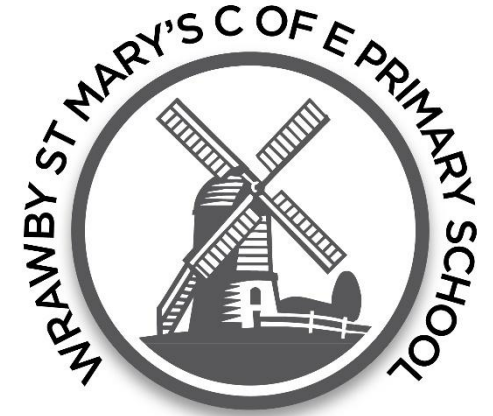




WRITING LONG TERM PLAN PROGRESSION DOCUMENT: YEAR FIVE/SIX

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.

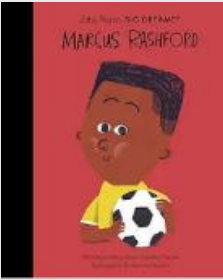
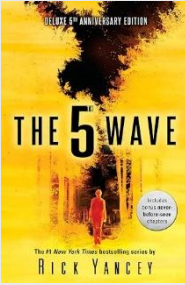
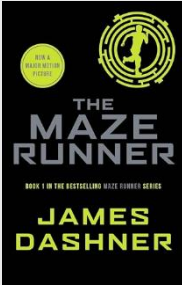
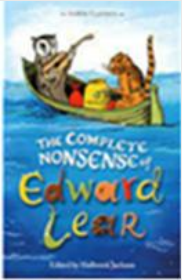
'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.'

Romans 5:5

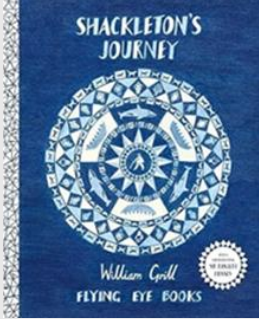
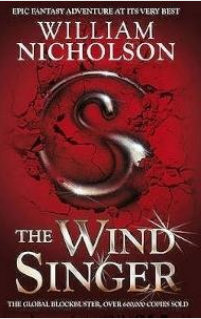
Our Church School Values

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	 Holes by Louis Sachar (6 weeks)  Little People, Big Dreams: Marcus Rashford by Maria Isabel Sanchez Vegara (1 week) Genre: Fiction – Adventure NarrativeGenre: Non-Fiction – Biography			 The Maze Runner by James Dashner The Fifth Wave by Rick Yancey (5 weeks) The Complete Nonsense of Edward Lear (2 weeks)  Genre: Adventure/DystopianGenre: Nonsense Poetry		
Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)	Friendship and Fate Destiny, ustice & Injustice Diversity & Race, Adversity & Inclusion Perseverance & Hope, Pioneers & Leaders			Identity and memory, Survival and courage Hope and Resilience Absurdity and nonsense, Playful language and surreal imagery		
Cross-curricular links				Black History Month		
Main outcome	Narrative: Setting description Set the American desert scene for this novel using both descriptive and figurative language		Narrative: Adding more detail Add in more detail to the story during the discovery of something unexpected at the bottom of a hole	Non-Fiction: Biography Write a Biography about Marcus Rashford	Narrative – Adventure Story writing Compare the opening paragraphs of The Maze Runner and The Fifth Wave to start own adventure story	Poetry unit Create a nonsense poem in the style of Edward Lear
Retrieval Writing (previously known as short burst writing)	Character profile		Letters home	Fact sheets	Setting descriptions	Animal descriptions
Audience/ Form Fiction Non-fiction	Narrative Setting description		Narrative Add more detailed description for suspense	Non-Fiction: Biography Write a Biography	Narrative Start own adventure story	Poetry Unit Nonsense poetry
Purpose	To entertain		To inform entertain	To inform	To entertain	To entertain
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	- 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	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. Use it in their writing	- 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*	- Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) - Verb prefixes (e.g. dis–, de–, mis–, over– and re–)
	Punctuation	- Capital letters* - Full stops* - Question marks* - Exclamation marks*	- 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	- Capital letters and full stops* - Question marks* - Commas in lists - Colon to start a list - Brackets, dashes or commas to indicate parenthesis*	- Capital letters and full stops* - Question marks* - Brackets, dashes or commas to indicate parenthesis* - Use of inverted commas to punctuate direct speech	- Capital letters* - Full stops* - Question marks* - Exclamation marks*
	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)	- 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 and ellipsis	- Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials of time, place and number - Layout devices, such as headings, sub-headings	- Know and use a possessive pronoun - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, grammatical connections and ellipsis*	- Stanzas in poetry - Know what determiners are

	Spring Term 1		Spring Term 2	
Text	Boy X by Dan Smith (6-7 weeks) Genre: Narrative – action, survival		The Boy in The Striped Pyjamas by John Boyne (5 weeks) Genre: Historical Fiction	
Book themes, links to school Christian values, DEI coverage	Survival Family Perseverance Friendship		Innocence Friendship Prejudice Impact of war	
Cross-curricular links				
Main outcome	Narrative – Adventure Story Add more detail to the story to build suspense, using dialogue to advance the action	Non-Fiction: Newspaper Report Write a newspaper report around the events of Chapter 8 with a shift in formality	Non-Fiction: Persuasion Text to Father Can Bruno convince his father to go back to their home in Berlin?	Non-Fiction – Letter to Grandma Writing as Bruno, describe what life is like at Out-With using informal language
Other outcomes (Short Bursts/revisit writes)	Instructions on how to survive in the jungle with a shift in formality	Explanation text	Diary entry as Bruno	Letters as different characters: Father, Gretel
Audience/ Form Fiction Non-fiction	Narrative Insert an extra scene, inspired by the book	Non-Fiction Newspaper Report	Non-Fiction Persuasion Text	Non-Fiction Letter to Grandma
Purpose	To inform	To inform	To inform	To inform/entertain
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	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* - 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	- 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*	- 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 - Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different*	- 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* - Recognise and understand ‘the subjunctive’ e.g.: If Fred were here, things would be different*
	Punctuation - Use of inverted commas to punctuate direct speech* - Use of the semi-colon, Colon and dash to mark the boundary between independent clauses* - How hyphens can be used to avoid ambiguity* - Ellipses: know how are used (omission of predictable words and phrases as well as...)	- 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) * - Use of inverted commas to punctuate direct speech*	- 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) Bullet points: know how to punctuate with bullet points and use it consistently - Punctuation of bullet points to list information	- Capital letters and full stops* - Commas in lists* - Colon to start a list* - Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) * Bullet points: know how to punctuate with bullet points and use it consistently* - Punctuation of bullet points to list information*
	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, shift in formality, grammatical connections and ellipsis*	- Use a range of conjunctions (co-ordination and subordination) - Layout devices, such as headings, sub-headings* - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, shift in formality, grammatical connections and ellipsis*	- Understand and use fronted adverbials* - Understand, and recognise adverbial phrases and clauses* - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, shift in formality, grammatical connections and ellipsis*	- Understand and use fronted adverbials* - Understand, and recognise adverbial phrases and clauses* - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, shift in formality, grammatical connections and ellipsis*

	Summer Term 1		Summer Term 2	
Text	Shackleton's Journey by William Grill (5 weeks) 		The Wind Singer by William Nicholson (6 weeks) 	
	Genre: Non-Fiction (Historical)		Genre of book: Adventure, fantasy, social commentary	
Book themes, links to school Christian values, DEI coverage	Leaders & Pioneers Exploration & Survival Perseverance Hope		Nonconformity, courage, and the value of dreams over rigid societal expectations	
Cross-curricular links	Geography – Harsh environments for humans			
Main outcome	Non-Fiction: Newspaper Report Newspaper report about the departure of The Endurance looking at formal language and a shift in formality	Narrative – Flashback Writing Write a flashback based on the animation: Mourning Dove using alternating paragraphs of present and past tense	Non-Fiction - Diary Entry Diary entry as Bowman Hath wondering about their likely punishment tomorrow, using informal language	Non-Fiction: Discussion Text Should children be listed on blackboards in order of ability and this predetermines their destiny?
Other outcomes (Short Bursts/revisit writes)	Write a job application for Shackleton's crew, using formal language	Setting and character descriptions Using controlled changes of tenses	Letter writing as Kestrel Hath	Explore feelings of the main characters
Audience/ Form Fiction Non-fiction	Non-Fiction: Letter Writing Formal job application	Narrative Flashback writing	Non-Fiction Diary entry as Bowman Hath	Non-Fiction Discussion Text based on events of the book
Purpose	To inform/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 - 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*	- 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	- 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*	- 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*
	Punctuation - 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) * - 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*	- Brackets, dashes or commas to indicate parenthesis * - 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*	- Capital letters and full stops* - Question marks* - Colon to start a list* Bullet points: know how to punctuate with bullet points and use it consistently - Punctuation of bullet points to list information
	Text/genre features - Layout devices (headings, sub-headings) * - Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion, shift in formality, grammatical connections 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 *	- 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, shifts in formality, connections and ellipsis*	- Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion grammatical connections and ellipsis - Layout devices, such as headings, sub-headings