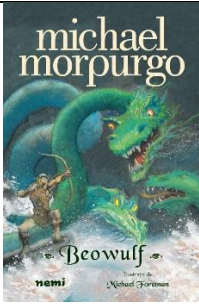
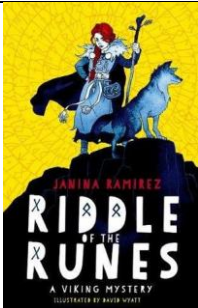
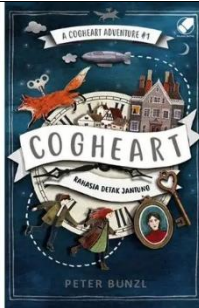


Writing Spine

Year 5 + 6 - Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text						
Text type 1	Adventure Narrative (Non-linear plot with flashback, hero's journey – voyage and return)	Biography	Historical Legend (5 part linear plot, defeating the monster)	Historical Diary (First person literary recount)	Narrative (Epistolary writing – Parallel plot with 2 protagonists from different time periods)	Journalistic writing (Newspaper)
Y5 Grammar		Formal Speech including subjunctive forms		Relative clauses		Commas to avoid ambiguity Indirect speech
Y6 Grammar		Formal speech, Formality and the subjunctive, present and past perfect, Bullet points		Cohesive devices		Commas and hyphens to avoid ambiguity
Text type 2		Persuasive Speech		Non-Chronological Report		Big Question – Analytical essay
Y5 Grammar	Direct Speech	Degrees of possibility - Modal verbs and adverbs	Parenthesis – B, D, C, Tense, Adverbials	Subordinating and Coordinating conjunctions + conjunctive adverbs	Punctuation, Prefixes and suffixes, Conjunctions	Review and revision
Y6 Grammar	Colons, semi-colons and dashes, Expanded noun phrases, Passive voice	Degrees of possibility - Modal verbs and adverbs, Adverbials	Parenthesis – B, D, C, Relative clauses and pronouns,	Synonyms and Antonyms, Formal and informal, colons to introduce a list	Conjunctions	Review and revision

Y5/6 objectives:	Coverage	
Handwriting:		
Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	HW lessons	
Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task		
Transcription:		
Use further prefixes and suffixes and understand the guidance for adding them	Sp lessons	
Spell some words with 'silent' letters [for example, knight, psalm, solemn]		
Continue to distinguish between homophones and other words which are often confused		
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1		
Use dictionaries to check the spelling and meaning of words		
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary AND Use a thesaurus		
Composition:		
Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Writing structure	
Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary		
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		
Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning		
Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action		
Draft and write by: précising longer passages		
Draft and write by: using a wide range of devices to build cohesion within and across paragraphs		
Draft and write by: using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]		
Evaluate and edit by: assessing the effectiveness of their own and others' writing		
Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning		
Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing		
Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register		
Proof-read for spelling and punctuation errors		
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		
Spelling, Punctuation and Grammar:		
Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms		
Develop their understanding of the concepts set out in English Appendix 2 by: using passive verbs to affect the presentation of information in a sentence		
Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause		
Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely		
Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility		
Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun		
Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 5 and 6 in English Appendix 2		
Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing		
Indicate grammatical and other features by: using hyphens to avoid ambiguity		
Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis		
Indicate grammatical and other features by: using semi-colons, colons or dashes to mark boundaries between independent clauses		
Indicate grammatical and other features by: using a colon to introduce a list		
Indicate grammatical and other features by: punctuating bullet points consistently		
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading		