

Writing at Upottery – Year 5/6 Year A

Writing composition – Range of texts.  
 In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.  
 Using further organisational and presentational devices to structure texts and to guide the reader (for example, headings, bullet points).

Narrative: modern fiction, stories from other cultures and traditions, fiction from our literary heritage. Non-fiction: all applied according to purpose. Poetry a wide range, including classic poems. Plays

	Autumn1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Progression of core texts	The princess Blanket – description/narrative Fiction  Autumn 2024 going to start with Leon & The Place Between end in Summer with Princess Blanket	How the Whale became and other stories – Dialogue to convey character Fiction	The genius of the ancient – information and technical language Non-fiction	Dragonology – non-chronology report Non-fiction	The day the crayons quit – narrative/letter writing Fiction	Our planet – information text Non-fiction	Blackberry blue and other fairy tales – narrative/ dialogue to move action along Fiction	Are humans damaging the atmosphere? – persuasive writing Non-fiction	What a wonderful word – writing explanations of language Non-fiction	Myths Atlas – Narrative	Leon and the place between – narrative  Autumn 2024 going to start with Leon & The Place Between end in Summer with Princess Blanket
Independent purposeful writing outcomes.	Description/narrative fiction	Dialogue to convey character Fiction	information and technical language Non-fiction	Chronological report – non-fiction	Narrative – Letter writing	Non-Chronological report	Narrative/ dialogue to move action along	Persuasive writing Non-fiction	Explanations of language	Non-chronological report	Narrative/ dialogue to move action along and create atmosphere
Grammar and Punctuation	Use commas to clarify meaning Use semi-colons to mark boundaries Revise dialogue Revise sentences with more than one clause	Dialogue to convey character (and advance the action) Structures typical of informal speech Linking ideas across paragraphs with adverbials	Paragraphs: cohesion within and between (range of cohesive devices) Passive voice Verbs: variation in tense and form Linking ideas within and across	Formal, impersonal writing Multi-clause sentences Noun phrases Commas, brackets and dashes Subjunctive	Expanded noun phrases (adjectives) Multi clause sentences with a range of conjunctions Wider range of punctuation (brackets, commas, exclamation marks, question marks, underlining,	Paragraphs: cohesion within and between (range of cohesive devices) Expanded noun phrases including relative clauses and to convey complex information Sentence construction:	Expanded noun phrases to convey complex information (creating atmosphere, use of similes and prepositional phrases) Colons and semi-colons in listing Sentence construction: revision of multi-clause	Passive voice Cohesion Expanded noun phrases Formal, impersonal	Noun phrases, expanded with pre-modification and post modification (prepositional phrases and relative clauses) for concise, precise writing.	Adverbials (phrases and clauses) Multi clause sentences with a range of conjunctions Cohesion	Using and punctuating direct speech Adverbials and fronted adverbials Expanded noun phrases including prepositional phrases Paragraphs: explore reasons

		Commas for clarity	paragraphs with adverbials and tense choice Text layout, particularly headings and subheadings		apostrophes)	revision of multi-clause sentences using co-ordination and subordination Writing with formality Verbs: variation in tense and form including revision of modals	sentences using co-ordination and subordination		Includes some hyphenated adjectives and nouns Verbs – passive voice Brackets for parenthesis, commas for clarity, speech marks for quotations, hyphens		for starting new paragraph
Spelling	Spelling Shed Stage 5 Steps 1 - 6		Spelling Shed Stage 5 Steps 7 – 12	Spelling Shed Stage 5 Steps 13 - 18		Spelling Shed Stage 5 Steps 19 – 24	Spelling Shed Stage 5 Steps 25 – 30	Spelling Shed Stage 5 Steps 31 -36			
Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>										

Writing at Upottery – Year 5/6 Year B

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Non-fiction: all applied according to purpose. Poetry a wide range, including classic poems. Plays

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core texts	A drove of Bullocks – Non-chronological report/Description	Kensukes Kingdom – Narrative with speech to move action	Incredible edibles – Instructional writing	Where my wellies take me – First person recount/poetry	Paraphernalia – Narrative – Creating atmosphere/ use of dialogue to convey character	The tear Thief – Story Writing	Shackleton’s Journey – Chronological report	The lost words – Poetry	Extreme animals – non-chronological report	A thief in the village and other stories – Narrative speech	Everything you need to know about Snakes – hybrid text	Hansel and Gretel – Narrative
Independent purposeful writing outcomes.	To write a non-chronological report	Narrative with speech to move action along	Instructional Writing	First person recount	Narrative – Creating atmosphere/ use of dialogue to convey character	Story writing – conveying emotion	Journal – chronological report	Poetry	non-chronological report	Narrative speech	Explanations Non-chronological report	Narrative
Grammar and Punctuation	Cohesion within paragraphs (using adverbials) Expanded noun phrases to convey complex information (including relative clauses) Sentence construction: revision of multi-clause sentences Passive voice	Paragraphs: cohesion within and between (range of cohesive devices) Degrees of possibility using adverbs and modals Parenthesis : brackets, dashes Colons before a list	Explore how words are related: synonyms Use of parenthesis: brackets, dashes, commas Revision of multi-clause sentences Vocabulary and language structures appropriate for formality	Length of sentences for effect Verb choice Cohesion	Revision of key concepts from Y3/4: Expanded noun phrases Use of adverbials Sentence length Punctuation of dialogue From Y5/6: Expanded noun phrases including relative clauses (revision) Creating atmosphere Use of dialogue to convey	Linking ideas within and across paragraphs with adverbials Dialogue to convey character Creating atmosphere	Embedded clauses, relative clauses, subordination Contrasting length of sentences and different ways of starting sentences Modal verbs	Expanded noun phrases Hyphens Vocabulary choice Punctuation to avoid ambiguity Poetic devices: onomatopoeia, alliteration, sibilance, assonance	Cohesion within and between paragraphs Expanded noun phrases including relative clauses Use of parenthesis: brackets and dashes Colons to mark clause boundaries Multi-clause sentences to convey information concisely	Speech Linking ideas within and across paragraphs with adverbials Sentence patterns: length and power of three Dialogue to show character boundaries typical of informal speech	Verbs: variation in tense and form (including passive and modal) Expanded noun phrases including relative clauses	Sentence patterns: length and repetition Conjunctions to link clauses Relative clauses Parenthesis commas Commas in lists

					character							
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Handwriting	Pupils should be taught to: <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>											