
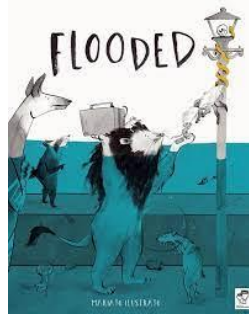

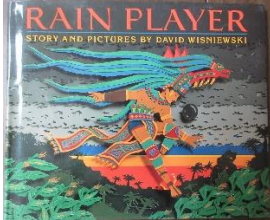
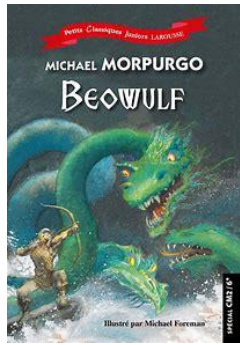





Years 5/6 Writing Progression of Skills/ Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/ phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for writing can be applied across a range of audience and purposes.

	Autumn 1 What was it like to live in Victorian Britain?	Autumn 2 Will we ever see the water we drink again?	Spring 1 Should we explore Africa?	Spring 2 Who were the Mayans?	Summer 1 Why were the Vikings victorious?	Summer 2 How have our railways changed?
High Quality Text						
Outcomes	Outcomes: Character descriptions, reports, letters, advertising leaflet, balanced report Main outcome: Newspaper article	Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	Short/'instant' non-narrative poem, explanation, dialogue, postcard, letter of advice, description in the form of a letter, recount, narrative poem	Outcomes: Instructions, poster, missing scene, diary, newspaper, debate Main outcome: Analytical essay about The Maya	Epitaph, glossary, letter of advice, dialogue, recount, character and setting description, summarising captions, obituary Main outcome: Own version legend or missing chapter	Outcomes: Summaries, analysis and performances Main outcome: Poem with similar structure
Vocabulary, Grammar and Punctuation Coverage	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:	Develop their understanding of the concepts set out in English Appendix 2 by:	Use of inverted commas and other punctuation to indicate direct speech [LKS2 Revision]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Using expanded noun phrases to convey complicated information concisely



	<ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using commas to clarify meaning or avoid ambiguity in writing Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Punctuation of bullet points to list information 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials Learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials Using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentence Using expanded noun phrases to convey complicated information concisely Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using modal verbs or adverbs to indicate degrees of possibility Linking ideas across paragraphs using adverbials of time [for example, later] The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub- 	<ul style="list-style-type: none"> Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Use of commas to clarify meaning or avoid ambiguity Use of expanded noun phrases to convey complicated information concisely Use of inverted commas and other punctuation to indicate direct speech (Y4) Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) The difference between structures typical of informal speech and structures appropriate for 	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
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				<p>headings, columns, bullets, or tables, to structure text]</p> <ul style="list-style-type: none"> • Use of the colon to introduce a list and use of semi-colons within lists • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] 	<p>formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6)</p> <ul style="list-style-type: none"> • Use of layout devices [for example, headings, subheadings, columns, bullets or tables] to structure text (Y6) 	
<p>Writing Transcription (Spelling and Handwriting)</p> <p>- Read, Write, Inc. spellings - LetterJoin - Dictation</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (where words are spelt differently in UK English to American English) 	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <ul style="list-style-type: none"> • 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 a thesaurus 	<p>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</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus 	<p>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</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and meaning of words
<p>Composition</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on 	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and</p>	<p>Assessing the effectiveness of their own and others' writing</p>



	<p>using other similar writing as models for their own</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary • Précising longer passages • Assessing the effectiveness of their own and others' writing • Proof-reading for spelling and punctuation errors 	<p>write in order to understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme • In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p>selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Using a wide range of devices to build cohesion within and across paragraphs <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Ensuring the consistent and correct use of tense throughout a piece of writing • Proof-reading for spelling and punctuation errors 	<p>reading and research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring correct subject and verb agreement when using singular and plural, 	<p>using other similar writing as models for their own</p> <ul style="list-style-type: none"> • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages
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		<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		distinguishing between the language of speech and writing and choosing the appropriate register		
Oracy focus	'Poetry Slam'- Flanders Field	DT: Explain how they can improve their playground model.	RE: What is the best way for a Buddhist to live a good life? Reflecting on their own life/ Circle Time.	History: Retell (chronologically) events of Mayan civilization	Mini Police: Whole School assembly on road safety. Y5/6 to lead.	English: Night Mail Poem
Enrichment	Roald Dahl Week Back to school poetry- Simon Armitage Andy Tooze Poet Helen Haraldsen Author Sophie Martin Illustrator	Bonfire Night Poetry Christmas Trip				
High Quality Poetry Texts		Poetry Slam- Flanders field	The Highway Man by Alfred Noyes		Night Mail by W.H Auden	