English Long Term Plan – Year 5/6

Cycle A

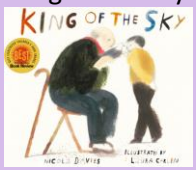
Autumn Term					
Focus Texts	Lubna and Pebble 	The Arrival 	Skellig/The Final Year 		
Topic Links	Love for our community - belonging Christian Values, British Values				
Learning Objectives taught throughout the year (ongoing) Y5 Y6	**Speaking and Listening:** In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Children will be given opportunities to engage in meaningful, rich discussions and debates about a range of topics, adjusting their register to suit different audiences. **Reading:** Pupils will use a range of skills through specific reading lessons and Whole Class Reading: increase their familiarity with a range of **age-appropriate** books and texts; demonstrate positive attitudes to reading; be given opportunities to practise reading aloud with fluency and control, using a range of strategies to read unfamiliar words, and self-correcting; discuss and evaluate texts including use of language and vocabulary; give opinions, make predictions and inferences justified with evidence; explain and summarise what they have read; ask and answer questions about what they have read and participate in discussions with peers about texts; increase their familiarity with a range of **age-appropriate** books and texts, making informed choices about text types for different purposes; demonstrate positive attitudes to reading; be given opportunities to practise reading aloud with fluency and control, using a range of strategies to read unfamiliar words including self-correcting; discuss and evaluate texts including use of language and vocabulary, analyzing author intent and drawing on this for their own writing; give opinions, make predictions and inferences consistently justified with evidence; explain and summarise what they have read; participate in discussions with adults and their peers about a wide range of literature at a Y6 level. **Writing:** Across all genres, pupils will demonstrate a range of writing skills: use of basic punctuation (as taught in previous years); spell words accurately from previous year groups and develop knowledge of the spelling patterns and lists for Y5/6; write effectively for a range of purposes with intended audience considered; choose and use vocabulary which is suited to the style of writing; use a range of clauses to add detail or context; use a range of sentence structures; plan their writing using various planning formats; be given opportunities to draft and re-draft complete pieces of writing; proof-read their writing for errors in grammar, punctuation and spelling; edit their writing to improve it and to develop its effectiveness and impact; write with a consistently neat and joined handwriting style; consistent use of basic punctuation (as taught in previous years); spell words accurately from previous year groups and spell correctly all the words from the Y5/6 statutory list and spelling appendix; write effectively for a range of purposes with intended audience considered and using a formality suited to the piece; choose and use vocabulary and grammar techniques which are suited to the style of writing; use a range of clauses to add detail or context; use a range of sentence structures; plan their writing using various planning formats suited to the task and to the pupils' preferred style; be given opportunities to draft and re-draft complete pieces of writing; proof-read their writing for errors in grammar, punctuation and spelling; edit their writing to improve it, to develop its effectiveness and impact and prepare for a performance or finished product; write with a consistently neat and joined handwriting style				
Writing Purposes	Writing to Entertain	Writing to Entertain/ Inform	Writing to Discuss	Writing to Persuade	Writing to Entertain
Specific learning objectives taught within unit (NC)	Reading: - begin to identify themes and conventions in a wide range of books - begin to discuss and describe viewpoints of characters and authors - identify the main ideas drawn from across a text and summarise -discuss and evaluate texts, commenting on writers' use of words, phrases and language features - make comparisons and contrasts within books - discuss and describe viewpoints of characters	Reading: - begin to discuss how structural and presentational choices impact on meaning -give the meaning of some words in context -retrieve, record and present information from non-fiction texts -discuss how structural and presentational choices impact on meaning	Reading: -distinguish between fact and opinion -identify key details which support main ideas -explain and discuss some of what I have read using simple formal presentations and debates -explain and discuss what I have read using formal presentations and debates	Reading: - distinguish between fact and opinion -begin to provide reasoned justifications for my own opinions about books and texts -distinguish between fact and opinion and discuss the impact of this on the reader -discuss and evaluate texts, commenting on writers' use of words, phrases and language	Reading: -begin to discuss and describe viewpoints of characters and authors in more detail -identify the main ideas from across a text and summarise -discuss and evaluate texts, commenting on writers' use of words, phrases and language features

	Writing: Y4 consolidation: use conjunctions, adverbs and prepositions to show time, with commas after adverbials; use expanded noun phrases using modifying adjectives, nouns and preposition phrases - use a wide range of sentence structures including relative clauses beginning with relative pronouns - use devices to build cohesion within sentences and paragraphs (conjunctions, pronouns, adverbial phrases, linked vocabulary etc) -describe setting to engage the reader, using expanded noun phrases for precision Y5 consolidation: use a wide range of sentence structures including relative clauses beginning with relative pronouns; link ideas across paragraphs using a range of devices including adverbials; commas to avoid ambiguity; varying sentence openers -use expanded noun phrases to convey complicated information simply -create and describe settings and atmosphere -develop use of thesaurus to choose appropriate synonyms	-give the meaning of some words in context, exploring and explaining to others within the context -retrieve, record and present information from non-fiction texts using organizational features Writing: -choose specific vocabulary and grammar to suit the purpose and audience (newspaper) -use commas to make my writing clearer to the reader and to avoid ambiguity -select the structure and organization of a text (newspaper – headlines etc) -use layout devices, organizational and presentational features to structure writing -develop use of devices to link ideas across a text (adverbials of time, place) -use dialogue (eyewitness statements etc), correct tense for dialogue Y5 consolidation: use of brackets, dashes and commas to show parenthesis; use of commas to avoid ambiguity - select vocabulary to suit the purpose of the text -link ideas across texts using a wide range of cohesive devices -use colons to introduce a list and semi-colons within complex lists (e.g. police reported three details: …) -use layout devices to structure a text (newspaper format)	-distinguish between fact/opinion and discuss the impact on the reader -identify key details which support main ideas Writing: - choose specific vocabulary and grammar to suit purpose/audience (more formal for a debate) -use wider range of conjunctions (e.g. cause and effect, to conclude) -use a growing range of cohesive devices within paragraphs – pronouns, adverbials, linked vocabulary, sentence openers) - use of layout devices to structure text (subheadings for different sections) - use a wider range of conjunctions and other cohesive devices to create cohesion across paragraphs - understand the difference between informal/formal writing structures and the vocabulary associated with this – sentence openers providing cohesion across paragraphs (e.g. furthermore…) -use of passive voice to present information (introduction) - use dashes to mark the boundary between clauses (introduction) -develop understanding and use of synonyms and antonyms	-clarify concepts and ideas at a sentence, paragraph and whole text level Writing: -indicate degrees of possibility using modal verbs (should, would, must etc) - use a wider range of conjunctions to introduce and add information - choose appropriate vocabulary to suit the purpose/audience – persuasive techniques AFORREST - Y5 consolidation: modal verbs and adverbs of probability -understand the difference between formal and informal writing structures and the vocabulary associated with this, including subjunctive form of verbs -link ideas across texts using a wide range of cohesive devices- linked vocabulary, persuasive devices tying together – AFORREST -use expanded noun phrases to convey complicated information simply	-make detailed comparisons and contrasts within books and make links between a wider range of texts - discuss and describe viewpoints of characters and authors within and across texts Writing: - LKS2 consolidation (both Y5/6) – progressive and perfect tenses -use a growing range of sentence structures including relative clauses -beginning to use dialogue to convey character -describe settings, characters and atmosphere -use devices to build cohesion within sentences and paragraphs (time and number adverbials) -use commas to make my writing clearer to the reader and avoid ambiguity -write pieces describing character, setting and atmosphere more consciously to engage the reader -use different techniques to link paragraphs and make writing flow (adverbials, conjunctions) -use wide range of sentence openers and sentence structures -use dialogue to convey character (include phrases after the dialogue – action of characters whilst speaking) -maintain tense consistently, including conscious changes between past progressive and present perfect (dialogue) -use semi-colons to mark boundaries between clauses and link ideas
Writing opportunities	Dual narrative – different perspective	Atmospheric writing – opening of the story Newspaper report detailing the arrival	Debate – migration	Persuasive letter – Save Skellig	Transformation narrative – atmosphere/character
Sentence-level activities	Y5: identifying purpose of words in sentences; identifying correct/incorrect tense agreement including progressive/perfect; securing capital letters/full stops/exclamation marks/question marks and commas after adverbials and in lists; fronted adverbials in sentences; introduction of relative clauses starting with relative pronoun; cohesion between sentences through use of pronouns; introduction of modal verbs Y6: consolidating punctuation and sentence types; relative clauses and range of sentence types used; introduction of passive voice, colons and semi-colons; introduction to degrees of formality to suit the purpose; range of cohesive devices used – building accuracy and fluency in these (pronouns, repetition, conjunctions); different sentence openers being used consciously to signpost the reader				

Spring Term				
Focus Texts	The Secret Sky Garden 	Rose Blanche 	Letters from the Lighthouse 	
Cross-curricular links, links to school vision and values, British values	Love for our country British Values History study – World Wars			
Learning Objectives taught throughout the year (ongoing) **Y5** **Y6**	**Speaking and Listening:** In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Children will be given opportunities to engage in meaningful, rich discussions and debates about a range of topics, adjusting their register to suit different audiences. **Reading:** Pupils will use a range of skills through specific reading lessons and Whole Class Reading: increase their familiarity with a range of **age-appropriate** books and texts; demonstrate positive attitudes to reading; be given opportunities to practise reading aloud with fluency and control, using a range of strategies to read unfamiliar words, and self-correcting; discuss and evaluate texts including use of language and vocabulary; give opinions, make predictions and inferences justified with evidence; explain and summarise what they have read; ask and answer questions about what they have read and participate in discussions with peers about texts; increase their familiarity with a range of **age-appropriate** books and texts, making informed choices about text types for different purposes; demonstrate positive attitudes to reading; be given opportunities to practise reading aloud with fluency and control, using a range of strategies to read unfamiliar words including self-correcting; discuss and evaluate texts including use of language and vocabulary, analyzing author intent and drawing on this for their own writing; give opinions, make predictions and inferences consistently justified with evidence; explain and summarise what they have read; participate in discussions with adults and their peers about a wide range of literature at a Y6 level. **Writing:** Across all genres, pupils will demonstrate a range of writing skills: use of basic punctuation (as taught in previous years); spell words accurately from previous year groups and develop knowledge of the spelling patterns and lists for Y5/6; write effectively for a range of purposes with intended audience considered; choose and use vocabulary which is suited to the style of writing; use a range of clauses to add detail or context; use a range of sentence structures; plan their writing using various planning formats; be given opportunities to draft and re-draft complete pieces of writing; proof-read their writing for errors in grammar, punctuation and spelling; edit their writing to improve it and to develop its effectiveness and impact; write with a consistently neat and joined handwriting style; consistent use of basic punctuation (as taught in previous years); spell words accurately from previous year groups and spell correctly all the words from the Y5/6 statutory list and spelling appendix; write effectively for a range of purposes with intended audience considered and using a formality suited to the piece; choose and use vocabulary and grammar techniques which are suited to the style of writing; use a range of clauses to add detail or context; use a range of sentence structures; plan their writing using various planning formats suited to the task and to the pupils' preferred style; be given opportunities to draft and re-draft complete pieces of writing; proof-read their writing for errors in grammar, punctuation and spelling; edit their writing to improve it, to develop its effectiveness and impact and prepare for a performance or finished product; write with a consistently neat and joined handwriting style			
Writing Purposes	Writing to Entertain	Writing to Entertain	Writing to Discuss	Writing to Entertain
Specific learning objectives taught within unit (NC) **Y5** **Y6**	Reading: - begin to increase familiarity with a wide range of books -begin to identify themes and conventions in a wide range of books -begin to discuss and describe viewpoints of characters and authors within texts -begin to discuss and evaluate texts, commenting on authors' use of words, phrases and language features -discuss and evaluate texts, commenting on writers' use of words, phrases and language features -identify and discuss themes and conventions across a wide range of books/texts of different genres and forms -discuss and describe viewpoints of characters and authors within texts	Reading: - begin to increase familiarity with a wide range of books -begin to identify themes and conventions in a wide range of books -begin to discuss how LSP impacts on meaning, theme and purpose -identify key details which support main ideas -clarify concepts and ideas at a sentence, paragraph and whole text level -distinguish between fact and opinion and begin to discuss the impact of this on the reader -ask questions about texts to further understanding of themes and author's intent -explain and discuss understanding of what I have read using formal presentations and debates Writing:	Reading: - demonstrate positive attitudes to reading by listening to and discussing a wider range of texts -retrieve, record and present information from non-fiction texts -identify key details which support main ideas -discuss how LSP choices impact on meaning, theme and purpose -retrieve, record and present information from non-fiction texts using organizational features Writing: -select the structure and organization of a text to suit the purpose and audience, using layout devices to guide the reader -choose appropriate vocabulary and grammar to suit the purpose and audience -use commas to make writing clearer and avoid ambiguity	Reading: - begin to increase familiarity with a wide range of books -begin to identify themes and conventions in a wide range of books -begin to discuss and describe viewpoints of characters and authors within texts -begin to discuss and evaluate texts, commenting on authors' use of words, phrases and language features -discuss and evaluate texts, commenting on writers' use of words, phrases and language features -identify and discuss themes and conventions across a wide range of books/texts of different genres and forms -discuss and describe viewpoints of characters and authors within texts

	Writing: -use a growing range of sentence structures including relative clauses starting with relative pronouns -describe settings and atmosphere to engage the reader -draft and write by linking ideas within and across paragraphs -use devices to build cohesion within sentences and paragraphs including time, number and place adverbials -use commas to make writing clearer to the reader and avoid ambiguity -use a further range of expanded noun phrases for precision -conscious vocabulary choices – figurative language, similes and metaphors to extend impact on reader -maintain consistent tense throughout a piece - write pieces describing setting consciously to engage the reader (figurative language – personification, simile, metaphor) -use different techniques to link paragraphs and make writing flow (including pronouns, adverbials, prepositions) -use wide range of sentence openers and sentence structures- phrasing and positioning of sentences planned for effect on the reader --maintain tense consistently including perfect, progressive -use dashes and semi-colons to separate and link ideas	--use a growing range of sentence structures including relative clauses starting with relative pronouns -describe settings, character and atmosphere with conscious vocabulary choices -use dialogue to convey character and advance the action within the diary entry -draft and write by linking ideas across paragraphs using a range of adverbials (time, place, number) and verb tenses -use a widening range of sentence openers appropriate to style of writing – consider first person voice -consciously use a further range of expanded noun phrases for precision -use brackets, dashes or commas to indicate parenthesis -write effectively for a range of purposes, drawing on their wider reading to inform grammar/vocabulary choices -write pieces describing character, setting and atmosphere consciously to engage the reader -use different techniques to link paragraphs and make writing flow (including pronouns, adverbials, prepositions, repetition) -use wide range of sentence openers and sentence structures including short sentences for impact on reader. -use dialogue to effectively convey character and advance action -maintain tense consistently, including conscious changes between past progressive and present perfect (dialogue), past perfect to create effect -use colons, semi-colons and dashes to separate and link ideas -use colons to introduce a list and semi-colons within complex lists -use hyphens to avoid ambiguity	-use brackets to indicate parenthesis -draft and write by linking ideas across paragraphs using a growing range of cohesive devices including adverbials -use a wider range of sentence structures including relative clauses starting with relative pronouns -use modal verbs to indicate degrees of possibility -introduction to adverbs for possibility (e.g. perhaps) -present work using headings, subheadings, bullet points etc to structure the text and guide the reader -choose appropriate vocabulary and grammar to suit the purpose of the text, making deliberate decisions about formality and passive voice -link ideas across texts using a wide range of cohesive devices (including linking opening/closing paragraphs – modal verbs, adverbs of possibility, formal sentence openers) -punctuate bullet points to list information consistently -use colons to introduce a list and semi-colons within complex lists	Writing: -use a growing range of sentence structures including relative clauses starting with relative pronouns -describe settings, character and atmosphere with conscious vocabulary choices to engage the reader -use dialogue to convey character and advance the action -draft and write by linking ideas across paragraphs using a range of adverbials (time, place, number) and verb tenses -use a widening range of sentence openers appropriate to style of writing -consciously use a further range of expanded noun phrases for precision -use brackets, dashes or commas to indicate parenthesis -write effectively for a range of purposes, drawing on their wider reading to inform grammar/vocabulary choices -write pieces describing character, setting and atmosphere consciously to engage the reader -use different techniques to link paragraphs and make writing flow (including pronouns, adverbials, prepositions, repetition, linked vocabulary, wider range of conjunctions) -use wide range of sentence openers and sentence structures including multi-clause sentence followed by short sentence to impact reader. -use dialogue to effectively convey character and advance action, including variation of the characters through the way they speak -maintain tense consistently, including conscious changes between past progressive and present perfect (dialogue), past perfect to create effect -use colons, semi-colons and dashes to separate and link ideas -use colons to introduce a list and semi-colons within complex lists -use hyphens to avoid ambiguity
Writing opportunities	Poetic description of garden – figurative language	Writing in role	Should children be evacuated in wartime?	Own chapter/event from story – or event from different perspective
Sentence-level activities	Y5: Consistent tense control across a paragraph (past, present, present perfect); complex sentences using a wider range of conjunctions (although, meanwhile, rather than) – greater control over choice of sentence; fronted adverbials used accurately with commas – wider range of sentence openers;			

	relative clauses using *who, which, where, when, that* – greater independence in application; beginning to use modal verbs (might, should, must) and introduction to adverbs of possibility (perhaps, certainly); parenthesis using brackets, dashes or commas beginning to be used more securely in sentence structures Y6: Chn use a full range of clause structures, including controlled use of passive voice – more control over vocabulary/grammatical choices to impact the reader; colons and semi-colons in lists and between related clauses with growing independence; dashes to mark boundaries between clauses or add emphasis with some confidence; hyphens to avoid ambiguity (man-eating shark); formal vs informal tone chosen deliberately for purpose (and used correctly across different purposes); cohesive devices across paragraphs (adverbials, repetition of key ideas, linking phrases) – considered in the planning process; consistent viewpoint and style maintained across longer texts, including consistent use of tense to suit the purpose; dialogue integrated into main body of text – starting to be used for greater purpose, character/action

Summer Term				
Focus Texts	One Plastic Bag 	King of the Sky 	The Girl who Speaks Bear 	
Topic Links	Love for our world			
Learning Objectives taught throughout the year (ongoing)	**Speaking and Listening:** In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate. Children will be given opportunities to engage in meaningful, rich discussions and debates about a range of topics, adjusting their register to suit different audiences. **Reading:** Pupils will use a range of skills through specific reading lessons and Whole Class Reading: increase their familiarity with a range of **age-appropriate** books and texts; demonstrate positive attitudes to reading; be given opportunities to practise reading aloud with fluency and control, using a range of strategies to read unfamiliar words, and self-correcting; discuss and evaluate texts including use of language and vocabulary; give opinions, make predictions and inferences justified with evidence; explain and summarise what they have read; ask and answer questions about what they have read and participate in discussions with peers about texts; increase their familiarity with a range of **age-appropriate** books and texts, making informed choices about text types for different purposes; demonstrate positive attitudes to reading; be given opportunities to practise reading aloud with fluency and control, using a range of strategies to read unfamiliar words including self-correcting; discuss and evaluate texts including use of language and vocabulary, analyzing author intent and drawing on this for their own writing; give opinions, make predictions and inferences consistently justified with evidence; explain and summarise what they have read; participate in discussions with adults and their peers about a wide range of literature at a Y6 level. **Writing:** Across all genres, pupils will demonstrate a range of writing skills: use of basic punctuation (as taught in previous years); spell words accurately from previous year groups and develop knowledge of the spelling patterns and lists for Y5/6; write effectively for a range of purposes with intended audience considered; choose and use vocabulary which is suited to the style of writing; use a range of clauses to add detail or context; use a range of sentence structures; plan their writing using various planning formats; be given opportunities to draft and re-draft complete pieces of writing; proof-read their writing for errors in grammar, punctuation and spelling; edit their writing to improve it and to develop its effectiveness and impact; write with a consistently neat and joined handwriting style; consistent use of basic punctuation (as taught in previous years); spell words accurately from previous year groups and spell correctly all the words from the Y5/6 statutory list and spelling appendix; write effectively for a range of purposes with intended audience considered and using a formality suited to the piece; choose and use vocabulary and grammar techniques which are suited to the style of writing; use a range of clauses to add detail or context; use a range of sentence structures; plan their writing using various planning formats suited to the task and to the pupils' preferred style; be given opportunities to draft and re-draft complete pieces of writing; proof-read their writing for errors in grammar, punctuation and spelling; edit their writing to improve it, to develop its effectiveness and impact and prepare for a performance or finished product; write with a consistently neat and joined handwriting style			
Writing Purposes	Writing to Inform (persuade/discuss)	Writing to Entertain	Writing to Inform	Writing to Entertain
Specific learning objectives taught within unit (NC)	Reading -distinguish between fact and opinion -explain and discuss understanding of what I have read using simple formal presentations and debates -distinguish between fact and opinion and discuss the impact on the reader -discuss and evaluate texts, commenting on writers' use of words, phrases and language -retrieve, record and present information from non-fiction texts using organizational features Writing -indicate degrees of possibility using modal verbs and adverbs -use imperative verbs to convey urgency/to persuade	Reading -begin to make comparisons and contrasts between books -begin to discuss and evaluate texts, commenting on writers' use of words, phrases and language features -discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language -make detailed comparisons and contrasts within and across books -discuss and describe viewpoints of characters -identify the main ideas drawn from across a text and summarise these Writing	Reading -begin to increase my familiarity with a wide range of books, including myths, legends and traditional stories -make simple comparisons and contrasts between texts -begin to provide reasoned justifications for my own opinions about books and texts -increase my familiarity with a wide range of books, including myths, legends and traditional stories -make detailed comparisons and contrasts between texts, discussing with confidence	Reading -begin to increase my familiarity with a wide range of books, including myths, legends and traditional stories -make simple comparisons and contrasts between texts -begin to provide reasoned justifications for my own opinions about books and texts -increase my familiarity with a wide range of books, including myths, legends and traditional stories -make detailed comparisons and contrasts between texts, discussing with confidence -provide reasoned justifications for my own opinions about books and texts -discuss and evaluate texts, commenting on writers' use of words, phrases and language features Writing

	-use a wider range of conjunctions to introduce, contrast, show cause and effect, conclude -link ideas across paragraphs using a growing range of cohesive devices -begin to maintain a formal tone throughout a piece of writing -perform my own work with some confidence changing the tone of voice to make the meaning clear -understand the difference between formal/informal writing structures and vocabulary associated with this, including subjunctive form of verbs -choose appropriate vocabulary to suit the purpose (discussion with balanced vocab, persuasive/emotive vocab for speech) -link ideas across paragraphs using a wide range of cohesive devices (particular focus on formal adverbs) -use expanded noun phrases to convey complicated information simply -use colons, semi-colons and dashes to mark boundaries between clauses -use colons to introduce lists and semi-colons in complex lists -punctuate bullet points to list information consistently	-begin to draw on wider reading to develop descriptions of character, setting and atmosphere to engage the reader -use a wide range of sentence structures including relative clauses -use dialogue to advance the action -use devices to build cohesion within sentences and paragraphs, sequencing paragraphs logically (e.g adverbial/prepositional phrases) -use increasing detail to develop engaging characters, settings and atmosphere for the reader, drawing on wider reading for grammar/vocab -use a wide range of sentence structures, choosing appropriate, meaningful grammar and vocabulary to engage the reader -use a thesaurus confidently to choose a wider range of impactful synonyms and antonyms to describe -use dialogue to effectively convey character and advance the action -use hyphens to avoid ambiguity -use different verb forms including perfect tense -use expanded noun phrases to convey complicated information simply	-provide reasoned justifications for my own opinions about books and texts -discuss and evaluate texts, commenting on writers' use of words, phrases and language features Writing -choose specific grammar and vocabulary suited for the text type -use a wide range of sentence structures including relative clauses -use commas to make my writing clearer and avoid ambiguity -use brackets, dashes and commas to indicate parenthesis -use layout and organizational features to structure a text -use grammar and vocabulary suited for the text type, drawing on models from wider reading and making deliberate choices for formal/informal language -use of passive form of verbs -write detailed pieces describing character -use a wide range of layout devices to structure a text, including organizational features to guide the reader and create cohesion across a whole text -use hyphens to avoid ambiguity -use colons to introduce a list and semi-colons for complex lists -link ideas using a wide range of cohesive devices	-begin to draw on wider reading to develop descriptions of character, setting and atmosphere to engage the reader -use a wide range of sentence structures including relative clauses -use dialogue to advance the action -use devices to build cohesion within sentences and paragraphs, sequencing paragraphs logically (e.g adverbial/prepositional phrases) - write effectively for a range of purposes, drawing on their wider reading to inform grammar/vocabulary choices -write detailed pieces describing character, setting and atmosphere consciously to engage the reader -use integrated dialogue to effectively convey character (and help reader distinguish between characters by introducing variations in vocabulary choices) and advance action -draft and write by précising longer passages -increasing use of passive voice to affect presentation of information, e.g. to add atmosphere/tension in the build-up. . -use different techniques to link paragraphs and make writing flow (including pronouns, adverbials, prepositions, repetition, organizational features, ellipsis etc) -use wide range of sentence openers and sentence structures, making grammatical choices to impact the reader for their style/genre -use a thesaurus confidently to choose a wider range of synonyms to describe -maintain tense consistently, including conscious changes between past progressive and present perfect (dialogue), past perfect to create effect -use colons, semi-colons and dashes to separate and link ideas -use colons to introduce a list and semi-colons within complex lists -use hyphens to avoid ambiguity
Writing opportunities	Information/article about plastic pollution	Persuasive speech – environmental action	Non-chronological report – animal	Folktale – atmosphere, character, cohesive plot
Sentence-level activities	Y5: Uses complex sentences with a wider range of conjunctions (e.g., although, meanwhile). Uses relative clauses beginning with *who, which, where, when, whose, that*. Uses modal verbs (might, should, must) and adverbs of possibility (perhaps, certainly). Uses brackets, dashes or commas for parenthesis to add extra information. Uses commas to clarify meaning and avoid ambiguity. Maintains tense consistency and chooses between simple past and present perfect. Organises writing into cohesive paragraphs with clear links between ideas. Y6 TAF: write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action			

	• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed.