

Writing Medium term plan	Year 5 and 6 - Autumn 1		
Stimulus/Text	Fantastic Mr Fox	The Lighthouse Keeper's Lunch	Pie Corbett short story
Genre	Character Description	Diary	Short narrative

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - choosing the writing implement that is best suited for a task. 	<p>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</p> <p>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Proof-read for spelling and punctuation errors</p>	<p>- Word Types</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Common exception words for Year 5 and 6</p>	<ol style="list-style-type: none"> 1. Words ending in '-tious' and '-ious' 2. Words ending in '-cious' 3. Words ending in '/shul' spelled. '-cial' 4. Words ending in '/shul/ spelled '-tial' 5. Words ending in '/shul/ spelled '-cial' and '-tial' 6. Challenge words 	<ol style="list-style-type: none"> 7. Challenge Words 8. Challenge Words 9. Challenge Words 10. Challenge Words 11. Challenge Words 12. Challenge Words

Writing Medium term plan	Year 5 and 6 - Autumn 2			
Stimulus/Text	Goodnight Mr Tom	Goodnight Mr Tom	Post War Britain (history)	The Lion, the Witch and the Wardrobe
Genre	Narrative (speech)	Evacuee letter home	Fact file	Narrative

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - choosing the writing implement that is best suited for a task. 	<p>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 (Features of a letter, figurative language - similes, metaphors, alliteration personification)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (Informal/formal language)</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs (introductions/conclusions)</p> <p>Evaluate and edit proposing changes to vocabulary, grammar</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Common exception words for Year 5 and 6</p>	<ol style="list-style-type: none"> 1. Words ending in '-ant' 2. Words ending in '-ance' and '-ancy' 3. Words ending in '-ent' and '-ence' 4. Words ending in '-able' and '-ible' 5. Words ending in '-ably' and '-ibly' 6. Challenge Words 	<ol style="list-style-type: none"> 1. Challenge Words 2. Challenge Words 3. Challenge Words 4. Challenge Words 5. Words with the short vowel sound /i/ spelled 'y' 6. Words with the long vowel sound /igh/ spelled 'y'

	and punctuation to enhance effects and clarify meaning				
	Proof-read for spelling and punctuation errors				

Writing Medium term plan	Year 5 and 6 - Spring 1		
Stimulus/Text	Hansel and Gretel (Neil Gamin)	Letter to the headteacher	BFG
Genre	Newspaper report	Persuasive letter	Narrative

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - choosing the writing implement that is best suited for a task. 	<p>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</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit assessing the effectiveness of their own and others' writing</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Common exception words for Year 5 and 6</p>	<ol style="list-style-type: none"> 1. Words ending in '-able', where the 'e' from the root word remains 2. Words that are adverbs of time 3. Words ending in '-fer' 4. Words with 'silent' first letters 5. Words with 'silent' letters 6. Challenge Words 	<ol style="list-style-type: none"> 1. Adding the prefix '-over' 2. Words with the suffix '-ful' 3. Words that can be nouns and verbs 4. Words with an /oa/ sound spelled 'ou' or 'ow' 5. Words with a 'soft c' spelled 'ce' 6. Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'

Writing Medium term plan	Year 5 and 6 - Spring 2		
Stimulus/Text	Theseus and the man eating monster	How to kill a Minotaur	So you think you've got it bad?
Genre	Myth	Instructions	Non-Chronological Informal

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - choosing the writing implement that is best suited for a task. 	<p>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</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Cohesive Devices)</p> <ul style="list-style-type: none"> - Bullet Points to organise - Text Boxes) <p>Proof-read for spelling and punctuation errors</p>	<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2</p>	<p>Common exception words for Year 5 and 6</p>	<ol style="list-style-type: none"> 1. Words spelled with 'ie' after c 2. Words where 'ei' makes an /ee/ sound 3. Words where 'ough' makes an /or/ sound 4. Words containing 'ough' 5. Adverbs of possibility and frequency 6. Challenge Words 	<ol style="list-style-type: none"> 1. Words with a /f/ sound spelled 'ph' 2. Words with origins in other countries and languages 3. Words with unstressed vowel sounds 4. Words ending with /shuhl/ spelled 'cial' 5. Words ending with /shuhl/ spelled 'tial' 6. Words beginning with 'acc'

		accurately and appropriately in discussing their writing and reading.			
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Writing Medium term plan	Year 5 and 6 - Summer 1		
Stimulus/Text	Francis Brandywine (Yr 5) Arrival (Yr 6)	Yorkshire Wildlife Park Visit and Brochure	Charles Darwin
Genre	Crime Report (Yr 5) Narrative (Yr 6)	Brochure	Biography

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - choosing the writing implement that is best suited for a task. 	<p>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</p> <p>Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] (Range of sentence structures with variety of openings and sub-ordination)</p> <p>Evaluate and edit assessing the effectiveness of their own and others' writing</p> <p>Evaluate and edit ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Use commas to clarify using hyphens to avoid</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p>	<p>Common exception words for Year 5 and 6</p>	<ol style="list-style-type: none"> 1. Words that are homophones or near homophones 2. Words that are homophones 3. Words that are homophones 4. Words that are homophones or near homophones 5. Words that are homophones or near homophones 6. Challenge Words 	<ol style="list-style-type: none"> 1. Words with the suffix '-ably' 2. Words with the suffix '-ible' 3. Adding the suffix '-ibly' to create an adverb 4. Words ending in '-ent' and '-ence' 5. Words ending in '-er', '-or' and '-ar' 6. Adverbs synonymous with determination

	Proof-read for spelling and punctuation errors	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.			
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Writing Medium term plan	Year 5 and 6 - Summer 2		
Stimulus/Text	Boy at the Back of the Class	Charlie and the Chocolate Factory Chocolate	Romeo and Juliet
Genre	Diary	Advert/persuasive writing	Play Write

Handwriting	Composition	Vocabulary, grammar and punctuation	Spelling (CEW)	Spelling Rules	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - choosing the writing implement that is best suited for a task. 	<p>Draft and write by précisising longer passages</p> <p>Draft and write by using a wide range of devices to build cohesion within and across paragraphs (Controlled use of sentence types)</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Review and recap</p> <p>Learn the grammar for years 5 and 6 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Common exception words for Year 5 and 6</p>	<ol style="list-style-type: none"> 1. Words with hyphens 2. Challenge Words 3. Revision: Year 5 words 4. Revision: Year 5 words 5. Revision: Year 5 words 6. Revision: Year 5 words 	<ol style="list-style-type: none"> 1. Adjectives to describe settings 2. Adjectives to describe feelings 3. Adjectives to describe characters 4. Grammar Vocabulary 1 5. Grammar Vocabulary 2 6. Mathematical Vocabulary