

**COATHAM CE PRIMARY SCHOOL**  
**WRITING COVERAGE/PROGRESSION**



	SPRING 1	SPRING 1	SPRING 2	SPRING 2
YEAR 5	TOPIC: SPACE TEXT:	TOPIC: TEXT:	TOPIC: LOCAL AREA TEXT:	TOPIC: LOCAL AREA TEXT:
<p>Narrative</p> <ul style="list-style-type: none"> <li>- Write stories that contain mythical, legendary or historical characters or events.</li> <li>- Write stories of mystery and suspense.</li> <li>- Write letters.</li> <li>- Write plays.</li> </ul> <p>Non-fiction</p> <ul style="list-style-type: none"> <li>- Write instructions.</li> <li>- Write recounts.</li> <li>- Write persuasively.</li> <li>- Write explanations.</li> <li>- Write non-chronological reports.</li> <li>- Write biographies.</li> <li>- Write in a journalistic style.</li> <li>- Write arguments.</li> <li>- Write formally.</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>- Learn by heart and perform a significant poem.</li> </ul> <p>Write poems that convey an image (simile, word play, rhyme and metaphor).</p>	<p><b>Text:</b> Alien Landing (Pie Corbett)</p> <p><b>Writing:</b> Extra- Terrestrial Suspense Story</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Can identify the audience and purpose for my writing.</li> <li>- Can plan writing by noting and developing initial ideas, drawing on reading.</li> <li>- Can draft write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>- Can describe settings and characters.</li> <li>- Can draft and write narratives describing the atmosphere.</li> <li>- Can use paragraphs to organise ideas.</li> <li>- Can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>- Can ensure consistent/correct use of tense mostly in a piece of writing.</li> </ul>	<p><b>Text:</b> Letter of application to be an astronaut.</p> <p><b>Writing:</b> Formal Letter Writing</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Can identify the audience and purpose for my writing.</li> <li>- Can use paragraphs to organise ideas.</li> <li>- Can use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs &amp; ellipsis of expected words).</li> <li>- Can evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>- Can ensure consistent/correct use of tense mostly in a piece of writing.</li> <li>- Can write complex sentences selecting and using an increasing range of co-ordinators and subordinators.</li> <li>- Can link ideas across paragraphs using adverbials of time (time- <i>later</i>, place- <i>nearby</i>, number- <i>secondly</i>) or tense</li> </ul>	<p><b>Text:</b></p> <p><b>Writing:</b> Adventure Story (Redcar setting)</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Can identify the audience and purpose for my writing.</li> <li>- Can use paragraphs to organise ideas.</li> <li>- Can use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs &amp; ellipsis of expected words).</li> <li>- Can evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>- Can ensure consistent/correct use of tense mostly in a piece of writing.</li> <li>- Can write complex sentences selecting and using an increasing range of co-ordinators and subordinators.</li> <li>- Can use fronted adverbials to give detail about when, where and how.</li> <li>- Can link ideas across paragraphs using adverbials of</li> </ul>	<p><b>Text:</b></p> <p><b>Writing: Balanced Argument (Redcar)</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>- Can identify the audience and purpose for my writing.</li> <li>- Can use paragraphs to organise ideas.</li> <li>- Can use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs &amp; ellipsis of expected words).</li> <li>- Can use further organisational devices to structure text and to guide the reader (for example: headings, bullet points, underlining).</li> <li>- Can evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>- Can ensure consistent/correct use of tense mostly in a piece of writing.</li> <li>- Can write complex sentences selecting and using an increasing range of co-ordinators and subordinators.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Can proof read for spelling and punctuation.</li> <li>- Can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will).</li> <li>- Can link ideas across paragraphs using adverbials of time (time- <i>later</i>, place- <i>nearby</i>, number- <i>secondly</i>) or tense choices (he <i>had</i> seen her before).</li> <li>Can use expanded noun phrases to convey complicated information concisely (<i>adult foxes</i> can jump).</li> <li>- Can use literary features such as: alliteration, onomatopoeia, figurative language, dialect.</li> <li>- Can use speech marks accurately with new lines for speaker.</li> <li>- Can select and use appropriate vocabulary to engage and/or inform the reader</li> </ul>	<ul style="list-style-type: none"> <li>choices (he <i>had</i> seen her before).</li> <li>- Can use brackets, dashes or commas to indicate parenthesis.</li> <li>- Can use semi-colons, colons or dashes to separate main clauses within compound sentences.</li> <li>- Can use relative clauses (who, whom, those, which, that).</li> </ul>	<ul style="list-style-type: none"> <li>time (time- <i>later</i>, place- <i>nearby</i>, number- <i>secondly</i>) or tense choices (he <i>had</i> seen her before).</li> <li>- Can use brackets, dashes or commas to indicate parenthesis.</li> <li>- Can use relative clauses (who, whom, those, which, that).</li> <li>- Can describe settings and characters.</li> </ul>	<ul style="list-style-type: none"> <li>- Can use fronted adverbials to give detail about when, where and how.</li> <li>- Can link ideas across paragraphs using adverbials of time (time- <i>later</i>, place- <i>nearby</i>, number- <i>secondly</i>) or tense choices (he <i>had</i> seen her before).</li> <li>- Can use brackets, dashes or commas to indicate parenthesis. Can use semi-colons, colons or dashes to separate main clauses within compound sentences.</li> <li>- Can use relative clauses (who, whom, those, which, that).</li> </ul>
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