

COATHAM CE PRIMARY SCHOOL
WRITING COVERAGE/PROGRESSION



	SUMMER 1	SUMMER 1	SUMMER 2	SUMMER 2
YEAR 5	TOPIC: ROMANS TEXT:	TOPIC: ROMANS TEXT:	TOPIC: SCIENCE/STEM TEXT:	TOPIC: SCIENCE/STEM TEXT:
<p>Narrative</p> <ul style="list-style-type: none"> - Write stories that contain mythical, legendary or historical characters or events. - Write stories of mystery and suspense. - Write letters. - Write plays. <p>Non-fiction</p> <ul style="list-style-type: none"> - Write instructions. - Write recounts. - Write persuasively. - Write explanations. - Write non-chronological reports. - Write biographies. - Write in a journalistic style. - Write arguments. - Write formally. <p>Poetry</p> <ul style="list-style-type: none"> - Learn by heart and perform a significant poem. - Write poems that convey an image (simile, word play, rhyme and metaphor). 	<p>Text:</p> <p>Writing:</p> <p>Skills:</p> <ul style="list-style-type: none"> - Identify the audience and purpose for my writing. - Plan writing by noting and developing initial ideas, drawing on reading. - Draft write by selecting appropriate grammar and vocabulary, Understanding how such choices can change and enhance meaning. - Describe settings and characters. - Draft and write narratives describing the atmosphere. - Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Ensure consistent/correct use of tense mostly in a piece of writing. - Proof read for spelling and punctuation. 	<p>Text:</p> <p>Writing:</p> <p>Skills:</p> <ul style="list-style-type: none"> - Identify the audience and purpose for my writing. - Plan writing by noting and developing initial ideas, drawing on reading. - Draft write by selecting appropriate grammar and vocabulary, Understanding how such choices can change and enhance meaning. - Describe settings and characters. - Draft and write narratives describing the atmosphere. - Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Ensure consistent/correct use of tense mostly in a piece of writing. - Proof read for spelling and punctuation. 	<p>Text: Should children be allowed to go on holiday during school time?</p> <p>Writing: Balanced argument</p> <p>Skills:</p> <ul style="list-style-type: none"> - Can identify the audience and purpose for my writing. - Can use paragraphs to organise ideas. - Can use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs & ellipsis of expected words). - Can evaluate and edit by assessing the effectiveness of their own and others' writing. - Can ensure consistent/correct use of tense mostly in a piece of writing. - Can write complex sentences selecting and using an increasing range of co-ordinators and subordinators. - Can use brackets, dashes or commas to indicate parenthesis. 	<p>Text: Diary- own linked to Kensuke's Kingdom</p> <p>Writing: Diary writing</p> <p>Skills:</p> <ul style="list-style-type: none"> - Can identify the audience and purpose for my writing. - Can plan writing by noting and developing initial ideas, drawing on reading. - Can draft write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Can describe settings. - Can select and use appropriate vocabulary to engage and/or inform the reader. - Can use paragraphs to organise ideas. - Can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

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	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely. - Use literary features such as: alliteration, onomatopoeia, figurative language. - Select and use appropriate vocabulary to engage and/or inform the reader. - Can use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs & ellipsis of expected words). Can evaluate and edit by assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> - Can use semi-colons, colons or dashes to separate main clauses within compound sentences. - Can use relative clauses (who, whom, those, which, that). - Can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will). 	<ul style="list-style-type: none"> - Can ensure consistent/correct use of tense mostly in a piece of writing. - Can proof read for spelling and punctuation. - 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). - Can use expanded noun phrases to convey complicated information concisely (<i>adult foxes can jump</i>). Can use literary features such as: figurative language, dialect.
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