

COATHAM CE PRIMARY SCHOOL
WRITING COVERAGE/ PROGRESSION

	SPRING 1	SPRING 1	SPRING 2	SPRING 2
YEAR 5	TOPIC: SPACE	TOPIC: SPACE	TOPIC: RESIDENTIAL TEXT: THE TREASURE HUNTERS BY LISA THOMPSON	TOPIC: RESIDENTIAL TEXT: THE TREASURE HUNTERS BY LISA THOMPSON
Narrative - Write stories that contain mythical, legendary or historical characters or events - Write stories of mystery and suspense - Write letters - Write plays Non-Fiction - Write instructions - Write recounts - Write persuasively - Write explanations - Write non-chronological reports - Write biographies - Write in a journalistic style - Write arguments - Write formally Poetry - Learn by heart and perform a significant poem. - Write poems that convey an image (simile, word play, rhyme and metaphor)	Text: The kid who came from space. Writing: Extra-Terrestrial Suspense Story Skills: - 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 and characters. - Can draft and write narratives describing the atmosphere. - Can use paragraphs to organise ideas. - Can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Text: Letter of application to be an astronaut. Writing: Formal letter writing Skills: - 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 link ideas across paragraphs using	Text: The Treasure Hunters by Lisa Thompson Writing: To write a play/extended story Skills: - 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	Text: Research on qaaaaaaaaa Writing: Write newspaper reports about the disappearance of the treasure Skills: - 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

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	• Can ensure consistent/ correct use of tense mostly in a piece of writing. • Can proof read for spelling and punctuation. • Can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will). • Can link ideas across paragraphs using adverbials of time (time-later, place-nearby, number-secondly) or tense choices (he had seen her before) • Can use expanded noun phrases to convey complicated information concisely (adult foxes can jump) • Can use literary features such as: alliteration, onomatopoeia, figurative language, dialect. • Can use speech marks accurately with new lines for speaker. • Can select and use appropriate vocabulary to engage and/or inform the reader.	adverbials of time (time - later, place – nearby, number -secondly) or tense choices (he had seen her before). • Can use brackets, dashes or commas to indicate parenthesis. • Can use semi-colons, colons or dashes to separate main clauses within compound sentences. • Can use relative clauses (who, whom, those, which, that).	• Proof-read for spelling and punctuation • Use expanded noun phrases to convey complicated information concisely.	• Proof-read for spelling and punctuation Use expanded noun phrases to convey complicated information concisely.
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