

COATHAM CE PRIMARY SCHOOL
WRITING COVERAGE/ PROGRESSION

	SUMMER 1	SUMMER 1	SUMMER 2	SUMMER 2
YEAR 5	TOPIC: LOCAL AREA	TOPIC: LOCAL AREA	TOPIC: RSHE	TOPIC: HISTORY
	TEXT: WIND IN THE WILLOWS	TEXT: WEBSITE – THE GAZETTE	TEXT: The DREAM TEAM: JAZ SANTOS v THE WORLD	TEXT: WEBSITE – GERTRUDE BELL ARCHIVE
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: Wind in the Willows Writing: Adventure story (Redcar setting) 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 coordinators and subordinators. - Can use fronted adverbials to give detail about when, where and how. - Can link ideas across paragraphs using adverbials of	Text: Website – The Gazette online Writing: Balanced Argument (Redcar) 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 use further organisational devices to structure text and to guide the reader (for example: headings, bullet points, underlining). - 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.	Text: The Dream Team: Jaz Santos v The World by Priscilla Mante Writing: Persuasive speech/letter about all children playing football/Archbishops - reason 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	Text: Biography – own linked to famous local Writing: Biography writing 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. - 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. - Can ensure consistent/ correct use of tense mostly in a piece of writing.

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	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 relative clauses (who, whom, those, which, that). • Can describe settings and characters.	• Can write complex sentences selecting and using an increasing range of coordinators and subordinators. • Can use fronted adverbials to give detail about when, where and how. • 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 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).	using an increasing range of coordinators and subordinators. • 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). • Can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will). • Can use literary features such as: figurative language, dialect.	• Can proof-read for spelling and punctuation. • 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). •
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