Year Group: Borton (Year 5/6)

Year A

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Big Write Genre: **Biographies** • *Past tense (progressive, simple)* • *First person pronouns* • *Chronological Order* • *Fronted adverbials* • *Time conjunctions* • *Presentational features*	Big Write Genre: **Story in a historical setting** • *Adjectives and adverbs* • *Use of imagery* • *Similes, metaphors and personification* • *Variety of sentence structure* • *Punctuation of dialogue* • *Direct speech*	Big Write Genre: **Report Writing** • *Third person* • *Presentational features* • *Standard English* • *Cohesion across paragraphs* • *Indirect speech*	Big Write Genre: **Story in a contrasting cultural setting** • *Adjectives and adverbs* • *Use of imagery* • *Similes, metaphors and personification* • *Variety of sentence structure* • *Punctuation of dialogue* • *Direct Speech*	Big Write Genre: **Diary Entry** • Past perfect tense • Chronological order • First person possessive pronouns • Modal Verbs	Big Write Genre: **Poetry** • *Presentational features* • *Adjectives* • *Imagery* • *Manipulating punctuation, grammar and spelling for deliberate effect*
Skills, Knowledge and Understanding coverage: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Building cohesion within a paragraph [e.g. then, after that, this, firstly]	*Skills, Knowledge and Understanding coverage:* In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Describing settings, characters and atmosphere and integrating dialogue to	*Skills, Knowledge and Understanding coverage:* Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	*Skills, Knowledge and Understanding coverage:* In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Describing settings, characters and atmosphere and integrating dialogue to	*Skills, Knowledge and Understanding coverage:* Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Building cohesion within a paragraph [e.g. then, after that, this, firstly]	*Skills, Knowledge and Understanding coverage:* • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using expanded noun phrases to convey complicated

Linking ideas across paragraphs using adverbials of time *e.g. later,* of place *e.g. nearby,* or number *e.g. secondly,* or by tense choice *e.g. he had seen her before.* Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Ensuring the consistent and correct use of tense throughout a piece of writing (simple past, simple present, simple future) Using the perfect form of verbs to mark relationships of time and cause (past perfect, present perfect, future perfect)	convey character and advance the action Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Recognising vocabulary and structures that are appropriate for formal speech and writing Using relative clauses beginning with *who, which, where, when, whose, that* Using commas to clarify meaning or avoid ambiguity Using brackets, dashes or commas to indicate parenthesis [embedded clause]	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Ensuring the consistent and correct use of tense throughout a piece of writing Using modal verbs or adverbs to indicate degrees of possibility *[e.g. might; should; will; must or perhaps; surely].* Using commas to clarify meaning or avoid ambiguity	convey character and advance the action Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Recognising vocabulary and structures that are appropriate for formal speech and writing Using brackets, dashes or commas to indicate parenthesis [embedded clause] using a dash to mark boundaries between independent clauses [as a separator] Use of the semi-colon, colon and dash to mark the boundary between independent clauses	Linking ideas across paragraphs using adverbials of time *e.g. later,* of place *e.g. nearby,* or number *e.g. secondly,* or by tense choice *e.g. he had seen her before* Ensuring the consistent and correct use of tense throughout a piece of writing (past progressive, present progressive, future progressive) Using modal verbs or adverbs to indicate degrees of possibility *[e.g. might; should; will; must or perhaps; surely].* Identify the subject and object within a sentence, understanding how to write in the passive voice.	information concisely • using commas to clarify meaning or avoid ambiguity • Consolidation

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