

Year 5/6 Autumn Writing



Prior Learning	
Children will be building upon all of the skills that they have looked at in both KS1 and LKS2.	
Key vocabulary for this unit	
Formal Informal Recount First person Expanded noun phrases Discussion	Argument For Against Conclusion Non-fiction
Learning Sequence	
1. Letter writing	<ul style="list-style-type: none"> To write a letter to my future self, discussing this years' hopes, dreams and goals.
2. Poetry	<ul style="list-style-type: none"> I can identify and discuss poetic conventions. I can identify the nonsense words and change the nouns, verbs and adjectives into real words, creating my own version of the poem.
3. Recount	<ul style="list-style-type: none"> I can write a recount of my time at Haworth for the residential.
4. The Nowhere Emporium – room description	<ul style="list-style-type: none"> I can use expanded noun phrases to write a description of one of the rooms in the book, 'The Nowhere Emporium.' To use my senses to describe the room
5. The Nowhere Emporium – discussion text	<ul style="list-style-type: none"> To identify the key features of a discussion text. To write a discussion text based on the character, Lucien Silver.'
6. The Nowhere Emporium – plan a wonder	<ul style="list-style-type: none"> To plan a wonder, based on the story, using the senses.

<p>7. The Nowhere Emporium – fact file</p>	<ul style="list-style-type: none"> • To plan and write a fact file based on a city. • To identify the key features of a non-fiction text.
<p>Assessment milestones</p>	
<p>Key Skills:</p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> • proof-read for spelling and punctuation errors 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • To know the key features of a letter. • To know the key features of a recount • To know the key features of a descriptive piece of writing. • To identify the key features of a discussion text.