

Year 5/6 Spring Writing



Prior Learning	
Children will be building upon all of the skills that they have looked at in both KS1 and LKS2. Children started reading, 'The Nowhere Emporium' in September. Our work is still based on this class book.	
Key vocabulary for this unit	
Formal Informal First person Expanded noun phrases Inverted commas Direct and indirect speech	Subjunctive form Contractions Rhetorical questions
Learning Sequence	
1. The Nowhere Emporium - To use speech punctuation properly	<ul style="list-style-type: none"> To complete a narrative, involving a conversation between two key characters in the text.
2. The Nowhere Emporium - To write a journal entry.	<ul style="list-style-type: none"> To write a journal entry from Ellie's (one of the main characters in 'The Nowhere Emporium') perspective.
3. The Nowhere Emporium – To continue a narrative.	<ul style="list-style-type: none"> To continue a narrative, explaining what happens next in the story.
4. The Nowhere Emporium – to write a newspaper report.	<ul style="list-style-type: none"> To identify the key features of a newspaper and write their own, based on a key point within the story.
5. The Nowhere Emporium – To retrieve information from a text.	<ul style="list-style-type: none"> To answer questions based on the book, using inference and retrieval skills.
6. The Nowhere Emporium – To design a challenge for Vindictus Sharpe.	<ul style="list-style-type: none"> To use ideas from the book and from imagination to creatively design a challenge for Vindictus Sharp.

<p>7. The Nowhere Emporium – To create Staff for The Nowhere Emporium.</p>	<ul style="list-style-type: none"> To create a character description based on staff that work for the Emporium.
<p>Assessment milestones</p>	
<p>Key Skills:</p> <p>Pupils should be taught to: 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 when using speech. To know the key features of a diary entry. To know the key features of a newspaper report. To identify the key features of a character description.