**Year 5/6 Summer Writing**

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| Prior Learning | | |
| This unit will build on the knowledge and skills learned in KS1 and LKS2 and those from the autumn and spring term.  Prior learning will be knowledge of how different genres of writing are similar and different to each other and how to recognise and identify the different styles of writing. The children will be expected to write in more complex sentences, thinking about using a variety of sentence openers but focusing particularly on conjunctions which will be scaffolded and modelled. They will also be continuing to punctuate their writing correctly with the key punctuation necessary for writing as well as up-levelling their writing through the use of higher level SPAG. | | |
| Key vocabulary for this unit | | |
| Active  Passive  Subjunctive  Adverbials  Cohesive  Clauses | | Colon  Semi-colon  Bullet points  Formal  Informal |
| Learning Sequence | | |
| **To write a biography.** | * To write a biography based on David Attenborough. | |
| **To write a formal letter.** | * To write a letter to the ‘council’ using formal language. | |
| **To write a persuasive advert.** | * To write a persuasive advert about the selling of a product. | |
| **To write a procedural.** | * To write ‘step by step’ instructions on how to make something. | |
| **To write a synopsis.** | * To write a summary of the play. | |
| **To write a narrative.** | * To write a narrative based on ‘A Midsummer Night’s Dream.’ | |
| **To write a non-chronological report.** | * To create an information booklet about staying safe online. | |
| Assessment milestones | | |
| **Key Skills:**  Pupils should be taught to:  plan their writing by:   * 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   draft and write by:   * 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]   evaluate and edit by:   * 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  ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register   * proof-read for spelling and punctuation errors | | **Key Knowledge:**   * To know the key features of a biography. * To know the key features of a formal letter. * To know the key features of a persuasive piece of writing. * To know the key features of instructional writing. * To summarise a piece of writing. * To know the key features of a narrative. * To know the key features of a non-chronological report. |