



Year 5/6 Autumn Writing

Prior Learning								
<p>This unit will build on the knowledge and skills learned in KS1 and LKS2. 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.</p>								
Key vocabulary for this unit								
For Against On the other hand Furthermore Nevertheless In conclusion	Similes Metaphors Personification Hyperboles Juxtaposition Onomatopoeia alliteration	Past tense	Informal Past tense Chronological contractions	Address Dear Yours sincerely	Chronology/ Chronological Formal style Sub-headings	Figurative language Similes Metaphors Personification Onomatopoeia alliteration	Formal Bullet points Numbering Instructional procedural	Formal Chronological order
Learning Sequence – Kensuke’s Kingdom								
1. To write a balanced argument.			<ul style="list-style-type: none"> To write a balanced argument based on sailing around the world. 					
2. To write a scene setting.			<ul style="list-style-type: none"> To write a scene setting from the story, Kensuke’s Kingdom, using figurative language including: similes, metaphors, personification etc. 					
3. To write a recount about the residential.			<ul style="list-style-type: none"> To recap on the residential, putting the information into an entertaining and illustrated recount. 					
4. To write a diary entry (Ship’s log).			<ul style="list-style-type: none"> To write a diary entry (Ship’s log) based on all of the places that Michael and his family visited whilst sailing. 					
5. To write an informal letter.			<ul style="list-style-type: none"> To write a letter home, describing Michael’s adventure so far. 					

6. To create a non-chronological report.	<ul style="list-style-type: none"> To independently research information using ipads/books to create a non-chronological report based on Japan.
7. To create a Haiku.	<ul style="list-style-type: none"> To identify the features and language used when looking at haiku's, creating their own.
8. To write a procedural text.	<ul style="list-style-type: none"> To write a list of instructions based on how to survive on a desert island and what you will need in order to survive.
9. To write a biography.	<ul style="list-style-type: none"> To research the soldier, Hiroo Onoda, who went missing for 30 years and to write a biography based on his life.

Assessment milestones

<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 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> To know the key features of a balanced argument and the language associated with this piece of formal writing. To know the key features of a scene setting, including figurative language to engage the reader. To know the key features of a recount based on somewhere that you have been. To know the key features of an informal diary entry and to be aware of the language differences between formal and informal. To identify the layout features of a letter. To know the key features of a non-chronological report and identify the formal language choices that should be used. To know the key features of a Haiku and the language that is usually associated with them. To identify the key features of a biography, including the level of formality with vocabulary choices.
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<p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <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	
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