Year 5/6 Summer Writing

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 diary entry.	• To write a diary entry based on the animation, 'La Lune.'
To write a biography.	• To write a biography based on David Attenborough.
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 stimulus.
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:	**Key Knowledge:** • To know the key features of a biography. • To know the key features of a formal letter.

• 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	• 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.