



Pocklington Community Junior School
KS2 Writing Curriculum Overview





Pocklington Community Junior School Writing Curriculum Overview



What does Working Towards, Working At and Greater Depth look like at the end of KS1?

Working Towards	Working At	Greater Depth
<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Write sentences that are sequenced to form a short narrative (real or fictional) ✓ Demarcate some sentences with capital letters and full stops ✓ Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others ✓ Spell some common exception words (detailed in the word lists) ✓ Form lower case letters in the correct direction, starting and finishing in the correct place ✓ Form lower-case letters of the correct size relative to one another in some of their writing ✓ Use spacing between words 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Write simple, coherent narratives about personal experiences and those of others (real or fictional) ✓ Write about real events, recording these simply and clearly ✓ Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required ✓ Use commas to separate items in a list ✓ Use apostrophes for contraction and singular possession in nouns ✓ Use present and past tense mostly correctly and consistently ✓ Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses ✓ Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others ✓ Spell many common exception words correctly ✓ Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters ✓ Use spacing between words that reflects the size of the letters 	<p>Pupils can:</p> <ul style="list-style-type: none"> ✓ Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing ✓ Make simple additions, revisions and proof-reading corrections to their own writing ✓ Use the punctuation taught at Key Stage 1 mostly correctly ✓ Spell most common exception words correctly ✓ Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) ✓ Use the diagonal and horizontal strokes needed to join some letters.

What does Working Towards, Working At and Greater Depth look like at the end of KS2?

Working Towards	Working At	Greater Depth
<ul style="list-style-type: none"> ✓ Write for a range of audiences and purposes ✓ Use paragraphs to organise ideas ✓ In narratives, describe settings and characters ✓ In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, bullet points) <p>Use the following mostly correctly:</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Question marks • Commas for lists • Apostrophes for contraction <ul style="list-style-type: none"> ✓ Spell most words from the Y3/4 list correctly ✓ Spell some words from the Y5/6 list correctly ✓ Make additions, revisions and proof-reading corrections to their own writing ✓ Use legible handwriting 	<ul style="list-style-type: none"> ✓ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) ✓ In narratives, develop settings, characters and atmosphere ✓ Integrate dialogue in narratives to convey character and advance the action ✓ Select vocabulary and grammatical structures that reflect what the writing requires mostly correctly (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) ✓ Use a range of cohesive devices (including conjunctions, adverbials, pronouns and synonyms) within and across paragraphs ✓ Use verb tenses consistently and correctly throughout <p>Use the range of punctuation taught mostly correctly:</p> <ul style="list-style-type: none"> • Inverted commas • Commas for clarity • Punctuation for parentheses • Semi-colons • Dashes • Hyphens • Colons <ul style="list-style-type: none"> ✓ Spell most words from the Y5/6 list correctly and use a dictionary to check the spelling of uncommon or more ambitious vocabulary ✓ Maintain legible, joined handwriting with increasing speed 	<ul style="list-style-type: none"> ✓ Select the appropriate form for the audience and purpose, drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) ✓ Distinguish between the language of speech and writing (e.g. contracted forms, colloquial expressions and informality) and choose the appropriate register ✓ Show control over levels of formality, particularly through manipulating grammar and vocabulary <p>Use the full range of punctuation taught mostly correctly and use such punctuation precisely to enhance meaning and avoid ambiguity:</p> <ul style="list-style-type: none"> • Semi-colons to mark the boundary between independent clauses • Colons to mark the boundary between independent clauses.



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KS2 Progression of Skills for the Expected Standard

	Year 3	Year 4	Year 5	Year 6
Composition	<p>Planning:</p> <ul style="list-style-type: none"> plan through discussion, drawing on their reading to inform the vocabulary and grammar of their writing. discuss and record ideas. <p>Draft & Write</p> <ul style="list-style-type: none"> Begin to use paragraphs around a theme. In narratives, begin to create settings characters and plots. In non-narrative, organise writing with a clear structure using headings and sub-headings. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. 	<p>Planning:</p> <ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. Record ideas. <p>Draft & Write</p> <ul style="list-style-type: none"> Use paragraphs around a theme. In narratives, create settings, characters and plots. In non-narrative, use organisational devices where appropriate. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. 	<p>Planning:</p> <ul style="list-style-type: none"> identify the audience and purpose of the writing, selecting vocabulary and grammar structures that reflect what the writing requires. <p>Draft & Write</p> <ul style="list-style-type: none"> Use a wide range of devices within and across paragraphs (see V & G). In narratives, describe settings and characters effectively using stylistic devices. in narratives, develop characters through action and dialogue. in non-narrative, use a range of organisational devices where appropriate. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<p>Planning:</p> <ul style="list-style-type: none"> plan for a range of audiences and purposes, drawing on reading and research. in narratives, consider how authors have developed characters and settings. <p>Draft & Write</p> <ul style="list-style-type: none"> Use a wide range of cohesive devices within and across paragraphs (see V & G). Select vocabulary and grammatical structures that reflect what the writing requires mostly correctly. In narratives, develop settings, character and atmosphere. Integrate dialogue to convey character and advance the action. <p>Evaluate & Edit</p> <ul style="list-style-type: none"> propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Vocabulary + Grammar	<ul style="list-style-type: none"> Use the present perfect form of verbs instead of the simple past where appropriate. <p>Begin to use wide range of cohesive devices to compose an increasing range of sentence structures:</p> <ul style="list-style-type: none"> Use a wide range of coordinating conjunctions (and, but, so). Use some subordinating conjunctions (when, if, because). Begin to expand noun phrases with an adjective and a preposition. Fronted adverbials. Use adverbs of time. Prepositions to show physical locations. 	<ul style="list-style-type: none"> Use the correct tense consistently throughout a piece of writing. <p>Use a wide range of cohesive devices within and across sentences:</p> <ul style="list-style-type: none"> Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Use a range of subordinating conjunctions (although, since, before). Use expanded noun phrases. Fronted adverbials with a comma. Use adverbs of time and place. Begin to use a variety of prepositions. Pronouns. 	<ul style="list-style-type: none"> Use the correct tense throughout a piece of writing. Use the correct subject/verb agreement when using singular or plural. Use modal verbs to suggest degree of possibility. <p>Use a wide range of devices within and across paragraphs:</p> <ul style="list-style-type: none"> Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. Expanded noun phrases with prepositions. A variety of fronted adverbials with a comma. Adverbs of time, place and number. Prepositions, including location of time. Pronouns, including relative. Relative clauses. 	<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout, including the perfect form of verbs. Use passive verbs to affect how information is presented. Use modal verbs to suggest the degree of possibility. Distinguish between the language of speech and writing and choose the appropriate register, including subjunctive forms. <p>Use a wide range of devices within and across paragraphs:</p> <ul style="list-style-type: none"> See Y5 range of cohesive devices. Synonyms.
Punctuation	<ul style="list-style-type: none"> Use the punctuation taught at KS1 (see end of year expectations). To use apostrophes for singular possession. To begin to use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Use apostrophes for singular and plural possession. Use inverted commas to punctuate direct speech. Use a comma after a fronted adverbial. 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis and relative clauses. Use commas to clarify meaning or avoid ambiguity. 	<p>Use a range of punctuation:</p> <ul style="list-style-type: none"> Inverted commas. Commas for clarity. Punctuation for parenthesis. Semi colons. Dashes. Hyphens. Colons.
Transcription	<ul style="list-style-type: none"> To spell homophones and near homophones correctly. To spell many words from the Year 3/4 list correctly 	<ul style="list-style-type: none"> To spell homophones and near homophones correctly. To spell most words from the 3/4 list correctly. 	<ul style="list-style-type: none"> To spell further homophones and near homophones correctly. To spell many words from the 5/6 list correctly. 	<ul style="list-style-type: none"> Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. To spell most words from the Y5/6 list correctly.
Handwriting	<ul style="list-style-type: none"> To use legible, joined handwriting. 	<ul style="list-style-type: none"> To maintain legible, joined handwriting. 	<ul style="list-style-type: none"> To maintain and begin to increase the speed of legible, joined handwriting. 	<ul style="list-style-type: none"> To maintain legible, joined handwriting with increasing speed.



Pocklington Community Junior School Writing Curriculum Overview



Writing Long Term Plan Y3 + 4 – Autumn

Term	Year 3					Year 4				
Autumn	Enquiry	Stone Age					Romans			
	Text	Stig of the Dump By Clive King					I Survived The Destruction of Pompeii, AD 79 The Leopard in the Golden Cage By Julia Edwards			
	Genre	Instructions	Information Text	Historical Story	Recount	Advert	Diary	Descriptive Story	Non-Chronological Report	
	Time Frame	2-3 weeks	2 weeks	3-4 weeks	2-3 weeks	2-3 weeks	2 weeks	3-4 weeks	2-3 weeks	
	Teaching Focuses	1. Sentence Structure 2. Basic Punctuation	1. Sentence Structure 2. Punctuation taught at KS1	1. Paragraphing 2. Description 3. Inverted Commas	1. Tense 2. Cohesive devices	1. Sentence Structure 2. Tense	1. Developing paragraphs 2. Cohesive devices	1. Paragraphing 2. Description: adjectives, expanded noun phrases 3. Inverted commas	1. Organisational Devices 2. Conjunctions 3. Planning	
	NC objectives covered	<ul style="list-style-type: none"> Use a wide range of coordinating conjunctions (and, but, so). Use some subordinating conjunctions (when, if, because). Fronted adverbials. Use the punctuation taught at KS1 (see end of year expectations). 	<ul style="list-style-type: none"> Use the punctuation taught at KS1 (see end of year expectations): Use commas to separate items in a list use question marks correctly when required Use present tense mostly correctly and consistently In non-narrative, organise writing with a clear structure using headings and sub-headings. 	<ul style="list-style-type: none"> Begin to use paragraphs around a theme. In narratives, begin to create settings characters and plots. Begin to expand noun phrases with an adjective and a preposition. To begin to use inverted commas to punctuate direct speech. To use apostrophes for singular possession. 	<ul style="list-style-type: none"> Use the present perfect form of verbs instead of the simple past where appropriate. Use a wide range of coordinating conjunctions (and, but, so). Use some subordinating conjunctions (when, if, because). Fronted adverbials. Use adverbs of time. 	<ul style="list-style-type: none"> Use paragraphs around a theme. In non-narrative, use organisational devices where appropriate. Use the correct tense consistently throughout a piece of writing. Pronouns. 	<ul style="list-style-type: none"> Use paragraphs around a theme. Fronted adverbials with a comma. Use a comma after a fronted adverbial. Use adverbs of time and place. Use the correct tense consistently throughout a piece of writing. 	<ul style="list-style-type: none"> Use paragraphs around a theme. In narratives, create settings, characters and plots. Use expanded noun phrases. Begin to use a variety of prepositions. Use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. Record ideas. In non-narrative, use organisational devices where appropriate. Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Pronouns. 	



Pocklington Community Junior School Writing Curriculum Overview



Writing Long Term Plan Y5 + 6 – Autumn

Term		Year 5				Year 6			
Autumn	Enquiry	Asia				South America and Mayan Civilization			
	Text	The Firework Maker's Daughter By Philip Pullman				The Explorer By Katherine Rundell			
	Genre	Explanation	Persuasive Text	Fantasy setting and character	Recount	News Report	Information Text	Descriptive Story	Recount
	Time Frame	2-3 weeks	2 weeks	3-4 weeks	2-3 weeks	2-3 weeks	2 weeks	3-4 weeks	2-3 weeks
	Teaching Focuses	<ol style="list-style-type: none"> Sentence Structure Basic Punctuation 	<ol style="list-style-type: none"> Paragraphing Cohesive devices 	<ol style="list-style-type: none"> Paragraphing Tense Dialogue using stylistic devices 	<ol style="list-style-type: none"> Tense Cohesive devices Sentence Structure 	<ol style="list-style-type: none"> Sentence Structure Tense 	<ol style="list-style-type: none"> Paragraphing Cohesive devices Range of punctuation 	<ol style="list-style-type: none"> Tense Descriptive devices Vocabulary 	<ol style="list-style-type: none"> Paragraphing Cohesive devices Range of punctuation
	NC objectives covered	<ul style="list-style-type: none"> In non-narrative, use a range of organisational devices where appropriate. Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. Use commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> Use a wide range of devices within and across paragraphs (see V & G). Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. Use brackets, dashes or commas to indicate parenthesis and relative clauses. Relative clauses. 	<ul style="list-style-type: none"> Selecting vocabulary and grammar structures that reflect what the writing requires (paragraph structures). Use the correct tense throughout a piece of writing. In narratives, describe settings and characters effectively using stylistic devices. 	<ul style="list-style-type: none"> Use a wide range of devices Use the correct tense Use the correct subject/verb agreement when using singular or plural. Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. A variety of fronted adverbials with a comma. Adverbs of time, place and number. 	<ul style="list-style-type: none"> Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. Commas for clarity. Use verb tenses consistently and correctly throughout, including the perfect form of verbs. Semi colons. 	<ul style="list-style-type: none"> Select vocabulary and grammatical structures that reflect what the writing requires mostly correctly (paragraph structures). Punctuation for parenthesis. Relative clauses. plan for a range of audiences and purposes, drawing on reading and research. 	<ul style="list-style-type: none"> In narratives, develop settings, character and atmosphere. Use verb tenses consistently and correctly throughout, including the perfect form of verbs. Expanded noun phrases with prepositions. Commas for clarity. Punctuation for parenthesis. Semi colons. Dashes. 	<ul style="list-style-type: none"> in narratives, consider how authors have developed characters and settings. Use passive verbs to affect how information is presented. A variety of fronted adverbials with a comma. Adverbs of time, place and number. Relative clauses. Dashes. Hyphens.



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Writing Long Term Plan Y3 + 4 – Spring

Term	Year 3				Year 4				
Spring	Enquiry	Local Geography				Bridges			
	Text	Robin Hood Legends				Bridge to Terabithia By Katherine Paterson			
	Genre	News Report	Adventure Story	Non-Chronological Report	Diary	Narrative – Character Perspective	Recount	Adventure Story	News report
	Time Frame	2-3 weeks	3 - 4 weeks	2-3 weeks	2-3 weeks	2-3 weeks	3-4 weeks	2-3 weeks	2-3 weeks
	Teaching Focuses	<ol style="list-style-type: none"> Cohesive devices Tense Inverted Commas 	<ol style="list-style-type: none"> Cohesive devices Apostrophes 	<ol style="list-style-type: none"> Appropriate vocabulary for audience and purpose Organisational devices Paragraphing 	<ol style="list-style-type: none"> Cohesive devices Tense Adverbs 	<ol style="list-style-type: none"> Cohesive devices Apostrophes 	<ol style="list-style-type: none"> Tense Adverbials 	<ol style="list-style-type: none"> Cohesive devices Planning 	<ol style="list-style-type: none"> Conjunctions Vocabulary
	NC objectives covered	<ul style="list-style-type: none"> In non-narrative, organise writing with a clear structure using headings and sub-headings. Fronted adverbials. Adverbs. Use the present perfect form of verbs instead of the simple past where appropriate. Use the correct tense consistently throughout a piece of writing. Use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Use a wide range of coordinating conjunctions (and, but, so). Use some subordinating conjunctions (when, if, because). Expanded noun phrases. Use apostrophe for singular possession. Use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Plan through discussion, drawing on their reading to inform the vocabulary and grammar of their writing. In non-narrative, organise writing with a clear structure using headings and sub-headings. Use paragraphs around a theme. In non-narrative, use organisational devices where appropriate. Use the correct tense consistently throughout a piece of writing. 	<ul style="list-style-type: none"> Use the present perfect form of verbs instead of the simple past where appropriate. Conjunctions. Expanded noun phrases. Fronted adverbials. Use adverbs of time. To use apostrophes for singular possession. 	<ul style="list-style-type: none"> Use the correct tense consistently throughout a piece of writing. Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Use a range of subordinating conjunctions (although, since, before). Use expanded noun phrases. Use apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> Use the correct tense consistently throughout a piece of writing. Fronted adverbials with a comma. Use adverbs of time and place. Begin to use a variety of prepositions. Use a comma after a fronted adverbial. Use a range of subordinating conjunctions (although, since, before). 	<ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. In narratives, create settings, characters and plots. Use expanded noun phrases. Pronouns. Use inverted commas to punctuate direct speech. Use a range of subordinating conjunctions (although, since, before). Apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. In non-narrative, use organisational devices where appropriate. Use the correct tense consistently throughout a piece of writing. Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Use a range of subordinating conjunctions (although, since, before).



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Writing Long Term Plan Y5 + 6 – Spring

Term		Year 5				Year 6			
Spring	Enquiry	15 th Century/House of York				North America & Slavery			
	Text	William Shakespeare plays (Richard III, Twelfth Night)				Chains By Laurie Anderson			
	Genre	News Report	Story with suspense	Balanced argument	Non-Chronological Report	Short Story	Letters	Adventure Story (based on true events)	Balanced Argument
	Time Frame	2-3 weeks	3-4 weeks	2-3 weeks	2-3 weeks	2-3 weeks	3-4 weeks	2-3 weeks	2-3 weeks
	Teaching Focuses	<ol style="list-style-type: none"> Appropriate language Cohesive devices Sentence structure 	<ol style="list-style-type: none"> Description Punctuation for effect 	<ol style="list-style-type: none"> Vocabulary Adverbials Sentence structure 	<ol style="list-style-type: none"> Vocabulary Punctuation Cohesive Devices 	<ol style="list-style-type: none"> Develop settings, character and atmosphere 	<ol style="list-style-type: none"> Appropriate register 	<ol style="list-style-type: none"> Dialogue Description 	<ol style="list-style-type: none"> Appropriate register
NC objectives covered	<ul style="list-style-type: none"> Identify the audience and purpose of the writing, selecting vocabulary. Fronted adverbials with a comma. Prepositions. Pronouns. Relative clauses. Use brackets, dashes or commas to indicate relative clauses. Use the correct subject/verb agreement when using singular or plural. Correct tense 	<ul style="list-style-type: none"> In narratives, describe settings and characters effectively using stylistic devices. Use brackets, dashes or commas to indicate parenthesis and relative clauses. Use commas to clarify meaning or avoid ambiguity. Propose changes to punctuation to enhance effects and clarify meaning. In narratives, develop characters through action 	<ul style="list-style-type: none"> identify the audience and purpose of the writing, selecting vocabulary and grammar structures that reflect what the writing requires. Use modal verbs to suggest degree of possibility. A variety of fronted adverbials with a comma. Adverbs of time, place and number. 	<ul style="list-style-type: none"> In non-narrative, use a range of organisational devices where appropriate. propose changes Use brackets, dashes or commas to indicate parenthesis and relative clauses. Use commas to clarify meaning or avoid ambiguity. Use the correct subject/verb agreement 	<ul style="list-style-type: none"> Plan for a range of audiences and purposes, drawing on reading and research. In narratives, consider how authors have developed characters and settings. In narratives, develop settings, character and atmosphere. Integrate dialogue to convey character and advance the action. Inverted commas. Dashes. 	<ul style="list-style-type: none"> Distinguish between the language of speech and writing and choose the appropriate register, including subjunctive forms. Semi colons. Colons. Select vocabulary and grammatical structures that reflect what the writing requires. Modal verbs. 	<ul style="list-style-type: none"> Plan for a range of audiences and purposes, drawing on reading and research. In narratives, consider how authors have developed characters and settings. In narratives, develop settings, character and atmosphere. Integrate dialogue to convey character and advance the action. Synonyms. 	<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout, including the perfect form of verbs. Use passive verbs to affect how information is presented. Distinguish between the language of speech and writing and choose the appropriate register, including subjunctive forms. Modal verbs. 	



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Writing Long Term Plan Y3 + 4 – Summer

Term		Year 3			Year 4		
Summer	Enquiry	Ancient Egypt			Anglo Saxons and Vikings		
	Text	Secrets of a Sun King By Emma Carroll			Saving the Unicorn's Horn By Julia Edwards		
	Genre	Diary/Recount	Letters	Story	Letters	Historical Story	Information Text
	Time Frame	2 weeks	3 – 4 weeks	3-4 weeks	2 weeks	3 – 4 weeks	3-4 weeks
	Teaching Focuses	1. Cohesive devices (including a range of conjunctions).	1. Purpose of writing and audience 2. Expanded sentences using conjunctions	1. Appropriate vocabulary for audience and purpose. 2. Inverted commas 3. Punctuation	1. Vocabulary 2. Audience and purpose	1. Description 2. Cohesive devices 3. Planning	1. Planning 2. Vocabulary
	NC objectives covered	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Use a range of subordinating conjunctions (although, since, before). Prepositions. Pronouns. 	<ul style="list-style-type: none"> Plan through discussion, drawing on their reading to inform the vocabulary and grammar of their writing. Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Use a range of subordinating conjunctions (although, since, before). Pronouns. 	<ul style="list-style-type: none"> Plan through discussion, drawing on their reading to inform the vocabulary and grammar of their writing. In narratives, begin to create settings characters and plots. Use apostrophes for singular and plural possession. Use inverted commas to punctuate direct speech. Use a comma after a fronted adverbial. 	<ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. Pronouns. Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). 	<ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. In narratives, create settings, characters and plots. Use expanded noun phrases. Pronouns. Use inverted commas to punctuate direct speech. Fronted adverbials with a comma. Use adverbs of time and place. Use a comma after a fronted adverbial. Apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> plan effectively and coherently, drawing on their reading to inform the vocabulary and grammar of their writing. Record ideas. In non-narrative, use organisational devices where appropriate. Use a range of coordinating conjunctions (for, and, nor, but, or, yet, so). Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. Pronouns.



Pocklington Community Junior School Writing Curriculum Overview



Writing Long Term Plan Y5 + 6 – Summer

Term		Year 5			Year 6	
Summer	Enquiry	Ancient Greece			Whitby Vs Miami Beach	
	Text	Percy Jackson and the Lightning Thief By Rick Riordan			Crater Lake By Jennifer Killick	
	Genre	Diary/Recount	Letters	Historical Story	Horror Story	Persuasive Writing
	Time Frame	2 weeks	3 – 4 weeks	3-4 weeks	3-4 weeks	2 weeks
	Teaching Focuses	1. Cohesive devices (including a range of conjunctions)	1. Audience and purpose 2. Expanded sentences	1. Appropriate vocabulary 2. Develop characters to advance the action	1. Develop settings, character and atmosphere 2. Punctuation for effect	1. Appropriate register 2. Punctuation for effect
	NC objectives covered	<ul style="list-style-type: none"> Use the correct subject/verb agreement when using singular or plural. Modal verbs. Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. Expanded noun phrases. Adverbs. Pronouns. 	<ul style="list-style-type: none"> Identify the audience and purpose of the writing, selecting vocabulary and grammar structures that reflect what the writing requires. Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Conjunctions. Sentence structure and types, adding phrases and subordinate clauses for precision and detail. 	<ul style="list-style-type: none"> Identify the audience and purpose of the writing, selecting vocabulary and grammar structures that reflect what the writing requires. In narratives, describe settings and characters effectively using stylistic devices. In narratives, develop characters through action and dialogue. 	<ul style="list-style-type: none"> In narratives, consider how authors have developed characters and settings. In narratives, develop settings, character and atmosphere. Integrate dialogue to convey character and advance the action. Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Inverted commas. Dashes. Hyphens. 	<ul style="list-style-type: none"> Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Distinguish between the language of speech and writing and choose the appropriate register, including subjunctive forms. Semi colons. Colons.