

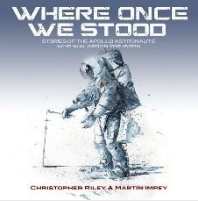
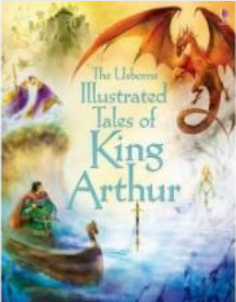


A CHURCH OF ENGLAND MULTI-ACADEMY TRUST  
DEDICATED TO TRANSFORMING CHILDREN'S LIVES

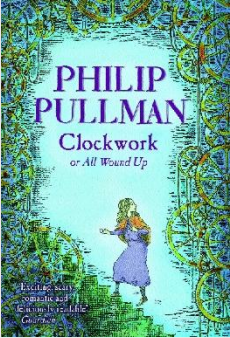
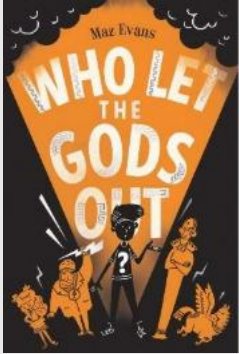
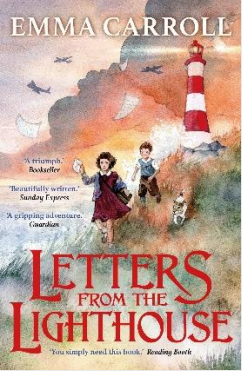
**WRITING LONG TERM PLAN PROGRESSION DOCUMENT: Year 5/6 cycle A**



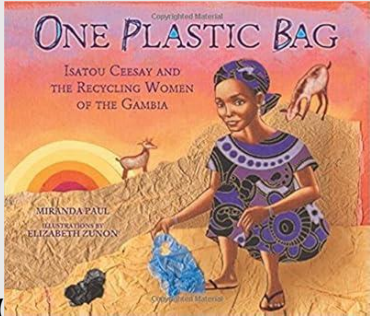
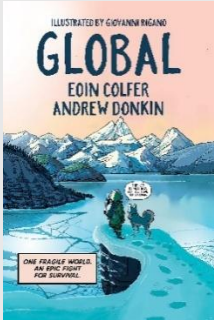
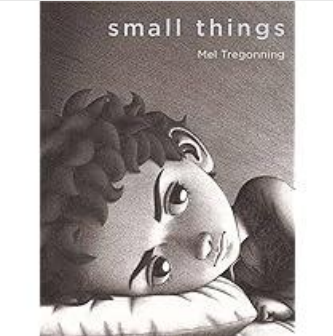
**Brown's C of E Primary**  
**Caring. Learning. Enjoying. Achieving. All within the Love of**  
**God.**

|                                                                                                                                                     | Autumn Term 1                                                                                                                                                                                                            |                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                         |                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text                                                                                                                                                | <div>Hansel and Gretel<br/>Neil Gaman<br/>(3 weeks)</div> <div></div> <div>Genre: Fiction</div>                                         | <div>Where once we Stood<br/>Christopher Riley and Martin Impey<br/>3 weeks</div> <div></div> <div>Genre: non-fiction information text.</div> | <div>Wonder<br/>R.J.Palacio<br/>3 weeks</div> <div></div> <div>Genre: Fiction</div>                           | <div>The illustrated tales of King Arthur<br/>Usbourne Books<br/>(3 weeks)</div> <div></div> <div>Genre: Fiction</div>     |
| Book themes, links to school<br>Christian values, DEI coverage,<br>Golden threads (e.g., Black<br>history, women in history)values,<br>DEI coverage | Good vs Evil                                                                                                                                                                                                             | leadership, resilience, perseverance, hope, courage,<br>determination, teamwork, humanity in the face of<br>adversity, endurance                                                                                                 | friendship, perseverance Protected characteristics,<br>bravery, kindness                                                                                                                         | Resilience, adventure.                                                                                                                                                                                        |
| Cross-curricular links                                                                                                                              |                                                                                                                                                                                                                          | Science. The space race and debate over the moon<br>landings.                                                                                                                                                                    | PSHE                                                                                                                                                                                             | Links to history.                                                                                                                                                                                             |
| Main outcome                                                                                                                                        | Alternative version of the story                                                                                                                                                                                         | Description of life on the moon.                                                                                                                                                                                                 | Letter                                                                                                                                                                                           | Description of a monster facing King Arthur.                                                                                                                                                                  |
| Retrieval Writing (previously<br>known as short burst writing)                                                                                      | Alternative version of traditional tales, flashbacks, retellings,<br>Character studies, character pov, monologues, character<br>comparison                                                                               | Descriptive writing, news reports, information texts,<br>3rd person narrative and first person narratives.<br>Use clips from the first moon landing to support!                                                                  | Diary entry, Character description                                                                                                                                                               | <ul style="list-style-type: none"><li>Posters, diary, setting descriptions</li></ul>                                                                                                                          |
| Audience/ Form<br><br>Fiction<br>Non-fiction                                                                                                        | Character descriptions <ul style="list-style-type: none"><li>Setting descriptions</li><li>Diary entry from Hansel’s POV<ul style="list-style-type: none"><li>Descriptive writing (specific sections)</li></ul></li></ul> | <ul style="list-style-type: none"><li>Newspaper article</li><li>Third/first person recount based on a<br/>moment in history</li><li>Fact files</li></ul>                                                                         | <ul style="list-style-type: none"><li>Letter to Mr Tushman</li><li>Diary entry</li><li>Character description</li><li>Persuasive letter about inclusion</li><li>Personal reflection</li></ul>     | <ul style="list-style-type: none"><li>Character description</li><li>Setting description</li><li>Formal letter</li><li>Quest narrative</li><li>Non-chronological report about mythical<br/>creatures</li></ul> |
| Purpose                                                                                                                                             | To inform                                                                                                                                                                                                                | To .... entertain                                                                                                                                                                                                                | To entertain/inform/persuade                                                                                                                                                                     | To entertain/describe                                                                                                                                                                                         |
| Grammar and Spelling coverage:                                                                                                                      | <div>Word/<br/>spelling</div> <ul style="list-style-type: none"><li>use of vocab/synonyms to create a<br/>specific atmosphere</li><li>Explore the language used in a<br/>traditional tale</li></ul>                      | <ul style="list-style-type: none"><li>exploring vocabulary/synonym used to<br/>reflect the images</li></ul>                                                                                                                      | <ul style="list-style-type: none"><li>ambitious vocabulary to convey emotion</li><li>synonyms and antonyms to avoid repetition</li><li>vocabulary linked to feelings and relationships</li></ul> | <ul style="list-style-type: none"><li>adventurous and figurative language</li><li>precise vocabulary for character and<br/>setting</li><li>synonyms to create atmosphere</li></ul>                            |

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| <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i> | Sentences           | <ul style="list-style-type: none"> <li>expanded noun phrases*</li> <li>adverbials of time to link ideas and provide</li> <li>coherency between sentences and paragraphs</li> <li>complex sentence types: subordinate clauses*</li> </ul> | <ul style="list-style-type: none"> <li>passive verbs to affect the presentation of a sentence</li> <li>Expanded noun phrases to convey information concisely*</li> <li>Adverbs/modal verbs to express degrees of possibility*</li> <li>Relative clauses*</li> </ul> | <ul style="list-style-type: none"> <li>relative clauses*</li> <li>modal verbs to indicate possibility*</li> <li>expanded noun phrases*</li> <li>multi-clause sentences</li> <li>adverbials for cohesion*</li> </ul>        | <ul style="list-style-type: none"> <li>relative clauses*</li> <li>subordinate clauses*</li> <li>expanded noun phrases*</li> <li>adverbials of time and place*</li> </ul>                            |
|                                                                                              | Punctuation         | Example: <ul style="list-style-type: none"> <li>brackets for parenthesis *</li> <li>inverted commas for speech *</li> <li>use of a semi colon</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>brackets for parenthesis *</li> <li>Inverted commas to punctuate speech *</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>commas for clarity</li> <li>brackets, dashes and commas for parenthesis*</li> <li>inverted commas for speech*</li> <li>colons to introduce lists</li> </ul>                         | <ul style="list-style-type: none"> <li>semi-colons between independent clauses</li> <li>speech punctuation*</li> <li>brackets for parenthesis*</li> <li>colons to introduce explanations</li> </ul> |
|                                                                                              | Text/genre features | Example: <ul style="list-style-type: none"> <li>adverbials to link ideas *</li> <li>short sentences for impact *</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>passive verbs to affect the presentation of a sentence</li> <li>conjunctions / adverbials for cohesion and for linking paragraphs *</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>first person viewpoint</li> <li>paragraphs organised around a theme</li> <li>dialogue to advance action and reveal character</li> <li>cohesive devices across paragraphs</li> </ul> | <ul style="list-style-type: none"> <li>powerful descriptive language</li> <li>dialogue</li> <li>short sentences for dramatic effect*</li> <li>paragraphing to organise events</li> </ul>            |

|                                                                                                                                         | Spring Term 1                                                                                                                                                 |                                                                                                                                                                                                                                 | Spring Term 2                                                                                                                                                                     |                                                                                                                                                                                                        |
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| Text                                                                                                                                    | <p><b><i>Below Zero</i></b><br/> <b>Dan Smith</b><br/> <b>3 Weeks</b></p>  | <p><b><i>Clockwork</i></b><br/> <b>Philip Pullman</b><br/> <b>3 Weeks</b></p>  <p><b>Genre:</b><br/> <b>Spooky adventure narrative,</b></p> | <p><b><i>Who Let the Gods Out</i></b><br/> <b>Maz Evans</b></p>  <p><b>Genre: Fiction</b></p> | <p><b><i>Letters from the Lighthouse</i></b><br/> <b>Emma Carroll</b></p>  <p><b>Genre: Historical Fiction</b></p> |
| Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)values, DEI coverage | environmental responsibility,courage<br>perseverance, teamwork<br>respect for the natural world                                                               |                                                                                                                                                                                                                                 | Truth                                                                                                                                                                             |                                                                                                                                                                                                        |
| Cross-curricular links                                                                                                                  | Links to global warming. science                                                                                                                              |                                                                                                                                                                                                                                 | History, links to Roman or Greek Gods                                                                                                                                             | Evacuation, war time history                                                                                                                                                                           |
| Main outcome                                                                                                                            | Persuasive letter linked to climate change and the melting ice caps.                                                                                          | Suspense writing. Alternative version of the story/ additional chapter                                                                                                                                                          | Fact file                                                                                                                                                                         | Diary Entry                                                                                                                                                                                            |
| Other outcomes (Short Bursts/revisit writes)                                                                                            | Newspaper report, Diary entry, Information text about climate change, Character viewpoint writing                                                             | flashbacks, retellings, character studies, character pov, monologues, character comparisons.                                                                                                                                    | Description of Gods , letters to advise, newspaper                                                                                                                                | Character descriptions, setting, plot twists, sub plots, retell from different characters POV, flashbacks, flash forwards.                                                                             |
| Audience/ Form                                                                                                                          | <ul style="list-style-type: none"> <li>Persuasive letter</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Character descriptions</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>Fact file</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>Descriptive writing</li> </ul>                                                                                                                                  |

|                                                                                                                                           |                                                                                                                         |                                                                                                                                                                                           |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                       |
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| <b>Fiction</b><br><b>Non-fiction</b>                                                                                                      | <ul style="list-style-type: none"><li>• Information leaflet</li><li>• Newspaper article</li><li>• Diary entry</li></ul> |                                                                                                                                                                                           | <ul style="list-style-type: none"><li>• Setting descriptions</li><li>• Descriptive writing (specific sections)</li><li>• Alternative chapters</li></ul>                                                                             | <ul style="list-style-type: none"><li>• Letters to advise</li></ul>                                                                                                                                                    | <ul style="list-style-type: none"><li>• Secret messages</li><li>• Character profiles</li><li>• Flash back/flash forward</li></ul>                                                                                                     |
| <b>Purpose</b>                                                                                                                            | <b>To inform</b>                                                                                                        |                                                                                                                                                                                           | <b>To entertain</b>                                                                                                                                                                                                                 | <b>To inform/ entertain</b>                                                                                                                                                                                            | <b>To entertain</b>                                                                                                                                                                                                                   |
| <b>Grammar and Spelling coverage:</b><br><br><i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i> | <b>Word/ spelling</b>                                                                                                   | <ul style="list-style-type: none"><li>• technical environmental vocabulary</li><li>• persuasive language</li><li>• ambitious adjectives and verbs</li></ul>                               | <ul style="list-style-type: none"><li>• use of vocab/synonyms to create a specific atmosphere</li></ul>                                                                                                                             | <ul style="list-style-type: none"><li>• mythology-specific vocabulary</li><li>• precise descriptive language</li><li>• ambitious verbs</li></ul>                                                                       | <ul style="list-style-type: none"><li>• emotive language</li><li>• use of vocab/synonyms to create an atmosphere and to depict action</li></ul>                                                                                       |
|                                                                                                                                           | <b>Sentences</b>                                                                                                        | <ul style="list-style-type: none"><li>• modal verbs to indicate degrees of possibility*</li><li>• passive voice</li><li>• relative clauses*</li><li>• adverbials to link ideas*</li></ul> | <ul style="list-style-type: none"><li>• expanded noun phrases*</li><li>• adverbials of time to link ideas and provide coherency between sentences and paragraphs *</li><li>• complex sentence types: subordinate clauses*</li></ul> | <ul style="list-style-type: none"><li>• relative clauses*</li><li>• expanded noun phrases*</li><li>• modal verbs*</li><li>• multi-clause sentences</li></ul>                                                           | <ul style="list-style-type: none"><li>• range of sentence types *</li><li>• multi-clause sentences order of clauses relative *clauses / pronouns *</li><li>• adverbials of time, place and manner *</li><li>• passive voice</li></ul> |
|                                                                                                                                           | <b>Punctuation</b>                                                                                                      | <ul style="list-style-type: none"><li>• commas for clarity</li><li>• brackets for parenthesis*</li><li>• colons and semi-colons</li></ul>                                                 | <ul style="list-style-type: none"><li>• brackets for parenthesis *</li><li>• inverted commas for speech *</li><li>• use of a semi colon</li></ul>                                                                                   | <ul style="list-style-type: none"><li>• commas for clarity</li><li>• brackets for parenthesis*</li><li>• colons and semi-colons</li></ul>                                                                              | <ul style="list-style-type: none"><li>• semi colon to mark boundaries between independent clauses</li><li>• parenthesis *</li></ul>                                                                                                   |
|                                                                                                                                           | <b>Text/genre features</b>                                                                                              | <ul style="list-style-type: none"><li>• rhetorical questions</li><li>• facts and statistics</li><li>• persuasive language</li><li>• clear paragraph organisation</li></ul>                | <ul style="list-style-type: none"><li>• adverbials to link ideas *</li><li>• short sentences for impact *</li></ul>                                                                                                                 | <ul style="list-style-type: none"><li>• factual language for reports</li><li>• paragraphing by theme</li><li>• use of technical vocabulary</li><li>• organisational devices such as headings and subheadings</li></ul> | <ul style="list-style-type: none"><li>• short sentences for effect/ complex sentences/dependent clauses</li></ul>                                                                                                                     |

|                                                                                                                                               | Summer Term 1                                                                                                                                                                                 |                                                                                                                                                                                                                | Summer Term 2                                                                                                                                                                                            |                                                                                                                                                                                                         |
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| Text                                                                                                                                          | <p><b>One Plastic Bag</b><br/><b>Miranda Paul</b></p> <p>3 Weeks</p>  <p>Genre:<br/>Real life stories.</p> | <p><b>Global</b><br/><b>Eoin Colfer and Andrew Donkin</b></p> <p>3 Weeks</p>  <p>Genre:<br/>Real life world problems.</p> | <p><b>Viking Boy</b><br/><b>Tony Bradman</b></p> <p>4 weeks</p>  <p>Genre: Historical fiction</p> <p>Outcomes:.</p> | <p><b>Small Things</b><br/><b>Mel Tregonning</b></p> <p>3 weeks</p>  <p>Genre:<br/>Graphic novel, picture book</p> |
| Book themes, links to school<br>Christian values, DEI coverage,<br>Golden threads (e.g., Black history, women in history)values, DEI coverage | Pollution, recycling                                                                                                                                                                          |                                                                                                                                                                                                                | bravery, courage, determination, friendship<br><br>equality, adversity, compassion, hope, kindness, worry                                                                                                |                                                                                                                                                                                                         |

| Cross-curricular links                                                                                                                    | links to our Geography topic of Oceans                                                                                                    |                                                                                                                                                                             | links to our Geography topics of Oceans.                                                                                                                                                          | History topic of the Vikings.                                                                                                                                                     | Links to end of year transition                                                                                                                                                                             |
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| Main outcome                                                                                                                              | Persuasive letter                                                                                                                         |                                                                                                                                                                             | Information text about climate change.                                                                                                                                                            | Own Version of a Viking battle                                                                                                                                                    | Diary Entry, personal account of feelings and emotions                                                                                                                                                      |
| Other outcomes<br>(Short Bursts/revisit writes)                                                                                           | Fact file, Speech, Newspaper article<br>Recount, Environmental campaign poster                                                            |                                                                                                                                                                             | letters, thought bubbles, narrative                                                                                                                                                               | Character points of view, description of feelings and action, use of dialogue                                                                                                     | Reflections, letters, points of view                                                                                                                                                                        |
| Audience/ Form<br><br>Fiction<br>Non-fiction                                                                                              | <ul style="list-style-type: none"> <li>Persuasive letter</li> <li>Speech</li> <li>Information leaflet</li> <li>Campaign poster</li> </ul> |                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Information text</li> <li>Explanation text</li> <li>Newspaper article</li> <li>Persuasive letter</li> </ul>                                                | <ul style="list-style-type: none"> <li>Historical narrative</li> <li>Battle description</li> <li>Diary entry</li> <li>Character profile</li> </ul>                                | <ul style="list-style-type: none"> <li>Diary entry</li> <li>Personal reflection</li> <li>Letter</li> <li>Character viewpoint narrative</li> </ul>                                                           |
| Purpose                                                                                                                                   | To persuade/inform                                                                                                                        |                                                                                                                                                                             | To inform/persuade                                                                                                                                                                                | To entertain/describe                                                                                                                                                             | To reflect/inform/entertain                                                                                                                                                                                 |
| <b>Grammar and Spelling coverage:</b><br><br><i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i> | Word/ spelling                                                                                                                            | <ul style="list-style-type: none"> <li>persuasive vocabulary</li> <li>technical environmental terminology</li> <li>synonyms for effect</li> </ul>                           | <ul style="list-style-type: none"> <li>technical vocabulary linked to climate change</li> <li>ambitious and precise vocabulary</li> <li>formal language choices</li> </ul>                        | <ul style="list-style-type: none"> <li>historical vocabulary</li> <li>ambitious verbs to depict action</li> <li>vocabulary to create tension</li> </ul>                           | <ul style="list-style-type: none"> <li>emotive vocabulary</li> <li>precise language to describe feelings</li> <li>synonyms to avoid repetition</li> </ul>                                                   |
|                                                                                                                                           | Sentences                                                                                                                                 | <ul style="list-style-type: none"> <li>modal verbs*</li> <li>relative clauses*</li> <li>passive voice</li> <li>expanded noun phrases*</li> </ul>                            | <ul style="list-style-type: none"> <li>passive voice</li> <li>relative clauses*</li> <li>modal verbs*</li> <li>adverbials for cohesion</li> </ul>                                                 | <ul style="list-style-type: none"> <li>relative clauses*</li> <li>varied sentence lengths</li> <li>adverbials of time, place and manner*</li> <li>subordinate clauses*</li> </ul> | <ul style="list-style-type: none"> <li>first-person narrative style</li> <li>multi-clause sentences</li> <li>relative clauses*</li> <li>adverbials for cohesion*</li> </ul>                                 |
|                                                                                                                                           | Punctuation                                                                                                                               | <ul style="list-style-type: none"> <li>colons to introduce points</li> <li>semi-colons between clauses</li> <li>brackets for parenthesis*</li> </ul>                        | <ul style="list-style-type: none"> <li>colons</li> <li>semi-colons</li> <li>brackets for parenthesis*</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>speech punctuation*</li> <li>semi-colons</li> <li>commas for clarity</li> <li>brackets for parenthesis*</li> </ul>                         | <ul style="list-style-type: none"> <li>commas for clarity</li> <li>brackets for parenthesis*</li> <li>semi-colons</li> <li>punctuation for dialogue where appropriate</li> </ul>                            |
|                                                                                                                                           | Text/genre features                                                                                                                       | <ul style="list-style-type: none"> <li>rhetorical questions</li> <li>facts and statistics</li> <li>persuasive devices</li> <li>cohesive links between paragraphs</li> </ul> | <ul style="list-style-type: none"> <li>factual evidence</li> <li>formal tone</li> <li>organisational devices (headings/subheadings)</li> <li>linking paragraphs using cohesive devices</li> </ul> | <ul style="list-style-type: none"> <li>dialogue</li> <li>action description</li> <li>paragraphs organised around events</li> <li>varied sentence openings</li> </ul>              | <ul style="list-style-type: none"> <li>reflection on emotions</li> <li>first-person voice</li> <li>cohesive links between paragraphs</li> <li>descriptive language to show thoughts and feelings</li> </ul> |