**YEAR 5 writing units – progression map**

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|  |  | **Autumn 1** | | **Autumn 2** | |
|  | **Literary Leaf Text** | **Cosmic**  *By Frank Cottrel-Boyce* | | *A picture containing text  Description automatically generated***Who Let the Gods Out**  *By Maz Evans* | **Mythologica**  *By Stephen P Kershaw* |
| Author focus this term | **Writing Root**  **(Unit)** | **A close up of a person's face  Description automatically generated with medium confidenceRobot Girl**  *By Malarie Blackman* | **Hidden Figures**  *By Margot Lee Shetterly* | **The Odyssey**  *By Gillian Cross* | **The Tempest**  *By William Shakespeare* |
|  | **Outcomes**  Narrative  Non-fiction | Discussion  Debate  Dialogue  Character comparisons  Reviews | Non-chronological reports  Job adverts  Formal persuasive letters  Informal letters  Diary entries  Character descriptions  Opinion pieces | Speeches  Diary entries  Dialogue  Missing scenes  Postcards  Advertisements | Setting descriptions  Character descriptions /  comparisons  Diary entries  Dialogue |
|  | **Main Outcome** | Science-fiction narrative | Memoir | Epic adventure story | Playscript |
|  | **Audience/**  **Form** | * Discussion about data /   intelligence   * Balanced argument * Comparison of Claire and Maisie * Section of narrative with   dialogue   * Contrasting character   descriptions   * Book review * Science-fiction narrative | * Report about NASA * Recruitment advert for NACA or   NASA   * Formal letter to the judge * Letter from Katherine to her   daughters   * Diary entry of Dorothy Vaughan * Opinion piece about women’s   achievements   * Memoir of one of the ‘hidden   figures’ | * Oral proclamation to begin the Odyssey * Persuasive speech of a lotus   eater   * Soliloquy in role as Odysseus * Diary entry as Odysseus * Conversation between   Odysseus and Circe   * Postcard to Penelope * Advert for a Greek monster * Epic adventure based on The   Odyssey | * Informal letter describing a setting * Character descriptions * Diary entry of the tempest * Missing play scene * Character comparisons * Desert island playscript |
|  | **Purpose** | Discuss  Entertain  Describe | Inform  Persuade  Reflect  Discuss  Recount | Persuade  Reflect  Entertain  Inform | Describe  Reflect  Entertain |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | synonyms / antonyms for comparison | -er, -ologist, -cian, -ist suffixes  un- / in- prefixes  most / -est superlatives \* | converting nouns to adjectives  with -ful / -less / -ness suffixes  most / -est superlatives \* | converting verbs into adjectives /  nouns |
| **Sentence** | subjunctive form \*  multi-clause sentences  conjunctions to explain / compare \*  relative clauses  modal verbs | conjunctions to link ideas \*  range of sentence types \*  abstract noun phrases  subjunctive form \*  conditional sentences – if \*  fronted adverbials | modal verbs  expanded noun phrases \*  adverbs to indicate degrees of possibility  range of sentence types \*  multi-clause sentences  adverbs / adverbial phrases  relative clauses  relative pronouns / omitted pronouns | relative clauses  range of relative pronouns /  omitted relative pronouns  adverbial phrases of manner \*  modal verbs  multi-clause sentences  conjunctions to extend ideas \* |
| **Punctuation** | bullet points to list information \* | sentence ending punctuation \*  apostrophes for contraction \*  bullet points to list information \*  parenthesis | dialogue punctuation \*  commas / semi-colons to avoid ambiguity  parenthesis | parenthesis punctuation  use of colons |
| **Text** | tense choice for cohesion | subheadings \*  paragraphs to organise around a theme \*  adverbials of time for cohesion | range of tenses – present progressive / past perfect \*  authorial devices for cohesion  future tense  adverbial phrases to advance action | present perfect tense \*  adverbials to link ideas |

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|  |  | **Spring 1** | | | **Spring 2** | |
|  | **Literary Leaf Text** | **Me, My Dad and the End of the Rainbow**  *By Benjamin Dean* | **The Wonderling**  *By Mira Bartok* | | **Sir Girwain and the Green Knight** *By Michael Morpurgo* | **The Listeners**  *By Walter de la Mare* |
| Author focus this term | **Writing Root**  **Unit** | **The Lost Thing**  *By Sean Tan* | | **The Lizzie and Belle Mysteries**  *By J.T. Williams* | **The Sleeper and the Spindle**  *By Neil Gaiman and Chris Riddle* | **The Lost Happy Endings**  *By Carol Ann Duffy* |
|  | **Outcomes**  Narrative  Non-fiction | Diary entries  Formal letters  Explanations  Adverts  Character descriptions  Setting descriptions  Non-chronological reports | | Posters  Diary entries  Case notes  Letters  Dialogue  Character descriptions  Fact files  Persuasive speeches | Warning poster  Diary entry  Dialogue  Setting description  Character description  Missing narrative  Book review | Letter  Poetry  Passage of direct speech  Diary entry  Story ending |
|  | **Main Outcome** | Own version narrative | | Biography | Fairytale reworking | Prequel |
|  | **Audience/**  **Form** | * Diary entry of the boy * Formal letter of advice * Explanation of how to look   after a lost thing   * Advert for the Department   of Odds and Ends   * Lost & found tags * Own version fantasy * Narrative based on original   story | | * Theatre advert for Othello * Diary entry for Lizzie * Crime scene case notes   (ongoing throughout)   * Letter to Belle / Lizzie * Character profile for Ignatius * Sancho * Fact file on the Somerset * Ruling * Poster and speech to fight   for a cause   * Biography of Ignatius   Sancho | * Warning poster about   crossing the mountains   * Diary entry for the princess * Dialogue between dwarfs and queen * Estate agent’s description of a castle * Character comparisons * Missing scene of narrative * Description of woman * Book review * Fairytale sequel or prequel | * Letter of prediction to Jub * Noun phrase poems * Imagined section of dialogue * Diary entry in role as Jub * Story ending for Jub * Prequel from an alternative perspective |
|  | **Purpose** | Reflect  Persuade  Inform  Explain  Entertain | | Persuade  Reflect  Inform | Persuade  Reflect  Entertain  Describe  Discuss | Inform  Entertain  Reflect |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | synonyms / antonyms for effect \*  shifts in formality \* | | vocabulary for formal writing  adjectives ending -ous \* | homophones  comparatives / superlatives  synonyms / antonyms for effect \* | synonyms / antonyms  figurative language |
| **Sentence** | multi-clause sentences  order of clauses  subordinating conjunctions  subjunctive form \*  modal verbs  range of sentence types \*  relative clauses / pronouns  noun phrases expanded with prepositions\* | | multi-clause sentences  subordinating conjunctions  range of sentence types \*  expanded noun phrases \*  modal verbs  adverbs / adverbial phrases \*  relative clauses  question tags \*  subjunctive form \* | noun phrases expanded with  prepositions \*  relative clauses  adverbs / adverbial phrases \*  clause order for effect  modal verbs  subordinating conjunctions  subjunctive form \*  passive voice \* | abstract noun phrases  subjunctive form \*  adverbs / adverbial phrases \*  sentence order |
| **Punctuation** | sentence ending punctuation \*  parenthesis | | parenthesis punctuation  dialogue punctuation \*  bullet points to list information \* | dialogue punctuation \*  commas for clarity  parenthesis punctuation | dialogue punctuation \*  commas to clarify meaning |
| **Text** | paragraphs to organise around a theme \*  past progressive tense \* | | switch in tense  paragraphs to organise around a theme\*  layout devices \*  noun phrases to avoid repetition \* | cohesive devices to move  time / place / action | adverbial phrases to link ideas  cohesive devices to move time / place / action |

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|  |  | **Summer 1** | | | **Summer 2** | |
| Author focus this term | **Literary Leaf Text** | **Poems from the Second World War**  *By Gaby Morgan* | | **The Story of Titanic for Chidlren**  *By Joe Fullman* | **Overhead in a Tower Block**  *By Joseph Coehlo* | |
|  | **Writing Root**  **Unit** | **Kaspar, Prince of Cats**  *By Michael Morpurgo* | **Anne Frank**  *By Josephine Poole* | | **The Strange Case of Origami Yoda**  *By Tom Angleberger* | **Curiosity**  *By Markus Motum* |
|  | **Outcomes**  Narrative  Non-fiction | Character descriptions  Reports  Letters  Advertising leaflet  Balanced reports  Information reports | Letters  Short descriptions  Extended diary entries  Obituaries  (Opinion piece) | | Instructions  Persuasion  Diary entry | Proposals to NASA  Information labels  Short explanations  NASA logs  News report |
|  | **Main Outcome** | Newspaper article | Diary entry | | Discussion text | Expanded explanation |
|  | **Audience/**  **Form** | * Letter home to mother * Character description for   Kaspar   * Letter to Lizziebeth * Character descriptions –   Lizziebeth and Skullface   * Advert for Titanic * Balanced report about Victorian times * Report on icebergs * Newspaper report about sinking of Titanic | * Penpal letter to Anne * Diary entries in role as * Anne * Description of the annex * Obituary for Anne * Diary as Otto returning after the war * Newspaper report about Otto’s return | | * Instructions to make an origami Yoda * Diary entry in role as Tommy * Diary entry for Dwight * Discussion about predicting the future | * Proposal to NASA for a new Mars rover * Labels for Curiosity diagram * Explanation of Curiosity’s launch * NASA log of Mars landing * News report for Mars landing * Expanded explanation of a new Mars rover |
|  | **Purpose** | Reflect  Inform  Describe  Persuade  Discuss | Reflect  Describe  Inform | | Instruct  Reflect  DIscuss | Inform  Explain  Recount |
| **Grammar coverage**  (these may be taught multiple times throughout the sequence)  \* indicates coverage from a different year group | **Word** | -cious / -ous suffix  comparatives / superlatives | difference between vocabulary for formal / informal speech  idioms | | -ate / -ise / -ify suffixes | differences in formality of language  -er / -or suffix |
| **Sentence** | expanded noun phrases \*  subordinate clauses  multi-clause sentences  order of clauses  modal verbs  passive voice \* | modal verbs + contractions  range of sentence types \*  question tags \*  expanded noun phrases \*  relative clauses  adverbial phrases \*  passive voice \* | | imperative verbs \*  sentence openers to contrast  adverbs / adverbial phrases \*  clause order | modal verbs  multi-clause sentences  relative clauses  adverbial phrases \*  sentence order  passive voice \*  expanded noun phrases |
| **Punctuation** | commas for clauses  commas to clarify  bullet points to list information \* | apostrophes for contractions \*  brackets for parenthesis  dialogue punctuation \*  commas for clarity  use of single dash | | bullet points to list information \*  use of semi-colons | commas for clauses  use of single dash |
| **Text** | perfect tense \*  conjunctions / adverbials for cohesion | adverbials to link ideas | | paragraphs to organise around a theme \*  cohesive devices – adverbs /adverbial phrases,  pronouns, formal tone | progressive verb forms \*  adverbials for cohesion |