**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**NarrativeNon-fiction | DiscussionDebateDialogueCharacter comparisonsReviews | Non-chronological reportsJob advertsFormal persuasive lettersInformal lettersDiary entriesCharacter descriptionsOpinion pieces | SpeechesDiary entriesDialogueMissing scenesPostcardsAdvertisements | Setting descriptionsCharacter descriptions /comparisonsDiary entriesDialogue |
|  | **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** | DiscussEntertainDescribe  | InformPersuadeReflectDiscussRecount | PersuadeReflectEntertainInform | DescribeReflectEntertain |
| **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 suffixesun- / in- prefixesmost / -est superlatives \* | converting nouns to adjectiveswith -ful / -less / -ness suffixesmost / -est superlatives \* | converting verbs into adjectives /nouns |
| **Sentence** | subjunctive form \*multi-clause sentencesconjunctions to explain / compare \*relative clausesmodal verbs | conjunctions to link ideas \*range of sentence types \*abstract noun phrasessubjunctive form \*conditional sentences – if \*fronted adverbials | modal verbsexpanded noun phrases \*adverbs to indicate degrees of possibilityrange of sentence types \*multi-clause sentencesadverbs / adverbial phrasesrelative clausesrelative pronouns / omitted pronouns | relative clausesrange of relative pronouns /omitted relative pronounsadverbial phrases of manner \*modal verbsmulti-clause sentencesconjunctions 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 ambiguityparenthesis | parenthesis punctuationuse 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 cohesionfuture tenseadverbial 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**NarrativeNon-fiction | Diary entriesFormal lettersExplanationsAdvertsCharacter descriptionsSetting descriptionsNon-chronological reports | PostersDiary entriesCase notesLettersDialogueCharacter descriptionsFact filesPersuasive speeches | Warning posterDiary entryDialogueSetting descriptionCharacter descriptionMissing narrativeBook review | LetterPoetryPassage of direct speechDiary entryStory 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
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|  | **Purpose** | ReflectPersuadeInformExplainEntertain | PersuadeReflectInform | PersuadeReflectEntertainDescribeDiscuss | InformEntertainReflect |
| **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 writingadjectives ending -ous \* | homophonescomparatives / superlativessynonyms / antonyms for effect \* | synonyms / antonymsfigurative language |
| **Sentence** | multi-clause sentencesorder of clausessubordinating conjunctionssubjunctive form \*modal verbsrange of sentence types \*relative clauses / pronounsnoun phrases expanded with prepositions\* | multi-clause sentencessubordinating conjunctionsrange of sentence types \*expanded noun phrases \*modal verbsadverbs / adverbial phrases \*relative clausesquestion tags \*subjunctive form \* | noun phrases expanded with prepositions \*relative clausesadverbs / adverbial phrases \*clause order for effectmodal verbssubordinating conjunctionssubjunctive form \*passive voice \* | abstract noun phrasessubjunctive form \*adverbs / adverbial phrases \*sentence order |
| **Punctuation** | sentence ending punctuation \*parenthesis | parenthesis punctuationdialogue punctuation \*bullet points to list information \* | dialogue punctuation \*commas for clarityparenthesis punctuation | dialogue punctuation \*commas to clarify meaning |
| **Text** | paragraphs to organise around a theme \*past progressive tense \* | switch in tenseparagraphs to organise around a theme\*layout devices \*noun phrases to avoid repetition \* | cohesive devices to movetime / place / action | adverbial phrases to link ideascohesive 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**NarrativeNon-fiction | Character descriptionsReportsLettersAdvertising leafletBalanced reportsInformation reports | LettersShort descriptionsExtended diary entriesObituaries(Opinion piece) | InstructionsPersuasionDiary entry | Proposals to NASAInformation labelsShort explanationsNASA logsNews 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** | ReflectInformDescribePersuadeDiscuss | ReflectDescribeInform | InstructReflectDIscuss | InformExplainRecount |
| **Grammar coverage**(these may be taught multiple times throughout the sequence) \* indicates coverage from a different year group | **Word** | -cious / -ous suffixcomparatives / superlatives | difference between vocabulary for formal / informal speechidioms | -ate / -ise / -ify suffixes | differences in formality of language-er / -or suffix |
| **Sentence** | expanded noun phrases \*subordinate clausesmulti-clause sentencesorder of clausesmodal verbspassive voice \* | modal verbs + contractionsrange of sentence types \*question tags \*expanded noun phrases \*relative clausesadverbial phrases \*passive voice \* | imperative verbs \*sentence openers to contrastadverbs / adverbial phrases \*clause order | modal verbsmulti-clause sentencesrelative clausesadverbial phrases \*sentence orderpassive voice \*expanded noun phrases |
| **Punctuation** | commas for clausescommas to clarifybullet points to list information \* | apostrophes for contractions \*brackets for parenthesisdialogue punctuation \*commas for clarityuse of single dash | bullet points to list information \*use of semi-colons | commas for clausesuse 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 |