



Writing Coverage Plan Year 5 Set 3

TERM	WEEK	GENRE	OBJECTIVES
			1 • To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. 2 • To write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.
A D V E N T	1-3	Non-Fiction <i>Instructions</i>	3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 8 • To draft and write by précising longer passages. 9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs. 10 • To draft and write by using further organisational and presentational devices to structure text and to guide the reader. 11 • To evaluate and edit by assessing the effectiveness of their own and others' writing. 12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 15 • To proofread for spelling and punctuation errors.
	4-7	Narrative <i>Adventure Story</i>	3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 5 • To plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 7 • To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 8 • To draft and write by précising longer passages. 9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs. 11 • To evaluate and edit by assessing the effectiveness of their own and others' writing. 12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 13 • To evaluate and edit by ensuring the consistent and correct use of tense

			<p>throughout a piece of writing.</p> <p>14 • To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>15 • To proofread for spelling and punctuation errors.</p>
8-10	Non-Fiction <i>Recount</i>		<p>3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>8 • To draft and write by précising longer passages.</p> <p>9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</p> <p>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>15 • To proofread for spelling and punctuation errors.</p>
11-12	Poetry <i>Free Verse</i>		<p>3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>15 • To proofread for spelling and punctuation errors</p> <p>16 • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>



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			<ul style="list-style-type: none">1 • To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.2 • To write legibly , fluently and with increasing speed by choosing the writing implement that is best suited for a task.
L E	1-4	Narrative <i>Myths and Legends</i>	<ul style="list-style-type: none">3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.5 • To plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.7 • To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.8 • To draft and write by précising longer passages.9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.11 • To evaluate and edit by assessing the effectiveness of their own and others’ writing.12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.14 • To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.15 • To proofread for spelling and punctuation errors.
	N	5-7	Non-Fiction <i>Discussion</i>

T			<p>punctuation to enhance effects and clarify meaning.</p> <p>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>14 • To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>15 • To proofread for spelling and punctuation errors.</p> <p>16 • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
	8-10	Non-Fiction <i>Non-Chronological Report</i>	<p>3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>8 • To draft and write by précising longer passages.</p> <p>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>15 • To proofread for spelling and punctuation errors.</p>



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P E N T E C O S	1-3	Narrative <i>Other Cultures</i>	3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 5 • To plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 7 • To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. 11 • To evaluate and edit by assessing the effectiveness of their own and others' writing. 12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 14 • To evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. 15 • To proofread for spelling and punctuation errors. 16 • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	4-7	Non-fiction <i>Newspaper report</i>	3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 8 • To draft and write by précising longer passages. 9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.

T			<ul style="list-style-type: none"> 11 • To evaluate and edit by assessing the effectiveness of their own and others' writing. 12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 15 • To proofread for spelling and punctuation errors.
	8-10	<p>Non-fiction <i>Explanation</i></p>	<ul style="list-style-type: none"> 3 • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. 6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 8 • To draft and write by précising longer passages. 9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs. 11 • To evaluate and edit by assessing the effectiveness of their own and others' writing. 12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. 15 • To proofread for spelling and punctuation errors.