

## Writing Coverage Plan Year 5-6 Class 11

TERM	WEEK	GENRE	OBJECTIVES
			<ul style="list-style-type: none"> <li>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.</li> <li>2 • To write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</li> </ul>
A D V E N T	1	Recount	assessment task
	1-3	Non-Fiction <i>Non-chronological Report</i>	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>8 • To draft and write by précising longer passages.</li> <li>9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> <li>10 • To draft and write by using further organisational and presentational devices to structure text and to guide the reader.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>15 • To proofread for spelling and punctuation errors.</li> </ul>
	4-7	Poetry <i>Free Verse</i>	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>15 • To proofread for spelling and punctuation errors</li> <li>16 • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
	6-7	<b>Test/Revision Week</b>	
	8-9	Narrative	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>5 • To plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened</li> </ul>

			<p>to or seen performed.</p> <ul style="list-style-type: none"> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>7 • To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>8 • To draft and write by précising longer passages.</li> <li>9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li>   <li>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.</li> <li>15 • To proofread for spelling and punctuation errors.</li> </ul>
	10-12	<p>Non-Fiction  <i>A- Recount</i>  <i>B- Persuasion</i></p>	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>8 • To draft and write by précising longer passages.</li> <li>9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>15 • To proofread for spelling and punctuation errors.</li> </ul>
	13-14	<b>Test/Revision Week</b>	



			16 • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	8-10	Non-Fiction <i>Information</i>	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>8 • To draft and write by précising longer passages.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>15 • To proofread for spelling and punctuation errors.</li> </ul>
	11-12	<b>Test/Revision Week</b>	

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			<ul style="list-style-type: none"> <li>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.</li> <li>2 • To write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</li> </ul>
P E N T E C O S T	1-2	Narrative <i>Mystery Story</i>	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>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.</li> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>7 • To draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>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.</li> <li>15 • To proofread for spelling and punctuation errors.</li> <li>16 • To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
	3	<b>SATs /Test Week</b>	
	4-7	Non-fiction <i>Explanation</i>	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>8 • To draft and write by précising longer passages.</li> <li>9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>15 • To proofread for spelling and punctuation errors.</li> </ul>
	8-9	Non-fiction <i>Recount</i>	<ul style="list-style-type: none"> <li>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.</li> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul>

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	10-12	Discussion/Argument	<p>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> <ul style="list-style-type: none"> <li>4 • To plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>6 • To draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>8 • To draft and write by précising longer passages.</li> <li>9 • To draft and write by using a wide range of devices to build cohesion within and across paragraphs.</li> <li>11 • To evaluate and edit by assessing the effectiveness of their own and others' writing.</li> <li>12 • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>13 • To evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>15 • To proofread for spelling and punctuation errors.</li> </ul>