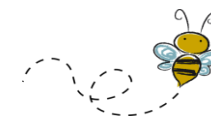




Writing : Year 5/6 Cycle A Summer 1 MTP



Grammatical Terminology children should know in Years 5 & 6: modal verb, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, and ambiguity.

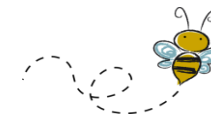
Hook: Introduce the hook (videos about mountains) and watch <https://www.bbc.co.uk/bitesize/articles/z4g3qp3#zhgv3j6>
<https://www.youtube.com/watch?v=aFkC7Cd9-IE>

Pupils discuss the meaning behind it. Pupils explore and compare two examples of non- Chronological reports. Pupils identify the key features, compare and annotate

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline												
Weeks 1 & 2 Non- Chronological report <u>Mountains</u>	Day 1 Identify key features of text type	I know how to use semicolons, colons or dashes to mark boundaries between independent clauses	I can use semicolons, colons or dashes to mark boundaries between independent clauses	Introduce the hook (videos about mountains) and watch https://www.bbc.co.uk/bitesize/articles/z4g3qp3#zhgv3j6 https://www.youtube.com/watch?v=aFkC7Cd9-IE Pupils discuss the meaning behind it. Pupils explore and compare two examples of non- Chronological reports. Pupils identify the key features, compare and annotate. (See key features in the table). <table border="1" style="width: 100%; margin-top: 10px;"> <tbody> <tr> <td style="font-size: small;">Topic title covers the whole subject.</td> <td style="font-size: small;">Non-chronological reports use factual language.</td> </tr> <tr> <td style="font-size: small;">Brief introduction paragraph gives who/what/where overview.</td> <td style="font-size: small;">Present tense verbs (unless it is a historical report, then it would be past tense).</td> </tr> <tr> <td style="font-size: small;">The information is organised into paragraphs.</td> <td style="font-size: small;">Technical language may be explained in a glossary.</td> </tr> <tr> <td style="font-size: small;">Each category has a sub-heading.</td> <td style="font-size: small;">Third person makes it impersonal.</td> </tr> <tr> <td style="font-size: small;">Some information may be in fact boxes or bullet-point lists.</td> <td style="font-size: small;">Non-chronological reports have a formal tone.</td> </tr> <tr> <td style="font-size: small;">Extra details support the main points.</td> <td style="font-size: small;">General language, not particular examples.</td> </tr> </tbody> </table>	Topic title covers the whole subject.	Non-chronological reports use factual language .	Brief introduction paragraph gives who/what/where overview.	Present tense verbs (unless it is a historical report, then it would be past tense).	The information is organised into paragraphs .	Technical language may be explained in a glossary.	Each category has a sub-heading .	Third person makes it impersonal.	Some information may be in fact boxes or bullet-point lists.	Non-chronological reports have a formal tone .	Extra details support the main points.	General language , not particular examples.
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Writing : Year 5/6 Cycle A Summer 1 MTP

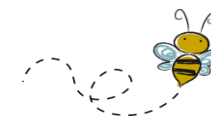


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	Day 2 Shared write (groups of 3)	I know how to use semicolons, colons or dashes to mark boundaries between independent clauses	I can use semicolons, colons or dashes to mark boundaries between independent clauses	Pupils construct a shared write about the Mountains in a mixed ability group. On paper.
	Day 3 Plan and Draft Paragraph 1	I know how to use semicolons, colons or dashes to mark boundaries between	I can use semicolons, colons or dashes to mark boundaries between independent clauses	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback).



Writing : Year 5/6 Cycle A Summer 1 MTP



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		independent clauses		
	Day 4 Plan and Draft Paragraph 2	I know what synonyms & antonyms are.	I can use synonyms & antonyms.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 5 Plan and Draft Paragraph 3	I know what synonyms & antonyms are.	I can use synonyms & antonyms.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 6 Plan and Draft Paragraph 4	I know what synonyms & antonyms are.	I can use synonyms & antonyms.	Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 5/6 Cycle A Summer 1 MTP

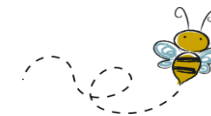


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Day 7 Plan and Draft Paragraph 5	I know what the perfect form of verbs to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause.	Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 8 Plan and Draft Paragraph 6	I know what the perfect form of verbs to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause.	Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 9 Edit and up level 1 or 2 paragraphs	I know what the perfect form of verbs to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause.	Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. iPad/dictionaries/ thesaurus available. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 5/6 Cycle A Summer I MTP



Grammatical Terminology children should know in Years 5 & 6: modal verb, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, and ambiguity.

	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.
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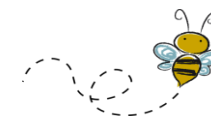
Hook: Grand Theatre trip to watch the boy at the back of the class.

Pupils discuss the meaning behind it. Pupils explore and compare two examples of non- Chronological reports about refugees. Pupils identify the key features, compare and annotate.

Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 3 & 4 Non- Chronological report	Day 1 Identify key features of text type	I know how to use passive verbs to affect the presentation of information in a sentence	I can use passive verbs to affect the presentation of information in a sentence	Hook: Grand Theatre trip to watch the boy at the back of the class. Pupils discuss the meaning behind it. Pupils explore and compare two examples of non- Chronological reports about refugees. Pupils identify the key features, compare and annotate.. (See key features in the table).



Writing : Year 5/6 Cycle A Summer 1 MTP

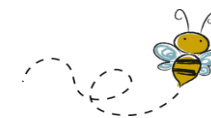


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Refugees				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Topic title covers the whole subject.</td> <td style="width: 50%; padding: 2px;">Non-chronological reports use factual language.</td> </tr> <tr> <td style="padding: 2px;">Brief introduction paragraph gives who/what/where overview.</td> <td style="padding: 2px;">Present tense verbs (unless it is a historical report, then it would be past tense).</td> </tr> <tr> <td style="padding: 2px;">The information is organised into paragraphs.</td> <td style="padding: 2px;">Technical language may be explained in a glossary.</td> </tr> <tr> <td style="padding: 2px;">Each category has a sub-heading.</td> <td style="padding: 2px;">Third person makes it impersonal.</td> </tr> <tr> <td style="padding: 2px;">Some information may be in fact boxes or bullet-point lists.</td> <td style="padding: 2px;">Non-chronological reports have a formal tone.</td> </tr> <tr> <td style="padding: 2px;">Extra details support the main points.</td> <td style="padding: 2px;">General language, not particular examples.</td> </tr> </table>	Topic title covers the whole subject.	Non-chronological reports use factual language .	Brief introduction paragraph gives who/what/where overview.	Present tense verbs (unless it is a historical report, then it would be past tense).	The information is organised into paragraphs .	Technical language may be explained in a glossary.	Each category has a sub-heading .	Third person makes it impersonal.	Some information may be in fact boxes or bullet-point lists.	Non-chronological reports have a formal tone .	Extra details support the main points.	General language , not particular examples.
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Some information may be in fact boxes or bullet-point lists.	Non-chronological reports have a formal tone .															
Extra details support the main points.	General language , not particular examples.															
Day 2 Shared write (groups of 3)	I know how to use passive verbs to affect the presentation of information in a sentence	I can use passive verbs to affect the presentation of information in a sentence	Pupils construct a shared write about the 'Refugees' in a mixed ability group. On paper.													
Day 3 Plan and Draft Paragraph 1	I know how to use passive verbs to affect the presentation of information in a sentence	I can use passive verbs to affect the presentation of information in a sentence	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),													



Writing : Year 5/6 Cycle A Summer 1 MTP

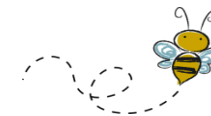


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Day 4 Plan and Draft Paragraph 2	I know what subjunctive form is.	I can use subjunctive form is.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 5 Plan and Draft Paragraph 3	I know what subjunctive form is.	I can use subjunctive form is.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 6 Plan and Draft Paragraph 4	I know what subjunctive form is.	I can use subjunctive form is.	Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 7 Plan and Draft Paragraph 5	I know what the perfect form of verbs to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause.	Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.



Writing : Year 5/6 Cycle A Summer 1 MTP

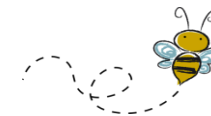


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				(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 8 Plan and Draft Paragraph 6	I know what the perfect form of verbs to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause.		Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 9 Edit and up level 1 or 2 paragraphs	I know what the perfect form of verbs to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause.		Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. iPad/dictionaries/ thesaurus available. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.		Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.



Writing : Year 5/6 Cycle A Summer I MTP

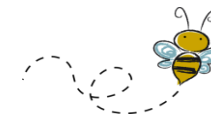


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Hook: Watch a video clip of news report about refugees. Debate in class 'Should refugees be allowed to stay in the UK?'				
Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
Weeks 5 & 6	Day 1 Identify key features of text type	I know how to use a range of fronted adverbials.	I can use a range of fronted adverbials.	Hook: Watch a video clip of news report about refugees. Debate in class 'Should refugees be allowed to stay in the UK?'



Writing : Year 5/6 Cycle A Summer 1 MTP

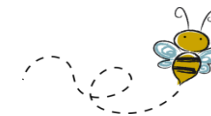


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<p>Balanced argument 'Should refugees be allowed to stay in the UK?'</p>				<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th colspan="2">Does your balanced argument include...</th> </tr> </thead> <tbody> <tr> <td>an introductory paragraph?</td> <td style="width: 20px;"></td> </tr> <tr> <td>reasons for and against the argument in separate paragraphs?</td> <td></td> </tr> <tr> <td>most of the paragraphs written in the third person?</td> <td></td> </tr> <tr> <td>the final paragraph written in the first person and containing a personal opinion?</td> <td></td> </tr> <tr> <td>causal conjunctions?</td> <td></td> </tr> <tr> <td>adverbials?</td> <td></td> </tr> <tr> <td>modal verbs?</td> <td></td> </tr> <tr> <td>formal vocabulary?</td> <td></td> </tr> </tbody> </table> <p>Pupils identify the key features, compare and annotate.</p>	Does your balanced argument include...		an introductory paragraph?		reasons for and against the argument in separate paragraphs?		most of the paragraphs written in the third person?		the final paragraph written in the first person and containing a personal opinion?		causal conjunctions?		adverbials?		modal verbs?		formal vocabulary?	
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Day 2 Shared write (groups of 3)	I can use a range of fronted adverbials.	I can use a range of fronted adverbials.	Pupils construct a shared write balanced argument in mixed ability group on paper. z\																			
Day 3 Plan and Draft Paragraph 1	I can use a range of fronted adverbials.	I can use a range of fronted adverbials.	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph.																			



Writing : Year 5/6 Cycle A Summer 1 MTP



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				(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 4 Plan and Draft Paragraph 2	I know that modal verbs or adverbs to indicate degrees of possibility.	I can use modal verbs or adverbs to indicate degrees of possibility.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 5 Plan and Draft Paragraph 3	I know that modal verbs or adverbs to indicate degrees of possibility.	I can use modal verbs or adverbs to indicate degrees of possibility.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 6 Plan and Draft Paragraph 4	I know that modal verbs or adverbs to indicate degrees of possibility.	I can use modal verbs or adverbs to indicate degrees of possibility.	Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 5/6 Cycle A Summer I MTP

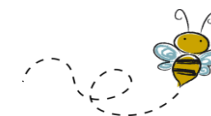


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	Day 7 Plan and Draft Paragraph 5	I know that a colon can be used to introduce a list punctuating bullet points consistently.	I can use a colon to introduce a list punctuating bullet points consistently.	Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 8 Plan and Draft Paragraph 6	I know that a colon can be used to introduce a list punctuating bullet points consistently.	I can use a colon to introduce a list punctuating bullet points consistently.	Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 9 Edit and up level 1 or 2 paragraphs	I know a range of conjunctions	I can use a range of conjunctions . I can proof-read my work for spelling and grammar errors.	Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. iPad/dictionaries/ thesaurus available. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



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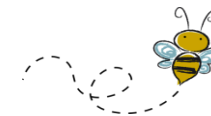
	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.
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Hook: Book Review Awards: Pupils are going to be judges of 'Book Review Awards' ceremony (fictional). Read 3 WAGOLL book reviews. In 2/3 pupils are to review, rate and annotate them. Groups can then feedback which one should win. Use music and visuals to make this exciting.


Genre and Week	2-week cycle	Knowledge	Skill	Activity Outline
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Writing : Year 5/6 Cycle A Summer I MTP

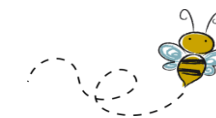


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<p>Weeks 7 & 8 (Adjust to fit one week if necessary)</p> <p>Book Review</p> 	<p>Day 1 Identify key features of text type</p>	<p>I know how to use a semi-colon.</p>	<p>I use a semi-colon.</p>	<p>Hook: Starbooks Annual Book Review Awards: Pupils are going to be judges of 'Starbooks Book Review Awards' ceremony (fictional). Read 3 WAGOLL book reviews. In 2/3 pupils are to review, rate and annotate them. Groups can then feedback which one should win. Use music and visuals to make this exciting.</p> <p>Identify the features.</p> <table border="1" data-bbox="1122 683 1966 1302"> <tr> <td colspan="2">Book Review</td> </tr> <tr> <td>Audience Awareness</td> <td></td> </tr> <tr> <td>Connectives (and, but and because)</td> <td></td> </tr> <tr> <td>Express their opinions clearly and justify them with reasons from the book</td> <td></td> </tr> <tr> <td>Expanded noun phrases</td> <td></td> </tr> <tr> <td>Time conjunctions</td> <td></td> </tr> <tr> <td>Vocabulary: descriptive words to express opinions about the book</td> <td></td> </tr> <tr> <td>Paragraphs</td> <td></td> </tr> <tr> <td>A range of sentence types (complex, compound and simple)</td> <td></td> </tr> </table>	Book Review		Audience Awareness		Connectives (and, but and because)		Express their opinions clearly and justify them with reasons from the book		Expanded noun phrases		Time conjunctions		Vocabulary: descriptive words to express opinions about the book		Paragraphs		A range of sentence types (complex, compound and simple)	
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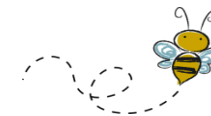


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Day 2 Shared write (groups of 3)	I know how to use a semi-colon.	I use a semi-colon.	Pupils construct a shared book review for the class text with the title, 'The Iron Man.'
Day 3 Plan and Draft Paragraph 1	I know how to use a semi-colon.	I use a semi-colon.	Shared plan for paragraph 1. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 4 Plan and Draft Paragraph 2	I know how to use parenthesis.	I can use parenthesis.	Shared plan for paragraph 2. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 5 Plan and Draft Paragraph 3	I know how to use parenthesis.	I can use parenthesis.	Shared plan for paragraph 3. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),



Writing : Year 5/6 Cycle A Summer I MTP



Grammatical Terminology children should know in Years 5 & 6: modal verb, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, and ambiguity.

Day 6 Plan and Draft Paragraph 4	I know how to use parenthesis.	I can use parenthesis.	Shared plan for paragraph 4. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 7 Plan and Draft Paragraph 5	I know that the perfect form of verbs is used to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause .	Shared plan for paragraph 5. Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 8 Plan and Draft Paragraph 6	I know that the perfect form of verbs is used to mark relationships of time and cause.	I can use the perfect form of verbs to mark relationships of time and cause .	Shared plan for paragraph 6 (Conclusion) Model writing and thought process with a focus on today's skill. Pupils independently write 1 paragraph. (Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
Day 9 Edit and up level 1 or 2 paragraphs	I know that the perfect form of verbs is used to mark	I can use the perfect form of verbs to mark	Pupils are to use CUPS and ARMS to edit and improve two paragraphs from their writing using purple pens. iPad/dictionaries/ thesaurus available.



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		relationships of time and cause.	relationships of time and cause .	(Focus on 5/6 pupils each lesson for in-depth live marking and verbal feedback),
	Day 10 Publish 2 nd Draft	SPAG QUIZ OF THIS UNIT'S FEATURES	I can redraft my writing.	Best Writing (1 hour) (2 nd Draft) All pupils are to redraft their final piece to complete the writing cycle including improvements from the previous lesson.