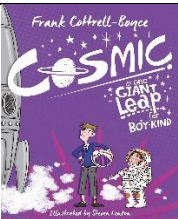


Pennyhill's English Coverage

Year Group: 5

Aut 1


Text Used	Genre taught	Possible Writing Journal outcomes
 <p>Cosmic By Frank Cottrell Boyce</p>	Poetry	List poetry
	Narrative/Letter writing	Character viewpoint/Letter to a character in the story Composing an email from one character to another
	Persuasive writing	Persuasive letter Written argument
	Information text	Visitor leaflet for a theme park

Writing Progression document

Words and spelling	Grammar	Punctuation
Spelling rules and guidance from English Appendix 1 (year 5 and 6) applied	<ul style="list-style-type: none"> A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing Expanded phrases and clauses are used to add information or detail More confident use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add detail to writing Nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description Narrator's or character viewpoint is established and controlled. Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. Writer's viewpoint is established and controlled 	<ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity. Inverted commas are used to demarcate direct speech, with new lines used for each new speaker.

Pennyhill's English Coverage

Aut 2:

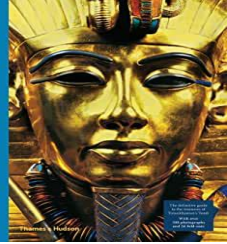

Text Used	Genre taught	Possible Writing Journal outcomes
 Wonder Struck By: Brian Selznick	Report	Biography
	Story	Narrative -Character development and point of view/perspective, the influence of setting and characters on theme, innovative narrative structure
	Class Trip: Recount	Personal experience-Recount
	Information text	How to communicate effectively with the deaf and not discriminate

Writing Progression document

Words and spelling	Grammar	Punctuation
Spelling rules and guidance from English Appendix 1 (year 5 and 6) applied Text Specific vocabulary	<ul style="list-style-type: none"> ● Idioms ● verb tense is consistent throughout the writing ● A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing ● Expanded phrases and clauses are used to add information or detail. ● Adverbials and expanded noun phrases used to engage and inform. Vocabulary choices are often adventurous. ● Appropriate use of technical and precise vocabulary for effect in non- narrative writing ● Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience ● Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. ● Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece) ● Use a frontal adverbial at the start of sentences eg: Later that day. I went to the park. ● A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs. ● use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add detail to writing 	<ul style="list-style-type: none"> ● Use of commas to clarify meaning or avoid ambiguity. ● Inverted commas are used to demarcate direct speech, with new lines used for each new speaker. ● Some use of brackets, dashes or commas to indicate parenthesis.

Pennyhill's English Coverage

Spr 1

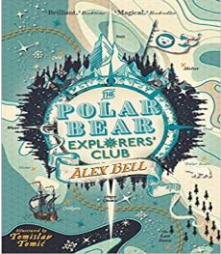
Text Used	Genre taught	Possible Writing Journal outcomes
 <p>Tutankhamun: The Treasures of the Tomb By: Zahi Hawass</p>  <p>Horrible Histories Awesome Egyptians By: Terry Deary & Peter Hepplewhite</p>	Instructional writing	How to mummify an Ancient Egyptian How to be the Perfect Pupil
	Short Narrative	Finding Tutankhamun's Tomb
	Playscript	Change the narrative into a playscript
	Explanation text	How kings are mummified

Writing Progression document

Words and spelling	Grammar	Punctuation
Spelling rules and guidance from English Appendix 1 (year 5 and 6) applied Topic specific words	<ul style="list-style-type: none"> • Simple and Complex Commands • Writing for a range of purposes and audiences • Choose structure and organisation of text depending on audience and purpose. • Within paragraphs, sequences of events are developed around a main sentence • Tense choice and other devices to build cohesion within and across paragraphs • Choose structure and organisation of text depending on audience and purpose. 	<ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity. • Inverted commas are used to demarcate direct speech, with new lines used for each new speaker. • Some use of brackets, dashes or commas to indicate parenthesis.

Pennyhill's English Coverage

Spr 2

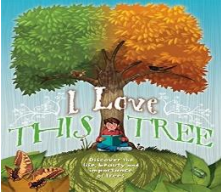
Text Used	Genre taught	Possible Writing Journal outcomes
 <p>The Polar Bear Explorers' Club By: Alex Bell</p>	Report	Non-chronological report about Snow Leopards Fact File
	Descriptive writing	Narrative
	Persuasive text	Advertisement -Adopt a snow leopard -To be role played and video-taped

Writing Progression document

Words and spelling	Grammar	Punctuation
Spelling rules and guidance from English Appendix 1 (year 5 and 6) applied	<ul style="list-style-type: none"> • A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing • Expanded phrases and clauses are used to add information or detail. • • Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience • Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. • Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece) • Use a frontal adverbial at the start of sentences eg: Later that day. I went to the park. • A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs. 	<ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity. • Some use of brackets, dashes or commas to indicate parenthesis.

Pennyhill's English Coverage

Sum 1

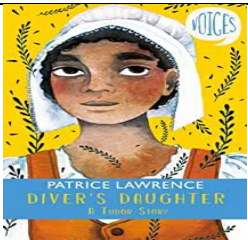
Text Used	Genre taught	Possible Writing Journal outcomes
 <p>I love this Tree By: Anna Claybourne</p>	Persuasive text debate	Write a persuasive letter/speech or a debate about Fair trade/the Amazon rainforest (To be performed)
	Information text	Report based on the effects of deforestation (leaflet)- The importance of trees to the planet (Exhibition)
	Creative/real life writing	Myself as a tree (creative writing) Responding to an article regarding climate change (Real life writing)
	Poetry	Poems-To be performed

Writing Progression document

Words and spelling	Grammar	Punctuation
Spelling rules and guidance from English Appendix 1 (year 5 and 6) applied	<ul style="list-style-type: none"> A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing Expanded phrases and clauses are used to add information or detail. Adverbials and expanded noun phrases used to engage and inform. Vocabulary choices are often adventurous. Appropriate use of technical and precise vocabulary for effect in non- narrative writing Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece) Use a frontal adverbial at the start of sentences eg: Later that day. I went to the park. A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs. 	<ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity. Some use of brackets, dashes or commas to indicate parenthesis.

Pennyhill's English Coverage

Sum 2

Text Used	Genre taught	Possible Writing Journal outcomes
 <p>Diver's Daughter: A Tudor story By: Patrice Lawrence</p>	Explanation text	Information booklet (Pictures and sub-heading) Life in Tudor Times
	Discussion	A balance argument based on the text
	Playscript	Create your own playscript and produce a manuscript.
	Narrative	Write own story in style of the author.(Taking the plot and theme for the text to create a contemporary version)

Writing Progression document

Words and spelling	Grammar	Punctuation
Spelling rules and guidance from English Appendix 1 (year 5 and 6) applied	<ul style="list-style-type: none"> A mixture of simple, compound and complex sentences is used to extend meaning and add variety and interest, taking into account audience and purpose for writing Expanded phrases and clauses are used to add information or detail. Adverbials and expanded noun phrases used to engage and inform. Vocabulary choices are often adventurous. Appropriate use of technical and precise vocabulary for effect in non- narrative writing Writing shows mostly appropriate adaptation of features of chosen form to meet the purpose of the task or for a specific audience Effective use of technical and precise vocabulary for effect e.g. to inform, persuade, explain etc. Writer's viewpoint is established and controlled (e.g. a consistent perspective is evident throughout the piece) Use a frontal adverbial at the start of sentences eg: Later that day. I went to the park. A widening range of layout conventions and presentational devices are used to indicate main and supporting points. Ideas are linked across paragraphs. use of relative clauses beginning with who, which, where, when whose that or omitted relative pronoun to add detail to writing 	<ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity. Inverted commas are used to demarcate direct speech, with new lines used for each new speaker. Some use of brackets, dashes or commas to indicate parenthesis.

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