	Writing – Year 5 National Curriculum Coverage	The Book of Hopes Wellbeing Unit to begin the year Twink/Literacy Trust	Gothic Fiction: Goth Girl Writing an extra chapter Hamilton	Migration Reports & Recounts Hamilton	Oranges in No Man's Land Narrative from a character's Point of View	Argument & Debate Hamilton	Poems on a Theme: Old Possum's Book of Practical Cats	Classic Fiction: The Hobbit Writing a 'Lost Tale' Hamilton	Historical & Modern Letters Letters Hamilton	Poems about the Sea Poetic Language Hamilton	Cross Curricular Work	Spelling & Grammar Sessions
	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.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>√</b>	✓		
Planning, Writing and Editing	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.		<b>✓</b>		<b>√</b>			<b>✓</b>				
	To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.		✓	✓	✓	<b>✓</b>		✓	✓			
	To consistently link ideas across paragraphs.  Toproofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.		<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>√</b>	<b>√</b>			
rpose	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.		<b>√</b>	✓	✓	<b>✓</b>		✓	✓			
Awareness of Audiences, Purpose and Structure	To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.		<b>✓</b>	<b>√</b>	<b>√</b>	<b>✓</b>		<b>✓</b>	✓			
	To regularly use dialogue to convey a character and to advance the action.		<b>✓</b>		✓			<b>✓</b>				
	To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	<b>✓</b>					<b>✓</b>			<b>✓</b>		

Sentence Construction and	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	<b>✓</b>									
	To ensure the consistent and correct use of tense throughout all pieces of writing.	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	✓	<b>✓</b>	<b>✓</b>	✓
Use of Phrases and Clauses	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).		<b>✓</b>	<b>√</b>	<b>✓</b>	<b>✓</b>		✓	<b>✓</b>		✓
	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new		<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>		✓	<b>✓</b>		<b>✓</b>
Punctuation	To use commas consistently to clarify meaning or to avoid ambiguity.	<b>✓</b>	<b>√</b>	<b>√</b>	<b>√</b>	✓	<b>✓</b>	<b>√</b>	<b>√</b>	✓	✓
	To use brackets, dashes or commas to indicate parenthesis.		✓	<b>✓</b>	<b>✓</b>	<b>✓</b>		✓	<b>✓</b>		✓
Use of Terminology	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	<b>✓</b>									