

Thurnby Mead Writing Progression Document Year 5

| Year group, term and weeks | Books/Texts Used | Themes (including safeguarding themes) | Genre/Purpose | Audience | Form/Outcome and level of formality | Grammar embedded | Speaking and listening/ oracy opportunities. |
|----------------------------|---|--|--|--------------------------------|-------------------------------------|--|---|
| Autumn 1 | <i>Benjamin Zephinirah The Windrush Child</i> | Identify Belonging Migration | Narrative To recount 2 weeks | Themselves as a Windrush child | Personal Recount (Diary Entry) | <p>Grammar Focus</p> <p>Recap use of first-person and past tense (Year 4)</p> <p>“</p> <p>Use emotive language, modal verbs (<i>might, could, should</i>)</p> <p>Introduce varied clause openers (<i>Although it was cold, I...</i>)</p> <p>Use commas for clarity in complex sentences</p> <p>Sentence demarcation: full stops, capital letters, questions, exclamations</p> | <p>Shared Reading</p> <p>Role play</p> <p>Debate</p> <p>Hot seating characters.</p> |
| 7 weeks & 2 days | | | | | | | |

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| | | | <p>Narrative</p> <p>To describe</p> <p>2 weeks</p> | Other year 5 children | Describe the docks or the streets of London through the eyes of the Windrush child. | <p>Expanded noun phrases</p> <p>Relative Clauses</p> <p>Precise vocabulary</p> <p>Descriptive language</p> | |
| | | | <p>Narrative</p> <p>To retell and inform</p> | a relative left behind in the Caribbean. | Write an informal letter from the child to a relative left behind in the Caribbean. | <p>Recap paragraph structure</p> <p>Conjunctions</p> <p>Modal Verbs & informal tone</p> <p>Apostrophes</p> <p>Fronted adverbials with commas</p> | |
| | A week for TEST ADMINISTRATION | | | | | | |

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| Autumn 2 7 weeks & 4 days (1 week Christmas focus) | Friend or Foe by Michael Morpurgo 7 weeks | War Loss of a parent Fostering New schools. Moral choice | To recount 2 weeks | Themselves | Chapter 5 - A diary entry discussing their dilemma- should they help the airman? Informal | Apostrophes Cohesive devices- adverbials of time. Modal verbs | Debate the dilemma- should they help the airman or not? |
| | | | Balanced Argument To persuade 3 weeks | Each other | To explore moral questions and write persuasively with balance. Formal - film and put onto SeeSaw for Oracy outcome | Modal verbs for possibility and obligation (<i>They should have told the police...</i>) Cohesive devices (<i>On the other hand, In contrast, However</i>) Formal tone and controlled sentence structures Brackets and dashes for parenthesis Relative clauses and adverbial phrases | Shared Reading |

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| | | | <p>Narrative</p> <p>To describe</p> <p>2 weeks</p> | For other year 5 children | <p>Purpose: To build atmosphere and use figurative language.</p> <p>Outcome: A paragraph or two describing the bleakness or beauty of Dartmoor.</p> | <p>Expanded noun phrases with modifiers</p> <p>Figurative language (simile, metaphor, personification)</p> <p>Adverbials for place and manner (<i>In the distance, Beneath the mist...</i>)</p> <p>Cohesive paragraphing using topic sentences</p> | |
| | POETRY WEEK | | | | | | |
| | 1 week of Christmas | | | | | | |

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| Spring 1 5 weeks & 4 days | Oranges in No Man's Land by Elizabeth Laird 6 weeks | War and conflict Refugee Grief Charity Resilience Hope | Narrative To retell part of the story 2 weeks | Other year 5 children | Medium formality, with emphasis on change of formality during speech <i>Switch between formal and informal</i> | Dialogue to advance the action | |
| | | | Persuasive To persuade and inform about the needs of children affected by war, inspired by Ayesha's story. 2 weeks | Local MP | Write a formal letter to a local council or charity explaining the challenges children like Ayesha face in war zones. The letter should request help or support and explain why it is urgently needed | Formal tone and vocabulary Paragraphing Modal verbs Relative clauses Cohesive devices Apostrophes for possession | |
| | | | Narrative To review and inspire others to read a book 2 weeks | | Write a formal book review of <i>Oranges in No Man's Land</i> explaining what the book is about, its themes, and why others should read it. Use formal language and support your opinions with reasons and examples from the text. | Formal tone Clear structure Modal Verbs Relative clauses | |

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| | | | | | | Cohesive devices (Furthermore, However, Therefore) | |
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| Spring 2 | Ancient Greek myths by Geraldine McCaughrean | Religion | Narrative | Children in years 5 and 6. | A section of a Greek myth- description of the minotaur. | Relative clauses | |
| 7 weeks | 7 weeks | Other cultures | To describe | | Zoom out- arrival of the minotaur. | Parenthesis. | |
| | | Values and beliefs | 2 weeks | | Zoom in- on the minotaur. | Cohesion | |
| | | | | | | Imbedded clauses | Shared Reading |
| | | | | | | Adverbials | Ink waster |
| | | | | | | | Hot seating |
| | | | Narrative | Other year 5 pupils | Retell one of the myths (scaffolded with WAGOLLS) | Specific noun and verb choice | |
| | | | To retell | | | Subordination | |
| | | | 2 weeks | | | | |
| | | | | | | Embedded clauses | |
| | | | | | | Multi-clause sentence | |

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| | | | <p>Narrative</p> <p>3 weeks</p> | <p>Other Y5 pupils/Diary</p> | <p>Write a reflective diary entry showing understanding of a character's thoughts and emotions after a key mythological event. Eg. Pandora after opening the box</p> | <p>Modal verbs -I should have listened to Father</p> <p>Relative Clauses - My mother, who always warned me, would be furious</p> <p>Fronted adverbials</p> <p>Expanded noun phrases</p> <p>Parenthesis</p> <p>Verb tense variation</p> <p>Emotive language</p> | |
| | | | <p>Example Openers:</p> <ul style="list-style-type: none"> • Dear Diary, I don't know how to explain the weight of what I've done. • Today, something changed. I opened the box. • The Underworld is colder than I ever imagined... • If only I had listened. Now, everything is broken | | | | |

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| Summer 1 3 weeks & 4 days | Hidden Figures by Margot Lee Shetterly 4 weeks | Feminism Racism Equality Diversity | To persuade 2 weeks | Her bosses | <i>Non chron for Catherine Johnson or biography</i> | Modal verbs. Persuasive language Precise very choices | Read out and perform their persuasive speech. Shared Reading. Hot seating- Mae Jemison Documentary on the animal types Science- Seesaw. |
| | | | To inform 2 weeks | | <i>Diary Entry as Mae Jemison</i> Formal | Parenthesis – brackets and dashes Relative clauses Reported speech | |
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| Summer 2 6 weeks | <i>The lost happy endings</i> 3 weeks | Sustainability Theft Morals | To recount Narrative-innovate 3 weeks | Children who have read the book. | Write their own version of the promise changing the object and the impact it has. | Sentence types- subordination and coordination. Sentence opening- ISPACE Paragraphing. Relative Clauses Speech | |

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| | Digital Literacy – 3 weeks Partly Cloudy Partly Cloudy - THE LITERACY SHED | Friendship Moving on Collaboration | Non-chronological report Narrative To write a short story 3 weeks | Other year 5 children Year 4/5 | To create a non-chron about a new cloud To innovate the story to a different cloud | All Year 5 grammar taught | |