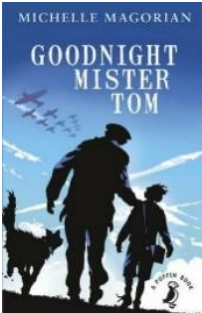
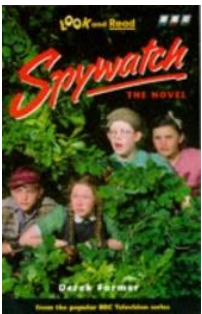




Week	Key Objective	SPAG	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	<p>assessing the effectiveness of their own and others' writing</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>To be able to describe settings, characters and atmosphere in narratives;</p> <p>To know when a comma is needed in a multi-clause complex sentence</p>		Character description	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.		<p>Local off-site visits to Norton Barracks and Worcester Museum and art gallery.</p> <p>Walk to Worcester's only bomb site and spotlight sight. (Local history visitor / mapping work)</p>
2	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>To be able to write fronted adverbials and punctuate them correctly</p>		Character and/or setting description			History Man visit
3	<p>proposing changes to vocabulary, grammar and</p>	<p>To be able to write adverbial</p>		Diary entry	To select and use		To make our own WW2

	punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing	phrases for time (when), manner (how) and place (where)		Postcard / informal letter from Dunkirk or one of the other major battle sites back home – look at real life examples from Worcester Based soldiers.	organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.		medals and meals.
4	Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.	To spell many words correctly from the Y5/6 statutory spelling list.		Story ending – alternative versions Magpie Imitate, innovate, invent	To be able to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		Off-site educational visit to RAF Museum Cosford and National Memorial Arboretum.
5 6	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	To be able to write multi-clause complex sentences. To be able to use expanded		Poetry Linked to in WW2 Haiku work /Cluster school Acrostic poetry competitions	To be able to plan their writing by selecting the appropriate form and using		History –WW2 timeline

		noun phrases to convey complicated information concisely.			other similar writing;		
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