

# WRITING SCOPE AND SEQUENCE

## Term 1

	Sequence 1 (5 weeks)	Sequence 2 (5 weeks)
Foundatio n	<u>Building a writing community</u> Introduce writing workshop procedures and protocols	<u>Writing to tell a story</u> Using personal recount to reinforce concepts about prints (small moment) Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:
1/2	<u>Building a writing community</u> Introduce writing workshop procedures and protocols	<u>Writing to tell a story</u> personal memoir- small moments Ideas: Focusing on the big idea Voice: Communicating with sparkle and Pizzazz Word Choice: Using words to create meaning Organisation: Creating a mighty middle Sentence Fluency: Starting Sentences in Different ways Conventions: Punctuating Powerfully Presentation: Forming letters correctly
3/4	<u>Building a writing community</u> Introduce writing workshop procedures and protocols	<u>Writing to tell a story</u> Fable, folktales Idea: Focusing the topic Organisation: creating the lead Voice: Creating a connection to the audience word Choice: applying strong verbs Sentence Fluency: Varying sentence types
5/6	<u>Building a writing community</u> Introduce writing workshop procedures and protocols	<u>Writing to tell a story</u> Historical Fiction Ideas: Focusing on the topic Organisation: Creating a lead Voice: taking risks to create voice Word Choice: applying strong verbs Sentence Fluency: varying sentence type

## Term 2

	Sequence 1 (5 weeks)	Sequence 2 (5 weeks)
Foundatio n	<p><u>Writing to perform a practical task</u> Draw and Write about a process</p> <p>Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:</p>	<p><u>Writing to express feelings</u> poetry- nursery rhyme (innovate on text) alliteration Acrostic Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:</p>
1/2	<p><u>Writing to perform a practical task</u> Procedure- Instructions, recipes How-to guide Idea: Finding a big idea Voice: Reaching out to the reader Word Choice: Choosing Zippy Verbs Starting with a bold beginning Sentence Fluency: Building complete sentences Conventions: Capitalising Correctly Presentation: Forming letters correctly</p>	<p><u>Writing to express feelings</u> Poetry-Sensory poems, Shape poems, syllable-based poems Voice: Expressing a feeling Word Choice: Using Words to Create Meaning Sentence Fluency: Varying sentence lengths Conventions: Spelling well</p>
3/4	<p><u>Writing to persuade</u> Letter to the editor Ideas: Using details Organisation: Structuring the body Voice: Conveying the purpose Word Choice: Choosing words that deepen meaning Sentence Fluency: crafting well-built sentences</p>	<p><u>Writing to express feelings</u> Poetry- innovation of mentor poems texts limerick, cinquain, rhyme, rhythm, repetition, refrain Ideas: developing the topic Organisation: ending with a sense of resolution Voice: taking risks to create voice Word Choice: Selecting striking words and phrases Sentence Fluency: capturing smooth and rhythmic flow</p>
5/6	<p><u>Writing to persuade</u> Newspaper editorial- using "expert testimony" Speech Ideas: Finding the topic Organisation: Ending with a sense of resolution Voice: establishing a tone Word Choice: Using specific and accurate words Sentence Fluency: crafting well-built sentences</p>	<p><u>Writing to express feelings</u> Poetry- Slam poetry, Rap, Ballad Ideas: Focusing the topic Organisation: ending with a sense of resolution Voice: Taking risks to create voice Word Choice: Selecting striking words and phrases Sentence Fluency: Breaking the 'rules' to create fluency</p>

# Term 3

	Sequence 1 (5 weeks)	Sequence 2 (5 weeks)
Foundatio n	<p><u>Writing to inform</u> Create simple factual texts descriptive report</p> <p>Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:</p>	<p><u>Authors study</u> Compare characters, language, and writing style. Letter to the author Book Reviews</p> <p>Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:</p>
1/2	<p><u>Writing to explain or give facts about a topic</u> Information report including diagram and labels Ideas: Staying with the big idea Voice: Saying things in a new way Word Choice: Using words to create meaning Organisation: Adding a terrific Title Sentence Fluency: Starting Sentences in different ways Conventions: Capitalising Correctly Presentation: Forming letters correctly</p>	<p><u>Authors study</u> Compare characters, language, and writing style. Letter to the author Book Reviews</p> <p>Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:</p>
3/4	<p><u>Writing to explain or give facts about a topic</u> News report to explain. Ideas: Finding the topic Organisation: creating the lead Voice: establishing a tone Word Choice: selecting striking words and phrases Sentence Fluency: crafting well-built sentences</p>	<p><u>Authors study</u> Evaluate an author's themes, characters, and writing style.</p> <p>Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:</p>

5/6	<u>Writing to explain or give facts about a topic</u> Scientific Reports Explain how or why things work. Ideas: Using details Organisation: structuring the body Voice: Conveying the purpose Word Choice: Using specific and accurate words Sentence Fluency: Varying sentence length	<u>Authors study</u> Evaluate an author's themes, characters, and writing style.  Ideas: Organisation: Voice: Word Choice: Sentence Fluency: Conventions:
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## Term 4

	Sequence 1 (5 weeks)	Sequence 2 (5 weeks)
Foundation	<u>Writing to persuade</u> Writing letters of opinion and book reviews Ideas: Forming an opinion. Voice: Communicating opinion Word Choice: Picking "just right" Words Organisation: Starting with a bold beginning Sentence Fluency: Building complete sentences Conventions: Capitalising Correctly	<u>Writing to tell a story</u> Simple narratives
1/2	<u>Writing to persuade</u> Writing letters of opinion and book reviews Ideas: Finding the big idea Voice: Communicating with Sparkle and Pizzazz Word Choice: Picking "just right" Words Organisation: Starting with a bold beginning Sentence Fluency: Building complete sentences Conventions: Capitalising Correctly	<u>Writing to tell a story</u> Simple realistic or fantasy narrative Tales that Teach a lesson Ideas: Using Juicy Details Voice: Saying things in a new way Word Choice: Picking 'just right' words Organisation: Finishing with an excellent ending Sentence Fluency: Making smooth-sounding sentences Conventions: Applying Basic Grammar Presentation: Printing words neatly

3/4	<p><u>Writing to tell a story</u>  Personal story- small moments  Ideas: Focusing on the big idea  Voice: Communicating with sparkle and Pizzazz  Word Choice: Using words to create meaning  Organisation: Creating a mighty middle  Sentence Fluency: Starting Sentences in Different ways  Conventions: Punctuating Powerfully  Presentation: Forming letters correctly</p>	<p><u>Writing to tell a story</u>  Biographies  Ideas: Focusing the topic  Organisation: Ending with a sense of resolution  Voice: creating a connection to the audience  Word Choice: Choosing words to deepen meaning  Sentence Fluency: capturing smooth and rhythmic flow</p>
5/6	<p><u>Writing to tell a story</u>  Scriptwriting- use ideas presented in reading sequence books to create scripts and films  Ideas: Focusing on the big idea  Voice: Reaching out to the reader  Word Choice: Choosing zippy verbs  Organisation: Finishing with an excellent ending  Sentence Fluency: Making smooth-sounding sentences  Conventions: Applying basic grammar</p>	<p><u>Writing to tell a story</u>  Autobiography – Grade 6 Speeches  Ideas: Developing the topic  Organisation: using sequence and transition words  Voice: establishing a tone  Word choice: applying strong verbs  Sentence Fluency: Capturing smooth and rhythmic flow</p>