



Writing Long Term Plan

Year 5 Overview

2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing to Entertain Narrative – Epic Adventure Story (Focus Text: The Odyssey by Gillian Cross)</p> <p>Writing to Entertain Spine Poetry – Xfilious</p>	<p>Writing to Persuade Persuasion – Hawk Ridge Farm Park</p> <p>Writing to Inform Formal Letters – hospital patients</p> <p>Writing to Entertain Playscripts – A Christmas Without Carol</p>	<p>Writing to Entertain Narrative (Warning Tale) – Kidnapped</p> <p>Writing to Discuss Discussion Text (Focus Text: The Strange Case of Origami Yoda)</p>	<p>Writing to Entertain Narrative (Wishing Tale) – One Chance</p> <p>Writing to Entertain Narrative Poetry - Charlotte Bronte Mementos</p>	<p>Writing to Inform Newspaper Report –Beetle Boy (M. G Leonard)</p> <p>Writing to Entertain Novel Study & Narrative (Missing Person)– Beetle Boy (M. G Leonard)</p>	<p>Writing to Entertain Narrative from Alternative Perspective – Beetle Boy (M. G Leonard)</p> <p>Writing to Inform Autobiographies</p>

Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use **subordinating conjunctions** in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use **expanded noun phrases** to inform,
...a tall dark-haired man with a bright-red cap...
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **passive voice** to remain formal or detached,
The money was stolen from the main branch.
- Begin to use **colons** to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use **brackets** or **dashes** to explain technical vocabulary
- Use **semi-colons** to punctuate complex lists, including when using bullet points
- Use **colons** to introduce lists or sections
- Use **brackets or dashes** to mark relative clauses
- Secure use of **commas** to mark clauses, including opening subordinating clauses
- Begin to use **colons & semi-colons** to mark clauses



Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context,
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal** verbs to convey urgency,
Buy it today! This product will transform your life..
- Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion

Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **?! for rhetorical / exclamatory sentences**
- Use **colons** and **semi-colons** to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!





Year 5 Writing Long Term Plan 2023-24

	Autumn Term 1	Spring Term 1	Summer Term 1
Week 1	<p style="text-align: center;">Whole School Poetry Unit (Focus Text: <i>The Lost Words</i> by Robert Macfarlane & Jackie Morris)</p> <ul style="list-style-type: none"> Focus on the poem 'Raven' Explore the structure of the poem Write own poem based on a living thing within nature. Acrostic poem to include repetition, alliteration, similes and metaphors. 	<p style="text-align: center;">Narrative - Warning Tale (Focus: Suspense/Kidnapped)</p> <ul style="list-style-type: none"> Explore features / drama – create suspense Understanding effect of empty words/learn pattern of a suspense story Building suspense – grammatical features SBW - subordinate clauses 	<p style="text-align: center;">Newspaper Report - Missing Person Story (Focus Text: <i>Beetle Boy</i> by M G Leonard)</p> <ul style="list-style-type: none"> Introduction – comprehension SBW – diary entry Character description Edit and improve
Week 2	<p style="text-align: center;">Narrative – Epic Adventure Story (Focus Text: <i>The Odyssey</i> by Gillian Cross)</p> <ul style="list-style-type: none"> Making deductions Non phrases & future tense Verbs & adverbs to persuade Short burst write: First person soliloquy 	<p style="text-align: center;">Narrative - Warning Tale (Focus: Suspense/Kidnapped)</p> <ul style="list-style-type: none"> Reading as a reader – drawing inference and internalising text Recap – modal verbs Boxing up SBW - Subordinate clauses 	<p style="text-align: center;">Newspaper Report - Missing Person Story (Focus Text: <i>Beetle Boy</i> by M G Leonard)</p> <ul style="list-style-type: none"> Newspaper articles – structure SBW – newspaper article missing persons Non-fiction fact file on beetles SBW – formal language/cohesive devices
Week 3	<p style="text-align: center;">Narrative – Epic Adventure Story (Focus Text: <i>The Odyssey</i> by Gillian Cross)</p> <ul style="list-style-type: none"> Predictions based on inferences Multi-clause sentences Short burst write: Diary entry in role Characterisation through dialogue 	<p style="text-align: center;">Narrative - Warning Tale (Focus: Suspense/Kidnapped)</p> <ul style="list-style-type: none"> Write – suspense within the setting/opening Write – suspense in build up Edit and improve (Warm Task) SBW – dialogue to move action on 	<p style="text-align: center;">Newspaper Report - Missing Person Story (Focus Text: <i>Beetle Boy</i> by M G Leonard)</p> <ul style="list-style-type: none"> Focus on openings 5Ws and introduction/ collecting facts. Catchy titles.
Week 4	<p style="text-align: center;">Narrative – Epic Adventure Story (Focus Text: <i>The Odyssey</i> by Gillian Cross)</p> <ul style="list-style-type: none"> Inferences about a character Commas to avoid ambiguity Parenthesis Sequence & summarise main events Superlatives for advert 	<p style="text-align: center;">Discussion Text (Focus Text: <i>The Strange Case of Origami Yoda</i>)</p> <ul style="list-style-type: none"> Infer information about a character Own experiences Giving & receiving oral instructions Imperative verbs in written instructions Using evidence from the text 	<p style="text-align: center;">Newspaper Report - Missing Person Story (Focus Text: <i>Beetle Boy</i> by M G Leonard)</p> <ul style="list-style-type: none"> Continued writing of newspaper report. Planning, drafting, editing & improving.



Year 5 Writing Long Term Plan 2023-24

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	Autumn Term 1	Spring Term 1	Summer Term 1
Week 5	<p style="text-align: center;">Narrative – Epic Adventure Story (Focus Text: <i>The Odyssey</i> by Gillian Cross)</p> <ul style="list-style-type: none"> Plan events of an epic adventure narrative Draft Edit & improve Publish 	<p style="text-align: center;">Discussion Text (Focus Text: <i>The Strange Case of Origami Yoda</i>)</p> <ul style="list-style-type: none"> Turning nouns and adjectives into verbs Using drama to explore perspectives Using language of persuasion Adapting language features to create coherence 	<p style="text-align: center;">Narrative- Missing Person Story (Focus Text: <i>Beetle Boy</i> by M G Leonard)</p> <ul style="list-style-type: none"> Story structure / model text focus. Drama for Writing to explore. Exploring stories with missing stories Character creation / description Character description/ setting SBW – relative clauses
Week 6	<p style="text-align: center;">Poetry (Focus Text: <i>Xfilious</i>)</p> <ul style="list-style-type: none"> Identify features Figurative Language Plan poem 	<p style="text-align: center;">Discussion Text (Focus Text: <i>The Strange Case of Origami Yoda</i>)</p> <ul style="list-style-type: none"> Varying sentence structure for a desired effect. Diary entry in the style of a character. Planning own discussion text. 	<p style="text-align: center;">Narrative - Missing Person Story (Focus Text: <i>Beetle Boy</i> by M G Leonard)</p> <ul style="list-style-type: none"> Planning Shared write / independent write SBW – using dialogue to move the story along
Week 7	<p style="text-align: center;">Poetry (Focus Text: <i>Xfilious</i>)</p> <ul style="list-style-type: none"> Write poem Edit and improve Publish poem 	<p style="text-align: center;">Discussion Text (Focus Text: <i>The Strange Case of Origami Yoda</i>)</p> <ul style="list-style-type: none"> Writing using the language of discussion. To present varied points of view. Semi-colon to mark the boundary between clauses. Edit & improve Publish 	
Week 8			



Year 5 Writing Long Term Plan 2023-24

	Autumn Term 2	Spring Term 2	Summer Term 2
Week 1	<p style="text-align: center;">Persuasion (Focus Text: Hawk Ridge Farm Park)</p> <ul style="list-style-type: none"> Understanding features Structure – model text – boxing up SBW – persuasion 	<p style="text-align: center;">Narrative - Wishing Tale (Focus: One Chance)</p> <ul style="list-style-type: none"> Introduction – comprehension SBW - Fronted Adverbials Skills – editing and improving Structure – setting description 	<p style="text-align: center;">Narrative - Missing Person Story (Focus Text: Beetle Boy by M G Leonard)</p> <ul style="list-style-type: none"> Independent writing of story. Editing & improving. Publishing.
Week 2	<p style="text-align: center;">Persuasion (Focus Text: Hawk Ridge Farm Park)</p> <ul style="list-style-type: none"> Show not tell – using drama to build understanding/vocabulary Inference skills Expanded Noun Phrases 	<p style="text-align: center;">Narrative - Wishing Tale (Focus: One Chance)</p> <ul style="list-style-type: none"> Structure – parenthesis / alternate stories Character description SBW – setting description SBW – planning 	<p style="text-align: center;">Narrative – Alternative Viewpoint (Focus Text: Beetle Boy by M G Leonard)</p> <ul style="list-style-type: none"> 3 Little Pigs – wolf’s perspective – analysis. Character analysis Dr Cuttle. Story Planning
Week 3	<p style="text-align: center;">Persuasion (Focus Text: Hawk Ridge Farm Park)</p> <ul style="list-style-type: none"> Boxing Up independent write Shared Write 	<p style="text-align: center;">Narrative - Wishing Tale (Focus: One Chance)</p> <ul style="list-style-type: none"> Shared write / independent write Independent write Edit / Publish SBW – identified grammar skills 	<p style="text-align: center;">Narrative – Alternative Viewpoint (Focus Text: Beetle Boy by M G Leonard)</p> <ul style="list-style-type: none"> Writing story from alternative perspective. Editing & Improving. Publishing.
Week 4	<p style="text-align: center;">Persuasion (Focus Text: Hawk Ridge Farm Park)</p> <ul style="list-style-type: none"> Independent Write Edit and improve Publish No More Marking 	<p>Assessment Week</p> <p>NFER Reading & Grammar Assessments</p>	<p>Assessment Week</p> <p>NFER Reading & Grammar Assessments</p>



Year 5 Writing Long Term Plan 2023-24

	Autumn Term 2	Spring Term 2	Summer Term 2
Week 5	<p style="text-align: center;">Formal Letters</p> <ul style="list-style-type: none"> Recap structure Write formal letters to hospital patients for Christmas 	<p style="text-align: center;">Narrative Poetry (Focus Text: Charlotte Bronte Mementos)</p> <ul style="list-style-type: none"> Consider types of narrative poetry Discussing themes and conventions Literary devices – reading and comprehension 	<p style="text-align: center;">Autobiographies</p> <ul style="list-style-type: none"> Recap parenthesis – My Birth and Childhood Recap conjunctions – My School Sentence Openers SBW – identified grammar skills
Week 6	<p style="text-align: center;">Assessment Week</p> <p style="text-align: center;">NFER Reading & Grammar Assessments</p>		<p style="text-align: center;">Autobiographies</p> <ul style="list-style-type: none"> Recap parenthesis – My Birth and Childhood Recap conjunctions – My School Sentence Openers SBW – identified grammar skills
Week 7	<p style="text-align: center;">Playscripts (Focus Text: A Christmas Without Carol)</p> <ul style="list-style-type: none"> Share story Guided reading questions Conscience alley Direct speech 		<p style="text-align: center;">Autobiographies</p> <ul style="list-style-type: none"> Box up model text (Class Teacher version) / planning their own Write
Week 8	<p style="text-align: center;">Playscripts (Focus Text: A Christmas Without Carol)</p> <ul style="list-style-type: none"> Features of a playscript Plan Draft Edit & improve 		<p style="text-align: center;">Autobiographies</p> <ul style="list-style-type: none"> Continue to write Edit and improve Publish