

2023-24
ENGLISH LONG-TERM PLANNING –WRITING Y5

	Term 1 – Autumn	Term 2 – Spring		Term 3 - Summer	
Narrative	Contemporary story (4 weeks)	Adventure story (4 weeks)		Fiction from our Literary Heritage (4 weeks)	
Final written outcome	Explore the text and characters. Write a story in the style of the author following the main plot points.	Explore elements of the text, focussing on setting and character descriptions. Write in the style of the author to complete sections of the story. Take the plot and theme from the text to plan and write an adapted version.		Explore the text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write a contemporary version.	
Suggested Context	Use drama techniques and images to imagine Tomas’ village. Explore settings and dialogue. Suggested text: <i>I Believe in Unicorns</i> by Michael Morpurgo	Use art and drama to enthuse children about the story. Make links to geography work on South America. Suggested text: <i>The Explorer</i> by Katherine Rundell		Classic Fiction: <i>The Secret Garden</i> Become immersed in the world of The Secret Garden, investigating settings, characters and narrative style. Suggested Texts: <i>The Secret Garden</i> by Frances Hodgson Burnett	
Non-fiction	Biographies (3 weeks)	Persuasive report (2 weeks)	Balanced argument (2 weeks)	Information Report (2 weeks)	Non-chronological Report (2 weeks)
Final written outcome	To write a biography about an important figure from the Shang dynasty.	Write a non-chronological report based on a Fairtrade product.	Write a balanced argument about a farming/food issue.	Write a report in the form of an information leaflet, comparing Minoans and Mycenaeans	Write an information leaflet describing the Ancient Olympic Games
Suggested Context	<i>Fu Hao biography</i> (Cornerstones Maestro)	<i>Fairtrade Coffee</i> Leaflet (Cornerstones Maestro)	<i>Should we become vegan?</i> Balanced argument (Cornerstones Maestro)	Link to history comparing aspects of Ancient Greece.	Link to history of Ancient Greece.

Poetry	Performance Poetry	Modern Poetry	Classic Poetry
Final Outcome	To learn, practice and recite a familiar poem by heart	To write a poem with a clear rhyming structure, using a shared model as a guide.	Personal responses to poetry. Recite familiar poems by heart.
Suggested Context	Children work in groups to learn and perform verses from a seasonal poem to recite at the class Christmas performance. Suggested Text: <i>Christmas Long Ago</i> by Jo Geis	Using <i>The Malfeasance</i> as a shared text, children are exposed to rhyming structure and pattern. They explore literary devices such as simile, metaphor, onomatopoeia and personification.	Using the classic <i>Old Possum's Book of Practical Cats</i> , develop children's mastery of descriptive language write own poems. Suggested Texts: <i>Old Possum's Book of Practical Cats</i> by T.S. Eliot and Axel Scheffler.

2023-24
ENGLISH Sticky Knowledge- WRITING Y5

Children will know how to	TERM 1 Autumn	TERM 2 Spring	TERM 3 Summer
Handwriting	choose which shape of a letter to use when given choices and deciding, as part of personal style, whether, or not, to join specific letters. choose the writing implement that is best suited for a task. (e.g. quick notes, letters).	reinforcing cursive handwriting across the curriculum form-filling/labelling using printed and capital letters	develop the stamina and skills to write at length, with accurate spelling and punctuation.
Spelling	form verbs with prefixes, for example, dis, de, mis, over and re. use the first three or four letters of a word to check spelling, meaning or both in a dictionary. to proof read my work for spelling and punctuation errors.	spell some words with 'silent' letter. (e.g. <i>knight, psalm, solemn</i>) convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle)	spell identified commonly misspelt words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: <i>ordinary to spell extra ordinary/ordinarily</i>)
Composition	aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade.	link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)	Use settings to not only create atmosphere, but also to indicate a change.

NB This is a working document and will be reviewed and updated regularly. This document is based on **Cycle A** foundation subject topics.

	<p>organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)</p>	<p>develop characters through action, description and dialogue. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</p> <p>add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...’).</p>	<p>Use models from my reading which are often integrated into writing.</p> <p>manage shifts in time and place effectively and guide the reader through a text.</p>
Grammar	<p>ensure the correct and consistent use of tense throughout a piece of writing.</p> <p>start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time- Later, When the, As the dawn broke,) (adverbials of place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)</p> <p>use a thesaurus for alternative word choices.</p>	<p>use stylistic devices to create effects in writing. (<i>simile, metaphor, personification</i>)</p> <p>use modal verbs or adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasionally...)</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)</p> <p>suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.)</p> <p>choose words for deliberate effect and I use them thoughtfully and with precision.</p>
Punctuation	<p>use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>use colons to introduce a list.</p> <p>use inverted commas and other punctuation to accurately indicate direct speech.</p>	<p>use brackets, dashes or commas to indicate parenthesis.</p>