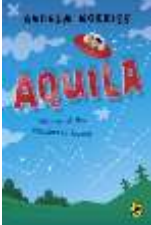


Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)

Year 5 Writing Long Term Plan 2023 - 2024

Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar/ SPaG objectives
<p style="color: green;">Autumn 1 7 weeks</p> <p style="text-align: center;">Aquila Andrew Norriss</p>  <p style="color: red;">Fiction – adventure / sci-fi</p>	Week 1	<p>Front cover & blurb analysis</p> <p>Predictions</p> <p>Read Chapter 1 – compare with beginning of TV version</p> <p>Chapter 1 reading VIPERS</p> <p>Read first part of Chapter 2. Make further predictions.</p>	<p>Writing predictions</p> <p>Similarities and differences list – comparing the</p>			Modal verbs
	Week 2	<p>Read chapter 2</p> <p>Watch example of crime being committed and look</p>	<p>Writing a police report for the two missing boys</p>	<ul style="list-style-type: none"> - formal language - third person - time adverbials 	To inform	Conjunctions & adverbs of time and place


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		at coinciding police report – Gangster Granny		<ul style="list-style-type: none"> - facts stated in chronological order - relative clauses - past tense - paragraphs 		
	Week 3	Read up to the end of chapter 3	Hot seat Tom leading into Description of Tom Introducing diary	Descriptive language to describe appearance/ personality	To entertain	Similes metaphors
	Week 4	Verbal summary of Chapter 4 Chapter 3/4 reading VIPERS Read Chapter 5	Planning and then writing - Diary	<ul style="list-style-type: none"> - ‘Dear Diary’ type start - colloquial language (chatty & informal) - reflective – including thoughts and feelings - past tense - first person - chronological order - descriptive elements (using senses) - paragraphs - *NO DIRECT SPEECH* 	To entertain To inform	Informal/formal Contractions

Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)

	Week 5	Read example newspaper reports	Writing newspaper report	<ul style="list-style-type: none"> - headline & date = introduction / orientation (5 Ws) - Main body - Reorientation - Past tense - Quotes from eye witnesses using direct and reported speech - Photographs & captions - Third person - Factual information - Formal language 	To inform	<p>Direct and reported speech</p> <p>Inverted commas for direct speech</p>
	Week 6	Assessment Week				
	Week 7	Finishing reading book and take AR quiz				
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar/ SPaG objectives</u>
<u>Autumn 2</u> <u>7 weeks</u>	Week 1	Front cover & blurb analysis Predictions	Write predictions	<ul style="list-style-type: none"> - opinion backed up with facts from text - subordination - first person 		Subordinating conjunctions for predictions

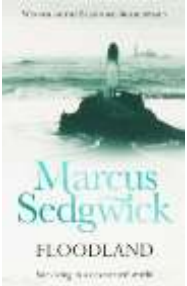
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<p><i>Golden Horsemen of Baghdad</i> Saviour Pirotta</p>  <p>Historical fiction / adventure</p>		Read Chapter 1. Reading VIPERS				
	Week 2	Read Chapter 2. Summary of Chp2	Write summary of chapter 2			
		Discuss should Jabir be punished	Gather reasons for and against Jabir being punished and put into a table			
	Week 3	Read up until p.39	Persuasive speech in role as barrister (prosecution or defence). (plan and write)	<ul style="list-style-type: none"> - Relative clauses - Modal verbs for command, persuasion and possibility - second person pronouns to address the jurors directly - persuasive devices: agreement (e.g. 	<p>To persuade</p> <p>To discuss</p>	<p>Relative clauses</p> <p>Modal verbs for command, persuasion and possibility.</p>

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				obviously, without doubt), - rhetorical questions		
	Week 4	Read chapter 3 and 4 Reading VIPERS - chapter 3&4 Read chapter 5	Plan setting description of the streets of Baghdad			
	Week 5		Write setting description of the streets of Baghdad - what does Jabir hear, see, smell, touch and taste?	- Fronted adverbials (place and manner) - commas in lists, - expanded noun phrases (in sentences with prepositions and verbs) - figurative language	To entertain	TRAMP adverbials (place and manner) Figurative language
Assessment Week						
	Week 7	Finish reading the text				
Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar/ SPaG objectives

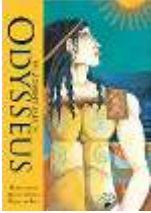
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<p>Spring 1 5 weeks</p> <p>Floodland Marcus Sedgwick</p>  <p>Dystopian future / adventure - fiction</p>	Week 1	<p>Analysis of front cover & of 1st paragraph.</p> <p>Read to p.5</p>	<p>Prediction after 1st paragraph.</p> <p>Children to write alternative ending to chapter 1</p>	<ul style="list-style-type: none"> - own opinion (1st person) - inference - past tense - adverbials - third person - prepositions - descriptive language 	To entertain	<ul style="list-style-type: none"> - Modal verbs - 1st/2nd/3rd person - TRAMP adverbials (time and place) - word classes (adjectives)
	Week 2	<p>Read Chapter 1</p> <p>Chapter 1 reading comp./VI PERS</p> <p>Read Chapter 2</p>	<p>Pose question - 'Should Zoe's dad have left have left her on the island?'</p> <p>Create table for & against. Pupils to write paragraph with their opinion</p> <p>Write a summary of chapter 2</p>			Tramp adverbial for cohesion for summarising
	Week 3	<p>Read examples of arguments and decide if they are</p>	<p>Verbal debate</p>	<ul style="list-style-type: none"> - formal language 	To persuade	<ul style="list-style-type: none"> - fronted adverbials - coordinating conjunctions

Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)

		balanced or unbalanced	Identify features of a balanced argument Balanced argument planning Start writing balance argument	- balanced argument (introduce Thinking Hat plan)	To discuss	- subordinating conjunctions
	Week 4	Read chapters 6-7	Finish writing balanced argument			
	Week 5		Newspaper report - Look at examples - Highlight features and structural features	- chronological order - 5 Ws - formal - factual - speech (indirect / direct) - accurate structural layout of newspaper	To inform	- third person - past tense verbs - direct speech
		Finish reading text				
<u>Book Title and Genre</u>	<u>Term and Week</u>	<u>Reading and Poetry</u>	<u>Writing text types covered</u>	<u>Features of the text type for year group</u>	<u>Writing Purpose</u>	<u>Grammar/ SPaG objectives</u>
<u>Spring 2 5 weeks</u>	<u>Week 1</u>	Front cover & blurb - predictions & comprehension	Prologue vocabulary task	- third person - descriptive language (adjectives,	To entertain	- subordinate clauses - relative clauses

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<p>Adventures of Odysseus</p>  <p>Historical fiction / myths & legends</p>		<p>Read prologue</p> <p>Read chapter 1</p> <p>Prologue reading</p> <p>VIPERS</p>	<p>Write predictions based on front cover and prologue</p> <p>Create character profiles for the characters introduced so far – Aphrodite, Athene, Hermes, Zeus and Gera.</p>	<p>expanded noun phrases, simile)</p> <ul style="list-style-type: none"> - adverbs - subordinate clauses - range of coordinating conjunctions - past tense 		
	Week 2	<p>Read Penelope journal the next chapter about <i>Penelope's journal</i></p> <p>Look at the features of a journal text.</p>	<p>Create Penelope's journal plan</p> <p>Star writing <i>Penelope's journal</i></p>	<ul style="list-style-type: none"> - complex sentences - subordinate clauses - informal language - contractions - Emotive language 	<p>To entertain</p> <p>To inform</p>	<ul style="list-style-type: none"> - contractions - informal vs formal - complex sentences
	Week 3	<p>Read chapter 2</p> <p>VIPERS</p> <p>Read chapter 3</p> <p>Analyse opening & ending of chapter.</p> <p>Make contrasts & comparisons to how</p>	<p>Finish writing <i>Penelope's journal</i></p>			<p>To inform</p>

Writing Purpose: To entertain To inform To persuade To discuss (Y5/6 only)

		the setting and character change Chapter 3 Reading VIPERS				
	Week 4	Read up to page 44 - until Hermes appears and pose the question - should Odysseus trust Hermes?	Generate ideas together and write them on the working wall - ideas for and against trusting Hermes. Have a class debate - record for Seesaw.	- inference - subordination	To discuss	- subordinating conjunctions
	Week 5	Recap text	Plan balanced argument using coloured hats planning. Write balanced argument	- formal language - succinct - state facts - be objective with both sides of argument, before stating own opinion - range of conjunctions - modal verbs - TRAMP (reason)	To persuade To discuss	- subordinate clauses - adverbials for reason

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		Finish reading the text.				
	Week 6					
Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar/ SPaG objectives
Summer 1 6 weeks	Week 1					
Type of book BOOK NAME AUTHOR	Week 2					
	Week 3					
Picture of book	Week 4					
	Week 5					
Topic - Trade and resources - world geography.	Week 6					
Book Title and Genre	Term and Week	Reading and Poetry	Writing text types covered	Features of the text type for year group	Writing Purpose	Grammar/ SPaG objectives


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<p><u>Summer 2</u> <u>7 weeks</u></p> <p>Matilda Roald Dahl</p>	<p>Week 1</p>	<p>Analyse front cover - discuss author and what the children already know about the text.</p> <p>Discuss that there will be some differences between the book and the film</p> <p>Read chapter 1 - complete chapter 1 reading VIPERS.</p>	<p>Children to annotate front cover with information about characters and what they already know.</p>			
	<p>Week 2</p>	<p>Read chapter 2 and discuss.</p> <p>Discuss <i>George's Marvellous Medicine</i> and listen to the audio book of the chapter where Georgie gives the medicine to Grandma.</p>	<p>Plan <i>Matilda's</i> marvellous medicine. Story using planning sheet.</p> <p>SPaG focus on using reported speech and inverted commas</p>		<p>To entertain</p>	

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		Discuss the structure of the text				
	Week 3 and 4	Read 'Mr Wormwood the Great Car Dealer'	Write the story one paragraph at a time - model excellent example of each paragraph before writing		To entertain	Reported speech Inverted commas Subordinate clauses Relative clauses Paragraphs
	Week 5	Discuss what a customer would do in this situation after reading the last chapter - write a formal letter of complaint.	I identify the features of a formal letter. Plan formal letter of complaint	Address of sender/receiver Introduction - brief (why are you writing this letter?) Information organised into paragraphs Closing statements Sign off	To inform To persuade	Features of an informal letter Emotive language Paragraphs
	Week 6	Read the next chapter Finish reading book	Analyse the part of the text that discusses Miss Honey.			Adverbials Descriptive phrases

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			Miss Honey character description diagram			
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