

Year 5 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Promote a love of Reading Mr Brothers Ghost/ Holes /Journey to the River Sea / Cog heart / The House With Chicken Legs /				<u>Poetry</u>	Black History Month: The Undeclared, Nelson Mandela, Little Leaders		
Aut 1	<u>Narrative</u> Write a 5 part story using language to evoke mood, atmosphere and develop characterisation Transform for GDS Change the atmosphere of the story with a focus on how language choices sentence structure and grammar will change to change the atmosphere	<u>Narrative</u> Write a 5 part story using language to evoke mood, atmosphere and develop characterisation Transform for GDS Change the atmosphere of the story with a focus on how language choices sentence structure and grammar will change to change the atmosphere	<u>Recount</u> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Transform for GDS Write the same recount for two or three audiences appealing to each one through managed shifts of formality.	<u>Recount</u> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Transform for GDS Write the same recount for two or three audiences appealing to each one through managed shifts of formality.	Read a number of poems by significant poets and identify what is distinctive about the style or content of the poems. Explore iambic pentameter noting how different lines are constructed, pattern of stressed and unstressed syllables. Explain the effect of lines being constructed in this style. Prepare reading of poetry with appropriate intonation to show their understanding.	<u>Narrative : Small Things (Picture book)</u> To write a story in the third person organised into paragraphs ensuring that the sequence is clear. Some basic dialogue included. Transform for GDS Revise how the sequence of the story is expressed through conjunctions adverbs and prepositional phrases.	<u>Non Chronological Report</u> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Transform for GDS Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.	<u>Non Chronological Report</u> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Transform for GDS Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.
	Immigration / Refugee / Interfaith Journey / The Boy at the Back of Class / The Unforgotten Coat.				Christmas Is It Christmas Yet? (Picture book)	Traditional tales Telltale / The Highway Man (poem), Flannan Isle (poem)		
Aut 2	<u>Narrative</u> Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Transform for GDS Adapt the story for a different audience aiming for consistency in character and style	<u>Narrative</u> Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Transform for GDS Adapt the story for a different audience aiming for consistency in character and style	<u>Remembrance Poetry</u> Discuss a poet's possible viewpoint, explain and justify own response and interpretation. Discuss how poets draw upon observation, memory and imagination. Analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns.	<u>Narrative</u> Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Transform for GDS Adapt the story for a different audience aiming for consistency in character and style	<u>Letters:</u> Write a formal letter to Father Christmas. Show understanding of paragraphs, punctuation including parenthesis and formality Transform to GDS Use wide range of co-ordinating and subordinating conjunctions, a range of sentence types, adverbials and relative clauses.	<u>Narrative</u> Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Transform for GDS Change the story to focus on a different technique looking at how the language choice changes.	<u>Narrative</u> Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. Transform for GDS Change the story to focus on a different technique looking at how the language choice changes.	
	Chinese New Year / A New Year for Mo and Moe/ The Dragon and the Cockerel		Diversity and Stereotypes : Pride Month The Boy in The Dress / The Misadventures of The Family Fletcher / King and The Dragonflies					
Spring 1	<u>Explanation</u> Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on	<u>Explanation</u> Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on	<u>Narrative</u> Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character. Transform for GDS Change the story to show parallel narrators where events are portrayed	<u>Narrative</u> Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character. Transform for GDS Change the story to show parallel narrators where events are portrayed	<u>Recount</u> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Transform for GDS Write the same recount for two or three audiences appealing to each one through managed shifts of formality.	<u>Recount</u> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. Transform for GDS Write the same recount for two or three audiences appealing to each one through managed shifts of formality.		

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	Traditional Tales The Hobbit, Carrie's War, Robinson Crusoe, The Wolves of Willoughby Chase				Poetry		
Spring 2	<u>Narrative</u> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.	<u>Narrative</u> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.	<u>Narrative</u> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.	<u>Narrative</u> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.	Recognise themes in the poems they have read such as love, loss or heroism. Explore and explain imagery including metaphor and personification.		
	Our Planet Song of Dolphin Boy / Face to Face with Polar Bears / Human Footprint				SEND and Personal difficulties Flamingo Boy / Wonder / Do you know me		
Sum 1	<u>Explanation</u> Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.	<u>Explanation</u> Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. Transform for GDS Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.	<u>Persuasion</u> Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. Transform for GDS Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.	<u>Persuasion</u> Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. Transform for GDS Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.	<u>Narrative</u> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.	<u>Narrative</u> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.	<u>Narrative</u> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. Transform for GDS Use the non-linear structure to show changes in atmosphere and mood.
	Promote a love of reading Why the Whales Came / The Beetle Boy/ Nevermoor / Sky Hawk						
Sum 2	<u>Procedural</u> Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. Transform for GDS Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.	<u>Procedural</u> Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. Transform for GDS Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.	<u>Discussion</u> Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion. Transform for GDS Combine the discussion text with another text type with a clear audience and form.	<u>Narrative</u> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. Transform for GDS Add an additional narrative voice demonstrating a change in formality.	<u>Recount</u> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. Transform for GDS Add an additional narrative voice demonstrating a change in formality.	<u>Recount</u> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. Transform for GDS Add an additional narrative voice demonstrating a change in formality.	

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Year Five	Term One	Term Two	Term Three
Writing Assessment Key Performance Indicators	KPIs On-track for Expected Standard (EXS) - Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. - Write a recount with a specific form and audience - Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness - Use literary devices such as repetition, alliteration, “rule of three”. - Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. - Begin to use dialogue to convey character and advance the action - Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs - Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase - Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones KPIs On-track for Greater Depth (GDS) - Independently adapt language choices based on the audience and the intended impact on the reader. - Write for more than one audience, managing changes in content, features and levels of formality. - Embed one text-type within another, controlling the writing and maintain the overall purpose. - Use a wide range of clause structures, sometimes varying their position within a sentence	KPIs On-track for Expected Standard (EXS) - Effectively use dialogue to convey character and advance the action. - Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. - Write a linear procedural text with a wide range of presentational and organisational devices - Use a wide range of presentational and organisational features to structure texts specific to the form and audience. - Begin to adapt writing based on a change in the audience. - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs - Use commas to clarify meaning and avoid ambiguity - Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons. - Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 - Consistently produce legible joined handwriting KPIs On-track for Greater Depth (GDS) - Develop writing into a parallel narrative telling same events from two points of view. - Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains. - Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing - Independently enhance the effectiveness of writing through reading, evaluating and re-drafting - Use the full range of punctuation taught correctly and appropriately - Evaluate and edit own and other’s writing against a	KPIs Expected Standard (EXS) - In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. - Write with a non-linear structure. - Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader - Plan, compose, edit and refine an explanation text showing good awareness of the reader - Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary - Use dialogue to convey character and advance the action. - Use preposition phrases and expanded noun phrases to add detail, qualification and precision - Build cohesion within and across a paragraph using a range of devices. - Spell correctly many words from Yr5/6 - Consistently produce legible joined writing KPIs Greater Depth (GDS) - Choose to combine text-types to support overall effectiveness of the writing. - Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. - Select precise vocabulary and grammatical structures - Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader - Use the full range of punctuation taught correctly and appropriately - Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. - Develop own success criteria and makes choices on