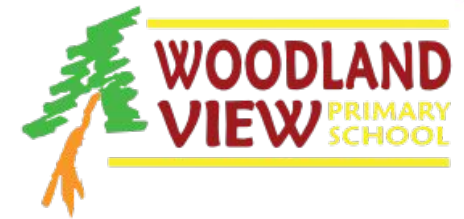




YEAR 5 *Writing* Medium Term Plan



	Theme	Genre	Learning Objectives	Grammar Coverage
Aut 1	You're Not Invited	Leaflets <i>Ancient Rome</i>	<ul style="list-style-type: none"> To be able to identify the key features, audience and purpose of leaflets and brochures. To be able to take notes and develop initial ideas, drawing on reading and research. To be able to plan my leaflet, drawing on reading and research. To be able to write in the correct tense. To expand my vocabulary and be able to make appropriate word choices. To use relative clauses beginning with: who, which, where, when, whose, that or with. To identify the language and features in an effective introduction. To be able to write an effective introduction selecting appropriate grammar and vocabulary. To organise information into appropriate paragraphs. To be able to build cohesion within and across paragraphs using adverbials. To use a range of coordinating and subordinating conjunctions within my writing. To be able to assess the effectiveness of my writing and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To be able to write legibly, fluently and with increasing speed. 	<ul style="list-style-type: none"> → Present tense → Rhetorical question, → Adjectives, → Coordinating conjunctions, → Subordinating conjunctions, → Fronted adverbials, → Paragraphs. → Bullet points. → Present tense → Relative pronoun → Relative clauses → Adverbial phrases. → Y5 non-negotiables
		Myths <i>Romulus and Remus</i>	<ul style="list-style-type: none"> To describe a mythical creature using ambitious vocabulary. To create an eerie atmosphere through a setting description. To perform a scene from a myth showing an understanding of the events To retrieve information and organise it into sections. To summarise events in chronological order. To plan a scene for a retelling of a myth. To intrigue the reader by writing a detailed scene. To recap grammar and punctuation skills. To plan a myth with the appropriate features. To write a myth beginning that intrigues the reader. To write a middle that excites the reader. To end a myth with a significant event. 	<ul style="list-style-type: none"> → Adjectives → Adverbs → Cohesion → S&L. → Paragraphs → Past tense → Third person → Fronted adverbials → Expanded noun phrases → Coordinating and subordinating conjunctions → Punctuation marks (. , ! ?) → Commas → Y5 non-negotiables



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Aut 2	Come Fly with Me - America	Diaries <i>Journey along Route 66</i>	<ul style="list-style-type: none"> To introduce the new topic - Come Fly with Me - America! To be able to identify and use prepositions. To be able to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition To be able to carry out research and take effective notes. To be able to identify the features of a diary. To find out more about the key landmarks and places to stop on Route 66. To be able to plan my journey along route 66. To identify and use expanded noun phrases. To write an effective opening paragraph to my diary entry including emotive language. To be able to identify and use adverbials of time in my writing. To be able to write an effective diary entry including adverbials of time. To be able to write an effective diary entry including the appropriate language and features. To be able to write an effective concluding paragraph to a diary entry. To be able to include a relative clause. To be able to accurately contract words using an apostrophe. To be able to proofread, edit and improve my writing. To be able to write up their diary entry in their neatest handwriting, including all of the key features. 	<ul style="list-style-type: none"> → S&L → Prepositions → Expanded noun phrases → Nouns → Pronouns → Relative pronouns → Cohesion → Bullet points → First person → Adjectives → Paragraphs → Coordinating and subordinating conjunctions → Chronological order → Time vocabulary → Rhetorical question → Past perfect tense → Relative clauses → Apostrophes
		Non-chronological reports <i>Insight into a US State</i>	<ul style="list-style-type: none"> To use research skills and effectively take notes thinking carefully about subheadings. To know how to include parenthesis in my writing. To identify the features of a non-chronological report. To write an introduction to a non-chronological report. To write up a section of my non-chronological report using factual language. To finish writing up my non-chronological report considering all of the features. 	<ul style="list-style-type: none"> → Bullet points → Parenthesis (commas, brackets, dashes) → Third person → Paragraphs → Proper nouns → Coordinating and subordinating conjunctions → Facts → Perfect past tense → Y5 non-negotiables



YEAR 5 *Writing* Medium Term Plan

Spr 1	Mission Control	Newspaper reports <i>Apollo 13 disaster</i>	<ul style="list-style-type: none"> To identify the features of a newspaper recount To write newspaper headlines To conduct research which will inform my newspaper report. To plan a newspaper report. To use modal verbs accurately to convey meaning. To write an orientation which includes the 5 Ws. To write an eyewitness account using a direct quote. To compare facts and opinions. To be able to write an informative and entertaining newspaper report. To write a reorientation to a newspaper report. To be able to assess the effectiveness of writing and to propose changes to improve it. To write a newspaper report with the appropriate features. 	<ul style="list-style-type: none"> → Third person → Paragraphs → Past tense → Speech → Fronted adverbials (time) → Commas → Cohesion → Parenthesis (commas, brackets, dashes) → Adverbs for possibility → Bullet point. → Modal verbs → Y5 non-negotiables
		Poetry <i>This is Me!</i>	<ul style="list-style-type: none"> To understand how an author creates imagery. To write a poem with multi-sensory language. To write a poem using personification to describe a feeling. 	<ul style="list-style-type: none"> → Similes → Metaphors → Personification → Onomatopoeia → Y5 non-negotiables



YEAR 5 *Writing* Medium Term Plan

Spr 2	That's Life 1	Adverts <i>Healthy Snack</i>	<ul style="list-style-type: none"> To be able to identify the features of a written advert. To be able to use exaggerated language to sell a product To know and use modal verbs effectively. To be able to build scientific vocabulary to describe healthy snacks. To be able to design a healthy snack To be able to build scientific vocabulary to describe healthy snacks. To be able to design a healthy snack. To be able to build persuasive vocabulary to use in our advertisement To be able to write complex sentences about our healthy snacks. To plan a persuasive advert. To write a written advert which contains persuasive devices. To edit and improve my writing considering the audience and purpose. To write a written advert which contains persuasive devices. 	<ul style="list-style-type: none"> → Subordinating conjunctions. → Rhetorical questions → Adjectives → Fronted adverbials → Speech → Coordinating and subordinating conjunctions → Commas → Modal verbs → Parenthesis (commas, brackets, dashes) → Relative pronouns → Relative clause. → Y5 non-negotiables,
		Narrative <i>Rooted</i> (Literacy Shed)	<ul style="list-style-type: none"> To sequence events in a story. To write an emotional story opening. To show pathetic fallacy in a story middle. To edit and improve a piece of writing. To know when to use a comma. To explore linked themes in story endings. To write a story ending with the appropriate features. To use commas for clarity and ambiguity. To accurately place ascenders and descenders. To edit and improve my writing focusing on accurate grammar and punctuation. To write a story which intrigues a reader and includes descriptions of emotions. 	<ul style="list-style-type: none"> → S&L. → Past tense → Third person → Adjectives → Adverbs → Fronted adverbials → Commas → Parenthesis (commas, brackets, dashes) → Relative clause. → Ellipsis. → Pathetic fallacy. → Commas (for clarity) → Ambiguity → Y5 non-negotiables



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<p>Sum 1</p>	<p>Walk Like an Egyptian</p>	<p>Recounts <i>Discovery of Tutankhamun's Tomb from the POV of Howard Carter</i></p>	<ul style="list-style-type: none"> ● To be able to note and develop initial ideas, drawing on reading and research. ● To be able to use drama to explore a setting, motives, feelings and plot. ● To identify and understand the features of an autobiography. ● To be able to use emotive language to capture thoughts and feelings. ● To be able to describe a setting using a multi-sensory approach. ● To write an introduction for an autobiography with the appropriate features. ● To write in the style of an autobiography carefully considering the different features. ● To explore the meaning of and learn how to spell different homophones. 	<ul style="list-style-type: none"> → Bullet points → S&L. → Past tense → First person → Adjectives → Adverbs → Fronted adverbials → Commas → Parenthesis (commas, brackets, dashes) → Relative clause → Ellipsis → Y5 non-negotiables → Homophones
<p>Sum 2</p>	<p>Full of Beans</p>	<p>Balanced argument <i>Charlie and the Chocolate Factory</i> by Roald Dahl</p>	<ul style="list-style-type: none"> ● To explore the meaning of and learn how to spell different homophones ● To use inference and prediction skills to answer questions about a novel. ● To use retrieval skills to create character descriptions. ● To portray a character and their emotions accurately using information from a text. ● To focus on vocabulary choices in a text. ● To understand how an author creates imagery. ● To use inference skills to answer questions about characters. ● To use prediction skills using evidence in the text ● To summarise using key words and phrases. ● To understand and accurately use future perfect tense. ● To compare different versions of the same event. ● To identify the features of a balanced argument. ● To explain my thoughts in a clear and logical way. ● To use emotive and factual language to support a point in a balanced argument. ● To write an introduction to a balanced argument. ● To write the main body and conclusion off a balanced argument. 	<ul style="list-style-type: none"> → Auxiliary verbs → Future perfect tense → Speech punctuation for direct quotes → Expanded noun phrases → Conjunctions → Pronouns → Word meaning → Suffixes and prefixes