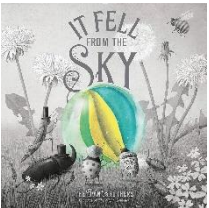


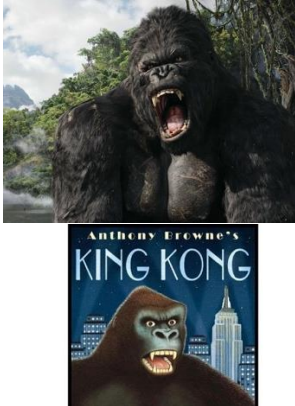
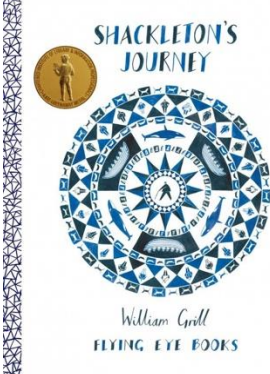
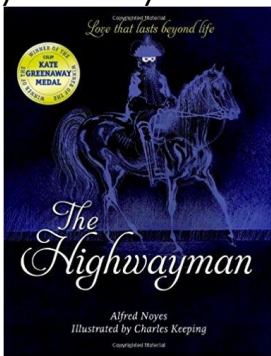

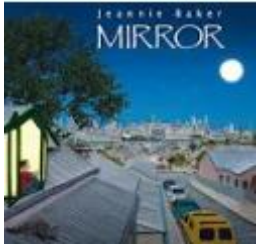


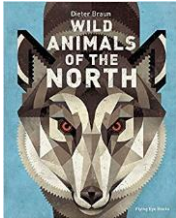
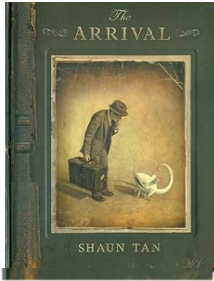
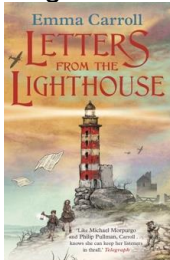
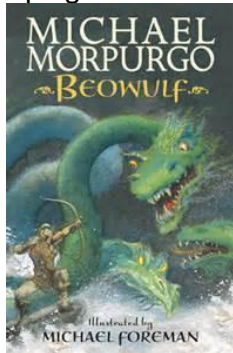


## Year 5 Writing Long Term Overview

### Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1 (3-week unit)	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p><b>Text:</b> It Fell From the Sky</p>  <p><b>Outcome:</b> <b>(inform/entertain)</b> Blog from the POV of one of the insects from the book.</p> <p style="text-align: center;">Or</p>  <p><b>Outcome: (Inform)</b> Write in role a letter and diary</p>	<p><b>Text:</b> The Man Who Walked Between the Towers by Mordicai Gerstein</p>  <p><b>Outcome: (inform)</b> To write a recount of the walk between the two towers</p>	<p><b>Text:</b> King Kong by Anthony Browne. Link to film clips</p>  <p><b>Outcome (persuade):</b> persuasive letter to protect King Kong.</p>	<p><b>Text:</b> Shackleton's Journey- ice trap.</p>  <p><b>Outcome: (inform)</b> Letter to inform Jacobsen Framnaes, the master builder of the Endurance, of the collapse of the ship.</p>	<p><b>Text:</b> The Highwayman by Alfred Noyes</p>  <p><b>Outcome (entertain):</b> recount of events from POV of a character.</p>	<p><b>Text:</b> The Piano</p>  <p><b>Outcome (inform/entertain):</b> write a memoir from P.O.V of the elderly man playing the piano</p>
	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Vlog <b>Purpose:</b> To tell people about what you are going to do and how you have prepared for the walk. <b>Skills:</b> Discuss choices linked to purpose and audience</p>	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Interview <b>Purpose:</b> To discuss whether they should be scared of King Kong <b>Skills:</b> (From Year 4) Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Newspaper Report <b>Purpose:</b> To inform the pupil about the journey and disaster <b>Skills:</b> Relative clauses beginning with who / which / where / when</p>	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Diary <b>Purpose:</b> To reflect on the events that have happened to them <b>Skills:</b> Relative clauses beginning with who / which / where / when</p>	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Diary <b>Purpose:</b> To reflect on a memory <b>Skills:</b> (From Year 4) Vary nouns / pronouns within and across sentences to aid cohesion</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p><b>Text:</b> Mirror by Jeannie Baker</p>  <p><b>Outcome: (inform)</b> To write letters from one boy to the other (this could be done like pen pals in the classroom) each telling the other their story.</p>	<p><b>Text:</b> CGi Animated Film 'Soar' by Alyce Tzue</p>  <p><b>Outcome: (entertain)</b> Write a narrative to describe how the stars get into the sky</p>	<p><b>Text:</b> Video clip: Pandora from the film 'Avatar' (Literacy Shed)/ Wild Animals of the North</p>   <p><b>Outcome (inform):</b> write a non-chronological report about Pandora or one of the creatures who live there (based on Wild Animals of The North).</p>	<p><b>Text:</b> The Arrival by Shaun Tan</p>  <p><b>Outcome (entertain) ¶</b> To write an atmospheric narrative based around the arrival to the new and strange country.¶</p>	<p><b>Text:</b> Letters from the Lighthouse</p>  <p><b>Outcome(entertain):</b> Children to create a mystery narrative inspired by the book.</p>	<p><b>Text:</b> Beowulf: Dragon Slayer by Michael Morpurgo</p>  <p><b>Outcome (entertain):</b> Dragon Slayer: create a mythical creature and produce a recount of a battle from the POV of Beowulf.</p>
<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Narrative <b>Purpose:</b> To describe the setting from the point of view of one of the boys <b>Skills:</b> (From Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p>	<p><b>Site of Application / drop in writes :</b> <b>Form:</b> Instructions <b>Purpose:</b> Instructions <b>Skills:</b> Use brackets, dashes or commas for parenthesis</p>	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Narrative <b>Purpose:</b> To write a story of discovering one of the creatures <b>Skills:</b> (From Year 4) Use inverted commas and other punctuation to indicate direct speech</p>	<p><b>Site of application opportunities/drop in writes:</b> <b>Form:</b> Letter <b>Purpose:</b> To let his wife know about his journey and the sight of the new land. <b>Skills:</b> Modal verbs and adverbs to indicate degrees of possibility</p>	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> Postcard <b>Purpose:</b> Personal recount of what has happened so far <b>Skills:</b> (From Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p><b>Site of Application opportunities/ drop in writes:</b> <b>Form:</b> News report <b>Purpose:</b> To have a record of battle and what happened. <b>Skills:</b> (From Year 4) Use inverted commas and other punctuation to indicate direct speech</p>

Autumn Teaching Focus	Spring Teaching Focus	Autumn Teaching Focus
<b>Transcription:</b> Secure legible, joined handwriting Apply Year 3/4 statutory spellings and taught rules and patterns	<b>Transcription:</b> Secure legible, joined handwriting Application of spelling rules and patterns taught so far	<b>Transcription:</b> Secure legible, joined handwriting Apply Year 3/4 and Year 5 statutory spellings and taught rules and patterns at the point of writing
<b>Sentence structure:</b> Vary the length of sentences Use brackets, dashes or commas for parenthesis	<b>Sentence structure:</b> Vary the position of clauses within a sentence	<b>Sentence structure:</b> Use a semi colon to join two related independent clauses (in place of a coordinating conjunction)
<b>Grammar:</b> Relative clauses beginning with who / which / where / when Modal verbs and adverbs to indicate degrees of possibility	<b>Grammar:</b> Relative clauses beginning with an omitted relative pronoun	<b>Grammar:</b> Link ideas across paragraphs using adverbials of time / place and number
<b>Composition:</b> Discuss choices linked to purpose and audience Evaluate the effectiveness of their writing and edit Develop a range of devices to build cohesion within and across paragraphs	<b>Composition:</b> Use dialogue to convey character Evaluate the effectiveness of their writing and edit	<b>Composition:</b> Discuss choices linked to purpose and audience Evaluate the effectiveness of their writing and edit Include a range of devices to build cohesion within and across paragraphs
<b>End of Year Pen Portrait</b> Pupils are demonstrating a growing awareness of the reader and consider the language, grammar and text choices they make at the point of writing. They use a range of varied sentences and recognise the impact different structures and length have on the overall effect of their writing. To support this, they are beginning to use the wider range of punctuation taught at KS2. They structure their writing logically, developing ideas and using a wider range of cohesive devices within and across paragraphs. In narratives, they can develop characters, settings, and atmosphere through appropriate language choices. They can integrate dialogue within narrative writing to convey a sense of character. In non-fiction they are beginning to adopt an appropriate level of formality and select appropriate verb choices, whilst avoiding more speech like constructs. Writing is consistently joined and legible. Spelling reflects the curriculum taught so far. Spelling and punctuation errors are edited largely independently with reference to taught rules.		