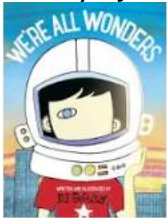



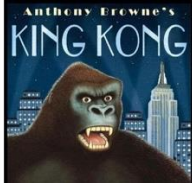

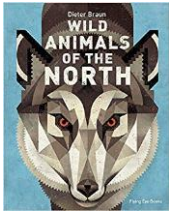
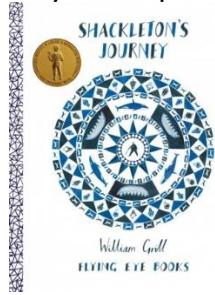

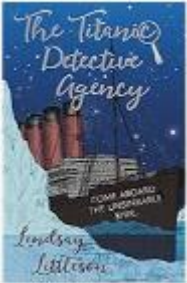
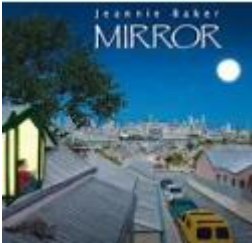

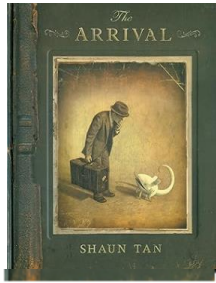
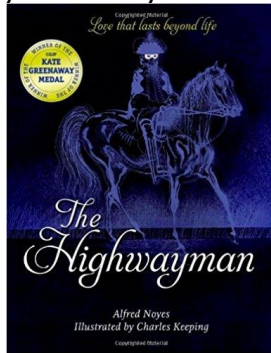
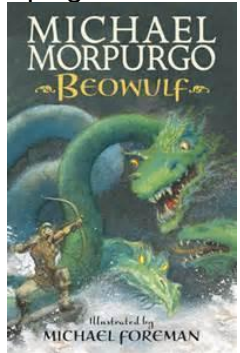


Year 5 Writing Long Term Overview

Cycle 2

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>Text: We're All Wonders by RJ Palacio</p>  <p>Outcome (entertain/inform) diary entry/fact file</p> <p style="text-align: center;">OR</p> <p>Text: The Misadventures of Frederick by Emma Chichester-Clark</p>  <p>Outcome: (entertain) To write a letter as Frederick</p>	<p>Text: The Piano</p>  <p>Outcome (inform/entertain): write a memoir from P.O.V of the elderly man playing the piano.</p>	<p>Text: King Kong by Anthony Browne. Link to film clips</p>   <p>Outcome (persuade): persuasive letter to protect King Kong.</p>	<p>Text: Video clip: Pandora from the film 'Avatar' (Literacy Shed)/ Wild Animals of the North</p>   <p>Outcome (inform): write a non-chronological report about Pandora or one of the creatures who live there (based on Wild Animals of The North).</p>	<p>Text: Shackleton's Journey- ice trap.</p>  <p>Outcome: (inform) Letter to inform Jacobsen Framnaes, the master builder of the Endurance, of the collapse of the ship.</p>	<p>Text: CGi Animated Film 'Soar' by Alyce Tzue</p>  <p>Outcome: (entertain) Write a narrative to describe how the stars get into the sky</p>
	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Diary</p> <p>Purpose: To reflect on a memory</p> <p>Skills: (From Year 4) Vary nouns/ pronouns within and across sentences to aid cohesion</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Interview</p> <p>Purpose: To discuss whether they should be scared of King Kong</p> <p>Skills: (From Year 4) Propose changes to grammar and vocabulary to improve consistency,</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Narrative</p> <p>Purpose: To write a story of discovering one of the creatures</p> <p>Skills: Relative clauses beginning with who / which / where / when</p>	<p>Site of Application opportunities/ drop in writes:</p> <p>Form: Newspaper Report</p> <p>Purpose: To inform the pupil about the journey and disaster</p> <p>Skills: (From Year 4) Use inverted commas</p>	<p>Site of Application / drop in writes: :</p> <p>Form: Instructions</p> <p>Purpose: Instructions</p> <p>Skills: Use brackets, dashes or commas for parenthesis</p>

		including the accurate use of pronouns in sentences		and other punctuation to indicate direct speech	
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>Text: The Titanic Detective Agency by Lindsay Littleton</p>  <p>Outcome(inform): A 3rd Person recount of an event on the Titanic</p>	<p>Text: Mirror by Jeannie Baker</p>  <p>Outcome: (inform) 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>Text: The Man Who Walked Between the Towers by Mordicai Gerstein</p>  <p>Outcome: (inform) To write a Newspaper report of the walk between the two towers</p>	<p>Text: The Arrival by Shaun Tan</p>  <p>Outcome (entertain) ¶ To write an atmospheric narrative based around the arrival to the new and strange country.¶</p>	<p>Text: The Highwayman by Alfred Noyes</p>  <p>Outcome (entertain): recount of events from POV of a character.</p>	<p>Text: Beowulf: Dragon Slayer by Michael Morpurgo.</p>  <p>Outcome (entertain): Dragon Slayer: create a mythical creature and produce a recount of a battle from the POV of Beowulf.</p>
<p>Site of Application opportunities/ drop in writes: Form: Informal letter Purpose: To inform relatives of what life has been like on the voyage. Skills: (From Year 4) Vary the position of clauses within a sentence</p>	<p>Site of Application opportunities/ drop in writes: Form: Narrative Purpose: To describe the setting from the point of view of one of the boys Skills: (From Year 4) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p>	<p>Site of Application opportunities/ drop in writes: Form: Vlog Purpose: To let people know how you are going to prepare for the walk. Skills: Use brackets, dashes or commas for parenthesis</p>	<p>Site of application opportunities/drop in writes: Form: Letter Purpose: To let his wife know about his journey and the sight of the new land. Skills: Modal verbs and adverbs to indicate degrees of possibility</p>	<p>Site of Application opportunities/ drop in writes: Form: Diary Purpose: To reflect on the events that have happened to them Skills: Relative clauses beginning with who / which / where / when</p>	<p>Site of Application opportunities/ drop in writes: Form: News report Purpose: To have a record of battle and what happened. Skills: (From Year 4) Use inverted commas and other punctuation to indicate direct speech</p>

Autumn Teaching Focus	Spring Teaching Focus	Summer Teaching Focus
Transcription: Secure legible, joined handwriting Apply Year 3/4 statutory spellings and taught rules and patterns	Transcription: Secure legible, joined handwriting Application of spelling rules and patterns taught so far	Transcription: Secure legible, joined handwriting /0Apply Year 3/4 and Year 5 statutory spellings and taught rules and patterns at the point of writing
Sentence structure: Vary the length of sentences Use brackets, dashes or commas for parenthesis	Sentence structure: Vary the position of clauses within a sentence	Sentence structure: Use a semi colon to join two related independent clauses (in place of a coordinating conjunction)
Grammar: Relative clauses beginning with who / which / where / when Modal verbs and adverbs to indicate degrees of possibility	Grammar: Relative clauses beginning with an omitted relative pronoun	Grammar: Link ideas across paragraphs using adverbials of time / place and number
Composition: 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	Composition: Use dialogue to convey character Evaluate the effectiveness of their writing and edit	Composition: 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
End of Year Pen Portrait 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.		