



## Raeburn Primary School LONG TERM WRITING PLAN YEAR 5

	<b>Autumn</b> Navigating North America (Space)	<b>Spring</b> Wonders of Wirral (Tudors)	<b>Summer 1</b> The curse of the Pharoah (Ancient Egypt)	<b>Summer 2</b> Extreme Earth (Natural Disasters)		
<b>Fiction/Non Fiction Text Focus</b>	<p>There's a boy in the girl's bathroom by Louis Sachar (discussion text)</p> <p>Queen of the falls by Chris Van Allsburg</p> <p>Hidden Figures by Margo Lee-Shetterly</p>	<p>'The Lion, the witch and the wardrobe' by C.S Lewis</p> <p>Mr William Shakespeare's plays by Marcia Williams/Shakespeare</p>	<p>Cinderella of the Nile by Beverley Naidoo</p> <p>The Story of Tutenkhamun by Patricia Cleveland Peck</p>	<p>Rescue by David Long</p> <p>A story like the wind by Gill Lewis</p>		
<b>Poetry Focus</b>	<p>Cosmic Disco - Grace Nichols (figurative language)</p> <p>Life doesn't frighten me' by Maya Angelou</p>	<p>The Highwayman (Narrative poetry)</p> <p>The Lost Words by Robert MacFarlane</p>	<p>The Great Wave inspired by Hokunsai (concrete poetry)</p>			
<b>Purpose for writing</b>  - Entertain - Inform - Persuade - Discuss	<p><b>Entertain</b></p> <ul style="list-style-type: none"> <li>Diary entries</li> <li>Character description</li> </ul> <p><b>Persuade</b></p> <ul style="list-style-type: none"> <li>Email to Jeff</li> <li>Postcard from Niagara falls</li> </ul>	<p><b>Entertain</b></p> <ul style="list-style-type: none"> <li>Figurative language poem about Northern Lights</li> <li>Performance Poetry</li> </ul> <p><b>Inform</b></p> <ul style="list-style-type: none"> <li>Biography (Hidden Figures)</li> </ul>	<p><b>Entertain</b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Setting description</li> <li>Narrative - portal story</li> </ul> <p><b>Inform</b></p> <ul style="list-style-type: none"> <li>Newspaper report</li> </ul> <p><b>Persuade</b></p> <ul style="list-style-type: none"> <li>Letter from Juliet</li> </ul>	<p><b>Entertain</b></p> <ul style="list-style-type: none"> <li>Setting/ character Description</li> <li>Narrative poem</li> </ul>	<p><b>Entertain</b></p> <ul style="list-style-type: none"> <li>Howard Carter's diary</li> <li>Cinderella story (own version)</li> </ul> <p><b>Inform</b></p> <ul style="list-style-type: none"> <li>Non-chrononlogical report/ leaflet</li> </ul>	<p><b>Entertain</b></p> <ul style="list-style-type: none"> <li>Concrete poetry - ocean/sea</li> </ul> <p><b>Inform</b></p> <ul style="list-style-type: none"> <li>Journalist report</li> </ul> <p><b>Discuss</b></p> <ul style="list-style-type: none"> <li>Balanced argument report/ leaflet</li> </ul>
<b>National Curriculum</b>	<p><b>Revision of Year 4 objectives</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and</li> </ul>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose</li> </ul>			

<p><b>Objectives</b></p>	<p>with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <ul style="list-style-type: none"> <li>○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>○ using fronted adverbials</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>● noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in describing settings and characters.</li> <li>● précising longer passages</li> <li>● using further organisational and presentational devices to structure text and to guide the reader (biography)</li> <li>● assessing the effectiveness of their own writing</li> </ul>	<p>purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>● noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere</li> <li>● using a wide range of devices to build cohesion within [for example, then, after, that, this, firstly] and across paragraphs [using adverbials of time, place and number or tense choices]</li> <li>● using further organisational and presentational devices to structure text and to guide the reader (newspaper)</li> <li>● assessing the effectiveness of their own and others' writing with support</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● ensuring correct subject and verb agreement when using singular and plural</li> <li>● proofread for spelling and punctuation errors</li> <li>● using the perfect form of verbs to mark relationships of time and cause</li> </ul>	<p>of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>● noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere</li> <li>● précising longer passages</li> <li>● using a wide range of devices to build cohesion within [for example, then, after, that, this, firstly] and across paragraphs [using adverbials of time, place and number or tense choices]</li> <li>● using further organisational and presentational devices to structure text and to guide the reader (Non-Chronological report)</li> <li>● assessing the effectiveness of their own and others' writing</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● ensuring correct subject and verb agreement when using singular and plural</li> <li>● proofread for spelling and punctuation errors</li> </ul>
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	<ul style="list-style-type: none"> <li>• proposing changes to vocabulary and punctuation to enhance effects and clarify meaning</li> <li>• ensuring correct subject and verb agreement when using singular and plural</li> <li>• proofread for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using modal verbs to indicate degrees of possibility</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>
<b>Vocabulary</b>	<i>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</i>		