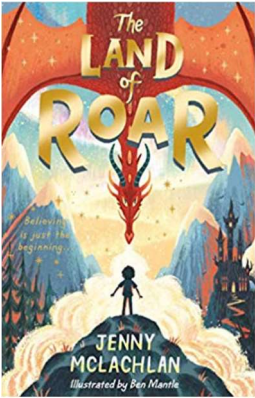
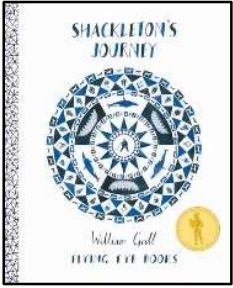
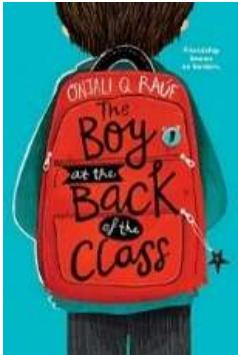
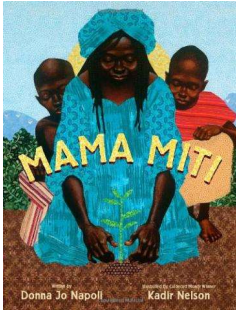
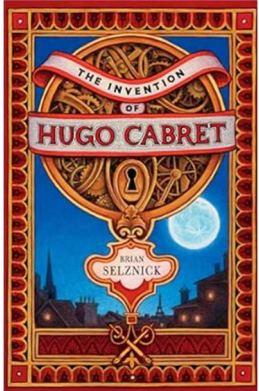
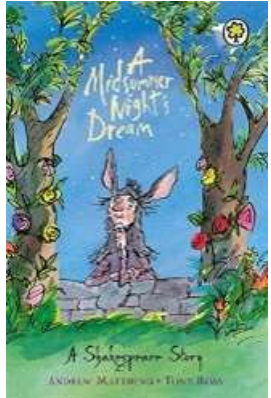




St Helena's CE Primary School Writing Long Term Plan Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	<p>The land of Roar</p> 	<p>Shackleton's Journey</p>  <p><u>Remembrance Poetry</u></p> <p>Poems from the Second World War - 'Gaby Morgan'/'Where the poppies now grow'</p>	<p>Boy at the Back of the Class</p> 	<p>Mama Miti: Wangari Maathai and the Trees of Kenya</p> 	<p>Hugo Cabret</p> 	<p>Midsummer night's dream</p> 
Genre	Fiction - Fantasy	Non-Fiction Historical Poetry	Fiction - diversity Poetry - Refugees (read at the beginning and the end of the class novel)	Non-fiction - environmental Poetry - Nature is speaking - personification OR Free verse based on the text	Fiction - mystery	Fiction - playscript adaptation Poetry - sonnet
Purpose	Writing to entertain	Writing to inform Writing to entertain	Writing to entertain Writing to discuss	Writing to inform	Writing to entertain	Writing to entertain



St Helena's CE Primary School Writing Long Term Plan Year 5

			Writing to inform			
Writing Outcomes	<p>Narrative - own narrative based on the stimulus of the text</p> <p>Playscripts</p>	<p>Persuasion - advertisements and persuasive statements to inform conscience alley</p> <p>Fact file - presented as a map</p> <p>Setting description</p> <p>Recounts - from the viewpoint of crew members - expedition journal/diary</p> <p>Recount - Newspaper</p> <p>Poetry - SCEM - free verse - Remembrance themed.</p>	<p>Narrative - retell from Ahmet's viewpoint.</p> <p>Balanced argument</p> <p>Formal Letter</p>	<p>Biography</p> <p>Instructions - recipes</p> <p>Explanation text</p> <p>Persuasion</p> <p>Poetry - personification - poem - environmental</p> <p>OR</p> <p>Free verse based on the text</p>	<p>Narrative - different narrative strategies used at different stages to retell the picture sections:</p> <ul style="list-style-type: none"> -description of setting - not just visual -character - show not tell - dialogue with a purpose - strategies to build suspense. 	<p>Character description</p> <p>Recount - Diary</p> <p>Persuasion</p>



St Helena's CE Primary School Writing Long Term Plan Year 5

<p>Grammar & Punctuation objectives</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied relative pronoun</p> <p>Integration of dialogue between characters with a new line for a new speaker</p>	<p>Demonstrate degrees of possibility through the use of modal verbs</p> <p>Consistency of tense throughout</p> <p>Converting nouns or adjectives into verbs</p>	<p>Relative clauses</p> <p>Use brackets, commas and dashes to indicate parenthesis</p> <p>Use colons, semi-colons, and dashes to mark the boundary between independent clauses</p> <p>Use a range of sentence structures with a variety in openings and subordination</p> <p>Verb prefixes</p>	<p>Inclusion of Y5/6 words used appropriately</p> <p>Correct use of present tense</p> <p>Use colons, semi-colons, and dashes to mark the boundary between independent clauses</p>	<p>Use brackets, commas and dashes to indicate parenthesis</p> <p>Use commas to clarify meaning and avoid ambiguity in writing</p>	<p>Relative clauses and relative pronoun.</p> <p>Accurate use of punctuation taught</p> <p>Word classes & Figurative language</p>
<p>Retrieval (revisit)</p>	<p>Extend range of sentences with more than one clause by using a wider range of conjunctions</p>	<p>Adverbials of time, place and number used to link ideas in and across paragraphs</p>	<p>Use commas to punctuate fronted adverbials</p> <p>Consistency of tense throughout</p>	<p>Demonstrate degrees of possibility through the use of modal verbs</p>	<p>Integration of dialogue between characters with a new line for a new speaker</p>	<p>Use commas to clarify meaning and avoid ambiguity in writing</p>



St Helena's CE Primary School Writing Long Term Plan Year 5

Guided Reading text VIPERS						
-------------------------------	--	--	--	--	--	--