

Year 5 English Writing Overview

	Autumn 1	Autumn 2								
Text	King Kong	Oliver Twist								
Genres	Narrative: Fantasy stories	Older Fiction: Stories from Significant Authors								
Text Types	Setting description, character description, persuasive letter, Diary entry, Newspaper report on the capturing of Kong, An alternative Ending to King Kong	Setting description, Character description, Short story using dialogue, Playscript on the part where Oliver Twist asks for more food, Persuasive writing to persuade them to stop stealing, Retelling of the story in a different setting with different storyline and characters.								
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Cross Curricular Writing Opportunities	<p>Science – Forces - describe the forces used / in play to power the ship to Skull Island</p> <p>History – USA and Canada - _description of 1920's New York including the transport of the era</p>	<p>Victorians Diary entry of a worker at Quarry Bank Mill (Styal Mill) Recount of the trip to Quarry Bank Mill Letter of application for the post of child apprentice at Quarry Bank Mill Non-chronological reports on the lifestyles of the workers at Quarry Bank Mill</p>								
Focus writing objectives	Evidence of Noun Phrases Writing demonstrates appropriate use of relative clauses, who, which, that Punctuation at Y4 standard is used correctly: Full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and apostrophes for singular possession. Writing demonstrates appropriate use of standard English	Use of brackets, dashes and commas to indicate parenthesis. Mostly accurate use of apostrophe for plural possession. Commas to clarify meaning or avoid ambiguity Use paragraphs to organise more complex information and narrative (in narrative, split into several paragraphs relating to story structure.).								
WD Objectives	Greater awareness of the audience through a variety of techniques to engage and entertain Evaluate and edit writing independently, including independent editing of spelling	Sentence types and verb forms are manipulated to engage the reader Punctuation taught in year 5 is used with greater accuracy								
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<p>Ongoing writing objectives</p>	<p>Planning Drafting Evaluating Editing and Proof-Reading</p> <p>Plan writing by identifying the audience and purpose of the writing.</p> <ul style="list-style-type: none"> • Select the appropriate form for writing. • Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use dialogue imaginatively to entertain and engage the listener/reader. • Adapt sentence length and vocabulary to change and enhance meaning. • Develop setting, characters and plot in narrative writing: Use different ways to open the story. • Develop setting, characters and plot in narrative writing: Add scenes, character, dialogue to a familiar story. • Develop setting, characters and plot in narrative writing: Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. • Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences. • Proofread for spelling and punctuation errors. <p>Spelling and Handwriting</p> <p>To know the full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4</p> <ul style="list-style-type: none"> • To know some rules and patterns from appendix 1 for Years 5/6 are accurately applied, including: accurate spelling of some suffixes from appendix 1, Years 5/6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer). • To know some rules and patterns from appendix 1 for Years 5/6 are accurately applied, including: accurate spelling of some common homophones and other words which are often confused. • To know some rules and patterns from appendix 1 for Years 5/6 are accurately applied, including: accurate spelling of words that are often misspelt, including most words from the Year 3/4 wordlist and some from the Year 5/6 word list in Appendix 1. • Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum. • Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).
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	<u>Spring 1</u>	<u>Spring 2</u>								
Text	The Highwayman	Malala's Magic Pencil								
Genres	Narrative: Poetry	Stories with issues and dilemmas								
Text Types	Non chronological report, information text, formal letter, persuasive speech, newspaper article, Setting description, Character description, Newspaper article on the Highwayman, Monologue of different characters from the Highwayman. Recount of the Highwayman.	Setting description of Mingora in Pakistan, Persuasive letter to the Taliban, Non chronological report on life in refugee camps, Biography on the life of Malala, Write the story of a refugee journey from Pakistan to the UK with a positive ending								
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Cross Curricular Writing Opportunities	<u>Art - Matisse</u> Write a Biography on Matisse <u>Crime and Punishment</u> Non chronological report- Crime and Punishment A transcript from a trial set in Medieval times Report on how Punishments and Crimes have changed over the centuries. Rich World – Poor World	<u>Crime and Punishment</u> Rich World – Poor World A report on the plight of the poor and the social injustice that capitalist society claims not to create. Report on the geographical journey taken by asylum seekers and refugees E-book Write the blurb for an E-book								
Focus writing objectives	Writing demonstrates appropriate use of commas to avoid ambiguity. Writing demonstrates appropriate use of: Standard Writing demonstrates appropriate use of: Adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably). • Modal verbs to indicate degrees of possibility (might, should, will, must). Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly...).	Writing demonstrates appropriate use of: Some evidence of noun phrases conveying complicated information with greater precision including some repetition of noun phrases for specification (Some brave people have climbed mountains – the first two people were...; Just hear me out – all your children and all the children in town will love it!) Develop setting, characters and plot in narrative writing: Add scenes, character, dialogue to a familiar story. Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases (time, place and number) and tense choices (He had seen her before.)								
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	<u>Summer 1</u>	<u>Summer 2</u>								
Text	The Lost Happy Endings	The Wolves in the Walls								
Genres	Fairytales	Myths and Legends								
Text Types	Character description of Jub. HA - make Jub into a villain. Setting description of the forest using figurative language. Newspaper report on stolen happy endings. Diary entry from the point of view of the witch - when she meets Jub. To write an alternative Golden Pen story where the witch/old woman and Jub have a happy ending.	Character description- describe the Character of Lucy Setting description -what is the house that Lucy lives in like-plan with senses grid Non-fiction information booklet on wolves - What are wolves? Where did they evolve from? What can the children find out about wolves and their habitat? Writing story openers for impact and effect - explore different fictional events leading to the Wolves being in the Walls. To create a diary entry as 'Lucy' from Wolves in the Wall, making use of the features of characterisation as learnt within the unit.								
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Cross Curricular Writing Opportunities	The Mayans - to use a 'Golden Pen' style write to change the outcomes for some of the Mayan Society who are sentenced to death.	Police report- Crime and Punishment relating to the wolves breaking into the house.								
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Spelling and Handwriting

To know the full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4

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