

Year 5 English Writing Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>
Text	King Kong	The Fossil Hunter
Genres	Narrative: Fantasy stories	Recount: Journal
Writers Role	Storyteller - 3rd Person	Diary/Journal - Mary Anning
Audience and purpose	Purpose: To entertain children Audience: Children	Purpose: To inform Audience: Teacher and Peers
Incidental Writes	Setting description, character description, dialogue An alternative Ending to King Kong	Setting description, Diary entry in role as Mary (first big find), Letter in role as Mary to a friend about her discoveries.
Unit Outcome		
	Writing Outcome	GDS Outcome
	To write an alternative ending to King Kong	To write from the point of view of Anne
Cross Curricular Writing Opportunities	<u>Science – Forces</u> - describe the forces used / in-play to power the ship to Skull Island <u>History – Western USA and my area</u> - _description of 1920's New York including the transport of the era	<u>Victorians</u> Recount of the trip to Quarry Bank Mill Non-chronological reports on the lifestyles of the workers at Quarry Bank Mill
	Focus writing objectives	Evidence of Noun Phrases 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. Conjunctions Dialogue
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
Vocabulary		
	NC Word List	Vocabulary Development
	apparent amateur available attached category according	<u>Tier 2:</u> Craziest Beauty Destination Captivated Relieved
	NC Word List	Vocabulary Development
	explanation exaggerate especially environment equip existence embarrass	<u>Tier 2</u> Prudent Fictitious Consequence Unfortunate Enviably

	committee appreciate ancient Engine hummed Nagging worry Convinced herself Confront Pounded Hideous Search Incredible Ear-splitting Tier 3: Film Director Hollywood Films New Jersey Atlantic Skyscraper Dollar Philippines Fathoms Natives Old Norwegian Sea Captain Malay People			excellent equipped equipment London Treachery Deception Nourishment Humility Magnanimously Juvenile Spirit Curtsey Church warden Anxious Ghastly Pondered Ruffian Thief Thieves' den Wallet Scarf Tier 3 Workhouse Juvenile Beadle Superintendence Thrashing Bill Sykes Nancy Fagin Judge Bullseye Artful Dodger	

	<u>Spring 1</u>	<u>Spring 2</u>								
Text	Radiant Child	Malala's Magic Pencil								
Genre	Non Fiction	Recount/Persuasion								
Writers Role	Information Author	Create a speech as Malala								
Audience and purpose	Purpose : To inform Audience : Art Gallery Visitors	Purpose : To inspire Audience: United Nations Assembly								
Incidental writes	Information paragraph about his art, online biography, fact file..	Blog as Malala - girls can't go to school - live on the BBC. diary as role- choose any point, letter to a friend - different point as the where the diary is - arrival in Birmingham.								
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Cross Curricular Writing Opportunities	Art - Matisse Write a Biography on Matisse Crime and Punishment Non chronological report- Crime and Punishment	Crime and Punishment 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								
Focus writing objectives	Writing demonstrates appropriate use of commas to avoid ambiguity. Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly...). parenthesis relative clauses	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!) 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.) relative clauses modal verbs Apostrophes for plural possession								
WD Objectives	Greater accuracy of spelling taught in year 5	Evaluate and edit writing independently, including independent editing of spelling								
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		Concrete jungle Samoo Gallery Magical Radiant Genius Critics Fans	
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	<u>Summer 1</u>	<u>Summer 2</u>								
Text	The Lost Happy Endings	The Wolves in the Walls								
Genres	Fairytales									
Writers Role	Fairytale Author	Conservationist								
Audience and purpose	Purpose: To entertain children Audience: Children	Purpose: To inform Audience: Teacher and Peers								
Incidental Writes	Character description of Jub. Eyewitness account of the incident with the witch. 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 To create a diary entry as ‘Lucy’ from Wolves in the Wall, making use of the features of characterisation as learnt within the unit. dialogue								
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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.								
Focus writing objectives	Plan writing by identifying the audience and purpose of the writing. • Select the appropriate form for writing. • Adapt sentence length and vocabulary to change and enhance meaning. expanded noun phrases adverbs for possibility determiners	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. dialogue verb forms cohesion within a paragraph								

	Develop setting, characters and plot in narrative writing: Add scenes, character, dialogue to a familiar story.									
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