

Y5 Writing: Long-Term Plan



	Autumn Term			Spring Term			Summer Term			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Poetry Festival
Focus	Instructions <i>(How to survive a monster attack)</i>	Story <i>(The Wallet - a wishing tale with a description focus)</i>	Formal Letters <i>(Persuasive Letter - Youth Spaces)</i>	Story <i>(The Promise - a changing story with a setting description focus based on the picture book by Nicola Davies)</i>	Non-chron <i>(Arctic Animals)</i>	Story <i>(The Phonecall - a short scene with a dialogue focus)</i>	Advert <i>(Theme Park)</i>	Story <i>(The Viewer - a mystery story based on the picture book by Shaun Tan)</i>	Teacher Choice based on assessment	The Door <i>Miroslav Holub</i>
Innovation and Outcome	Children read a model text (intro, five or six pieces of equipment and 5 instructions of two sentences each) about surviving an ogre attack. As a class, write the same text type about how to survive an attack by a different magical creature. Independent writing: children choose the creature from a short list.	Children read a model loosely based on Millions by Frank Cottrell Boyce. Children change the object that the character finds but the character still wishes to have more money. Independent write	Read a model text persuading the local MP to build a Skatepark (introduction, three body paragraphs, summary). Generate ideas and write collaboratively a letter to persuade the local MP to fund a new Youth Centre. Generate ideas for independent application: a new leisure centre and swimming pool.	Children read a model, a rewriting of the picture books. Children explore two sets of images of contrasting settings and a method to move from one to another (stealing something again?). They rewrite the story with the same themes. Children explore two sets of images of contrasting settings and a method to move from one to another (drawing and painting). They rewrite the story with the same themes.	Read a non-chron about an Arctic Fox (four paragraphs, each paragraph roughly four or five sentences) Learn about another animal from a cold place, mind map learning and write collaboratively (same structure as model text). Learn about Emperor Penguins for independent application.	Read a short scene in which a headteacher calls an angry parent (four paragraphs: context, preparation, dialogue, conclusion). Children change the crimes that the child has committed and the dialogue between the characters in both collaborative and independent writing.	Children explore a four-part advert (introduction; first main feature; second main feature; summary) for a fun fair before exploring other mentor texts. They create their own fun fair, using ride fact files, images and notes to build their understanding before collaboratively writing. They change the contents of the fun fair once more before writing independently.	Read the story The Viewer. Children explore a four-part reduction of the story (introduction, finding the object, becoming obsessed, disappearance). They innovate the object, its powers and where it is found before collaborative writing. They make similar innovations before their independent application.	Examples might include: Literacy Shed videos (eg. The Lighthouse)	
Sentence-level	Recap using subordinating conjunctions (Before, After, As, When, If) at the start of a sentence. Recap using ? and ! Use brackets to add amounts, examples or abbreviations.	Recap fronted adverbials Introduce relative clauses (that, which, who) at the ends of sentences. Recap simple speech sentences, including ? and ! at the end. emotion word sentences	Use brackets to add roles, titles and clarifying information. Use modal verbs. Introduce relative clauses (whose, where) at the end of a sentence	Recap simple speech sentences, including fronting the reported clause. Add relative clauses (who and which) to the middle of a sentence. Introduce parenthesis punctuation (pairs of commas, dashes or brackets) and its effect on the reader.	Recap modal verbs Teach adding definitions using parenthesis.	Recap relative clauses in the middle of a sentence. Develop sustained interactions between characters to advance action and portray character.	Add descriptive phrases using parenthesis. Recap other grammatical features as necessary.	- ing sentences Recap other grammatical features as necessary.	Guided by assessment	
Assessment Point	Y4 plus: Begin to use relative clauses. Begin to use brackets for parenthesis.			Y4 Plus: Use a range of relative pronouns to add relative clauses to the ends of sentences. Use parenthesis punctuation appropriately to add different kinds of information. Write in well-structured paragraphs that are cohesive across a piece. Begin to use modal verbs.			1. write for a range of purposes and audiences, mostly choosing language that shows a good awareness of the reader. 2. in narratives, describe settings and characters appropriately, and begin to describe the atmosphere effectively. 3. use a range of cohesive devices within and across paragraphs mostly effectively. 4. use the range of verb tenses taught to Y5 consistently and correctly in their writing, including many irregular verbs. 5. use inverted commas and other speech punctuation mostly accurately to create purposeful dialogue (advancing action OR developing character). 6. use the punctuation taught up to Y5 mostly correctly and consistently. 7. use a range of subordinating conjunctions, adverbials and relative clauses in writing, sometimes varying their position and punctuating them accurately; write in sentences that mostly make sense and are accurately demarcated; use parenthesis (though its range may be limited). 8. spell most words correctly from the Y1-Y4 spelling lists and most words from the Y5 list. 9. mostly maintain legibility in joined handwriting when writing at speed.			