

Ayios Nikolaos Primary School - Year 5 2020-21 - Writing Overview

These are main objective foci, but will be supplemented throughout short-term planning for the wider English NC Appendix and may include revision and adaptation to meet pupil need.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	<u>Pharaohs</u>	<u>Frozen Kingdom</u>	<u>A Child's War</u>	<u>Tomorrow's World</u>	<u>Time Traveller</u>	<u>Scream Machine</u>
Genres	<p>Tales from Other Cultures Poet Study – Shelley Instructions and Explanations – Mummification</p> <p>Non-chron report – (class identity/Egyptian aspect)</p> <p>Myths – Egyptian Gods – Descriptive focus</p> <p>Newspaper report – Carter and Tutankhamun</p>	<p>Stories with Flashbacks Journalistic Writing</p> <p>Diary Entries – Writing in role/ Recount</p> <p>Poetry? > Shape poetry > Acrostic – Based in feelings/ landscape/ animals</p> <p>Newspaper report – Shackleton's travels</p> <p>Adventure story – version of Shackleton's or Scott's journey</p>	<p>Persuasive letter / speech</p> <p>Instructions – Make do and mend or cooking</p> <p>Persuasive adverts</p> <p>Letter home – front line or child</p> <p>Diary entry – child evacuee – or soldier</p>	<p>Thriller narrative – Describe atmosphere / setting / character</p> <p>Blog writing -what would the audience want to know about Y5/Ay Nik?</p> <p>Persuasive letter > To headteacher re: School website or class blog</p> <p>Instructions / explanation text for a futuristic gadget of their design (spy school)</p>	<p>Poetry > free verse > perform own poetry or learn some to perform</p> <p>Fantasy writing-chn choose genre – use image hooks</p> <p>Character study – Narrative – Describe character</p>	<p>Instruction / Explanation text – Pulleys - science based</p> <p>Descriptive writing – Setting and atmosphere – Diary entry > re: fun park</p> <p>Poetry > Shape Poetry > Kenning?</p> <p>Poster - Adverts</p>
Texts (in addition to guided reading texts)	<p>Ozymandias</p> <p>Arabian Tales (e.g. Ali Baba)</p>	<p>Northern Lights, Snowblind, Chronicles of Narnia</p> <p>Non-fiction texts and articles relating</p>	<p>Rationing cookery books</p> <p>Churchill's speech / King's speech</p> <p>Genuine letters from the war?</p>	<p>Storm breaker (Anthony Horowitz)</p> <p>Artemis fowl</p> <p>How to be a blogger</p>	<p>Tom's midnight garden</p> <p>Poetry anthologies</p> <p>Literacy shed – Imagination shed</p>	

		to Scott of the Antartica Shackleton - Ice trap! book	War time posters – rationing / food shortage / encouragement to enlist etc			
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Paragraphs and Sentences	Noun (who, which, where) 3 Bad (dash) question 2 pair sentences Similes Fronted adverbials (linking across paragraphs) Dialogue	Fronted adverbials (linking across paragraphs) Verb Person sentence (Y4 recap) Adverbs (Degrees of possibility and modal) Cohesion within paragraph (then, after, first etc) BOYS Dialogue	3_ed sentence Noun (who, which, where) Outside (inside) sentence – If, if, if then sentence, The more, the more sentence Fronted adverbials (linking across paragraphs)	3 Bad (dash) question 2 pair sentences Verb person sentence Emotion word, (comma) sentence Research (organisation and presentational devices) – Bullet points/ titles/ etc Write for a specific audience! Dialogue Name -Adjective sentence	Verb person sentence Emotion word, (comma) sentence Simile 2A sentences Boys Dialogue Name -Adjective sentence Noun (who, which, where)	Noun (who, which, where) 3 Bad (dash) question 2 pair sentences Verb person sentence Emotion word, (comma) sentence
Vocabulary and Punctuation	Brackets, dashes, commas Dialogue punctuation	Dialogue punctuation Tense	Brackets, Commas	Dialogue punctuation Tense	Dialogue punctuation Tense	Tense
Contexts for independent writing throughout the curriculum (see Y5/6 topic planning)	Non-chronological reports Instruction writing Writing in role	Newspaper report Persuasive writing Diary writing	Biography writing Narrative Letter writing	Explanation writing Narrative Report writing	Instruction writing Letter writing Narrative in first person	Persuasive writing Newspaper report

Spelling (N.B. discrete spelling according to need identified by diagnostic testing)	Pre-fix and suffix		Plurals and associated spelling rules			
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