Sacred Heart Catholic Primary School Writing Long Term Plan – Year 5/6

Class	Autumn Term			Spring 1st Half Term			Summer 1st Half Term		
	Topic	Writing Tasks	Grammar & Punctuation Features	Topic	Writing Tasks	Grammar & Punctuation Features	Topic	Writing Tasks	Grammar & Punctuation Features
Year 5/6	Beginning of Term Assessment	(1) Adventure Story The girl and the fox Purpose: Entertain	Fronted adverbials [for example, Later that day, I heard the bad news.] Uses commas after fronted adverbials Uses apostrophes to show plural possession eg the girls' names Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Expands noun phrases with modifying adjectives, nouns and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s	Narrative – Story representing neurodiversity The Boy with the Butterfly Mind	(1) Descriptive opener describing character & setting (2) Dialogue that moves on action opener (3) Story representing neurodiversity	**Year 5 as beginning assessment task** **Year 6 below** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man eating	Narrative – Story about refugees Wisp: A story of Hope by Zana Fraillon	(1) Descriptive opener describing character & setting (2) Dialogue that moves on action opener (3) Story about refugees	**Year 5 as beginning assessment task** **Year 6 below** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man

						shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]			eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

	Story set in the future Floodland Purpose:Entertain (2) Changed to descriptive paragraph on a setting.	(1) Descriptive opener describing a character (2) Dialogue – two main characters having a conversation (3) Story set in the future	**Year 5 as above** **Year 6 as above plus** How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Non-Fiction Non-Chronological Report Purpose:Inform	(1) Describe what people wear and do in Mongolia (2) Describe the habitat of Mongolia (3) Write a report about Mongolia Fact file on a Panda Chronological Report on a Panda		Non-Fiction Explanation How a volcano works? How a river works? Or How climate change is effecting the world	(1) Draw a diagram and label (2) Explain one main feature (3) Write an explanation of how a volcano works, how a river works or how climate change is effecting the world.	
	Biography – based on a real person's life Black History Month Harriet Tubman Purpose:Inform	(1) Fact File – main events of life in order. (2) Write about a main event in Harriet Tubman's life (3) Biography of Harriet Tubman's Life	**Year 5 as beginning assessment task** **Year 6 below** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation	Assessment Week	(1) Writing a story representing neurodiversity		Assessment Week	(1) Write a story about refugees	

			of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]						

	Poetry Performance Poem	(1) Performance Poem Purpose:Entertain	Nouns Adjectives Verbs Alliteration Similes Personification Metaphors Rhyme Rhythm	Poetry Language Features	(1) Writing a poem	Nouns Adjectives Verbs Alliteration Similes Adverbs Prepositions Metaphors Personification	Poetry – Poem on a theme	(1) Write a poem based on a theme	
	Assessment Week	(1) Adventure Story The lighthouse keeper Purpose:Entertain	**Year 5 as beginning assessment task** **Year 6 below** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Non-Fiction – Persuasion Should we get rid for school uniforms?	(1) Pamphlet outlining all the good things about school uniform (2) Pamphlet outlining all the bad things about school uniform (3) Writing a letter to Mrs Smith or the Education Minister which includes a balanced argument on whether we should get rid of school uniforms.	**Year 5 as beginning assessment task** **Year 6 below** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].			**Year 5 as beginning assessment task** **Year 6 below** The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].
	Narrative – Story with themes of friendship & historical racism The Lion above the	(1) Descriptive opener describing character & setting							

	door by Onjali Q Rauf Purpose:Entertain		Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]			How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]			How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or
	Applying Writing	(1) Recount a school trip (2) Lincolnsfield dol trip (3) Purpose:Inform (2) Write a biography about a person linked to a different subject St Terese of Liseux in RE books Purpose:Inform (3) Write am explanation for a life cycle		Applying Writing	(1) Report about a country		Applying Writing	(1) Write an informal letter recounting a school trip (2) Write a formal persuasive letter (3) Write an explanation	

									tables, to structure text]