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

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	Beginning of Term Assessment	(1) Adventure Story	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	Narrative – Story representing visual impairment and hearing loss Can you feel the noise? by Stewart Foster Entertain	(1) Descriptive opener describing character & setting (2) Dialogue that moves on action opener (3) Story representing visual impairment and hearing loss	Uses commas to avoid ambiguity Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Uses brackets, dashes or commas to indicate parenthesis Indicates degrees of possibility using adverbs eg perhaps or modal verbs eg might, will Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for	Narrative – Story set in a different culture. Cloud Tea Monkeys Entertain	(1) Descriptive opener describing character & setting (2) Dialogue that moves on action opener (3) Story set in a different culture	Uses commas to avoid ambiguity Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Uses brackets, dashes or commas to indicate parenthesis Indicates degrees of possibility using adverbs eg perhaps or modal verbs eg might, will Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]

			and preposition phrases Uses paragraphs to organise ideas around a theme The grammatical difference between plural and possessive –s			example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]			
	Historical Story Street Child Entertain	(1) Descriptive opener describing character & setting (2) Dialogue – two main characters having a conversation (3) Historical Story	Same as above plus Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Non-Fiction Non-Chronological Report The Monsterology Handbook Inform	(1) Describe the appearance of a monster (2) Describe the habitat of a monster (3) Write a report about a monster		Non-Fiction Explanation How a volcano works? How a river works? Or How climate change is effecting the world Inform	(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.	
	Recount – based on a real person's life Black History Month Nelson Mandela Inform	(1) Fact File – main events of life in order. (2) Write about a main event in Nigel's life (3) Biography of Nigel Mandela's Life	Uses commas to avoid ambiguity Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Uses brackets, dashes or commas to indicate parenthesis Indicates degrees of possibility using adverbs eg perhaps or modal	Assessment Week	(1) Writing a story representing a character with a physical impairment.		Assessment Week	(1) Write a story set in a different culture.	

			verbs eg might, will Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]						
	Poetry Performance Poem	(1) Performance Poem	Nouns Adjectives Verbs Alliteration Similes Personification Metaphors Rhyme Rythmn	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	Uses commas to avoid ambiguity Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Uses brackets, dashes or commas to indicate parenthesis	Non-Fiction – Persuasion What do you think by Matthew Syed Inform	(1) Fact File about themselves including things they agree with and don't agree with (2) Top Tips for how to agree to disagree and still be friends. (3) Writing a letter to pupils in the school or world	Uses commas to avoid ambiguity Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Uses brackets, dashes or commas to			Uses commas to avoid ambiguity Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Uses brackets, dashes or commas to indicate parenthesis

			Indicates degrees of possibility using adverbs eg perhaps or modal verbs eg might, will Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]		leaders with a one sided debate on how to agree to disagree and still be friends.	indicate parenthesis Indicates degrees of possibility using adverbs eg perhaps or modal verbs eg might, will Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]			Indicates degrees of possibility using adverbs eg perhaps or modal verbs eg might, will Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
	Narrative – Story with themes of refugees, friendship & kindness The Boy at the back of the class by Onjali Q Rauf Entertain	(1) Descriptive opener describing a setting (2) Descriptive character description (3) Story based on the themes of refugees, friendship and kindness							
	Applying Writing	(1) Recount a school trip (2) Write a biography about a person linked to a different subject (3) Write am explanation for a life cycle		Applying Writing	(1) Write an informal letter Recounting a School Trip		Applying Writing	(1) Write a report (2) Write a formal persuasive letter (3) Write an explanation	