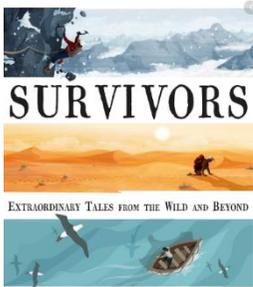
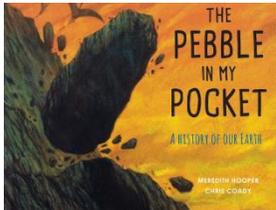
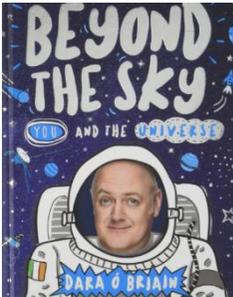
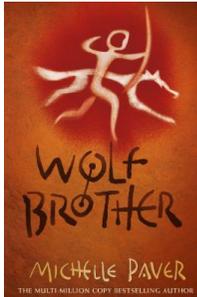
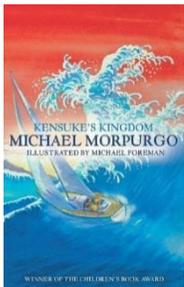
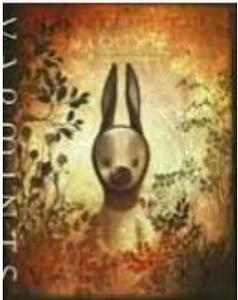
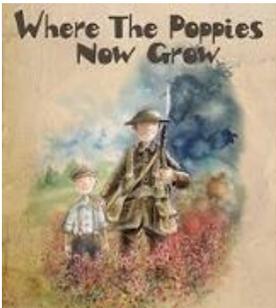
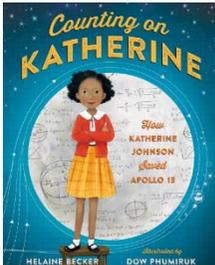
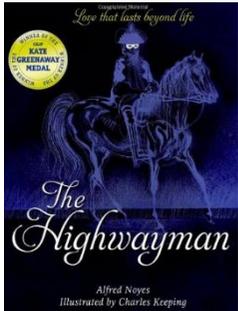
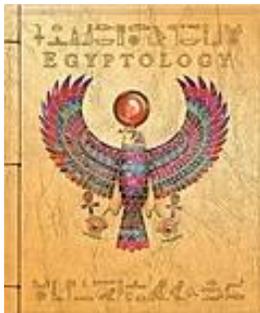


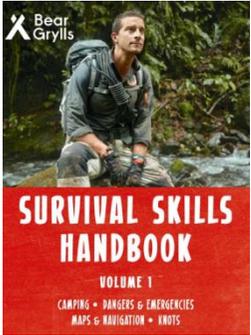
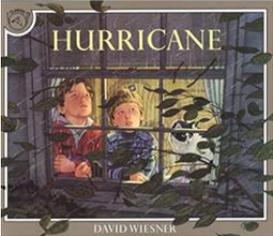
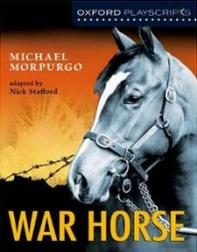
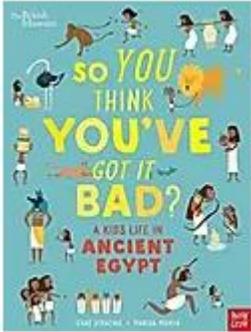
Year 5 Writing Long Term Overview

Concept: Survival		Concepts: community, conflict, the greater good	Concepts: Risk, sacrifice, the wider world, the greater good	Concepts: difference, change, perspective	
Survival	Extreme Earth	Conflict	The Space Race	Heroes & Villains	Egyptians
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Survivors by David Long (NF)</p>  <p>Outcome: Write own survival narrative based on structure of Survivors</p>	<p>Text: The pebble in my pocket by Meredith Hooper</p>  <p>Outcome: Write a narrative poem based on a volcano</p>	<p>Text: The Piano (video Literacy Shed)</p>  <p>Outcome: Write a flashback based on the events in The Piano</p>	<p>Text: Beyond the sky by Dara O'Briain (NF)</p>  <p>Outcome: Write a non-chronological report about the solar system</p>	<p>Text: Wolf Brother by Michelle Paver (novel)</p>  <p>Outcome: Write a descriptive battle scene of the moment Torak meets the bear</p>	<p>Text: Secrets of a sun king by Emma Carroll</p>  <p>Outcome: Newspaper report based on the opening of Tutankhamun's tomb</p>
Key NC statements	Key NC statements	Key NC statements	Key NC statements	Key NC statements	Key NC statements
<p>Year 4: Compose and rehearse sentences orally (including dialogue)</p> <p>Place the possessive apostrophe accurately</p>	<p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p>	<p>Year 5: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Year 5: using further organisational and presentational devices to structure text and to guide the reader [for example, headings,</p>	<p>Year 5: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Year 5: using a wide range of devices to build cohesion within and across paragraphs</p>

Year 5 Writing Long Term Overview

<p>in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> <p>using and punctuating direct speech</p>	<p>Use figurative language such as similes, alliteration to build a picture in the readers head</p>	<p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>bullet points, underlining]</p> <p>precising longer passages</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>using brackets, dashes or commas to indicate parenthesis</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Kensuke's Kingdom by Michael Morpurgo</p>  <p>(novel) Outcome: Write a descriptive narrative when Michael enters the sea after Kensuke's warning</p>	<p>Text: Varmints by Helen Ward</p>  <p>Outcome: Write a character description of a varmint</p>	<p>Text: Where the poppies now grow (P)</p>  <p>Outcome: Write a battle scene through the eyes of the mouse</p>	<p>Text: Counting on Katherine by Helaine Becker (faction)</p>  <p>Outcome: Write a biography on Katherine Johnson</p>	<p>Text: The Highwayman by Alfred Noyes (P archaic) Outcome: Write Bess's monologue from the moment she's tied up by King George's men</p> 	<p>Text: Egyptology by Emily Sands (Faction)</p>  <p>Outcome: Write a journal entry as Lil (Secrets of a sun king) in the style of Egyptology</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 4: Compose and rehearse sentences orally (including dialogue)</p>	<p>Year 4: In narratives, creates settings, characters and plot</p>	<p>Year 5: in narratives, describing settings, characters and atmosphere and integrating dialogue to</p>	<p>Year 5: using a wide range of devices to build cohesion within and across paragraphs</p>	<p>Year 5: in narratives, describing settings, characters and atmosphere and integrating dialogue to</p>	<p>Year 5: using further organisational and presentational devices to structure text and to guide the reader [for example,</p>

Year 5 Writing Long Term Overview

<p>Use inverted commas and other punctuation to indicate direct speech</p> <p>In narratives, creates settings, characters and plot</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Use fronted adverbials followed by a comma</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p>	<p>convey character and advance the action</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>precising longer passages</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>convey character and advance the action</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>headings, bullet points, underlining]</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
<p>Learning Journey 3 Key NC Statements</p>	<p>Learning Journey 3 Key NC Statements</p>	<p>Learning Journey 3 Key NC Statements</p>	<p>Learning Journey 3 Key NC Statements</p>	<p>Learning Journey 3 Key NC Statements</p>	<p>Learning Journey 3 Key NC Statements</p>
<p>Text: Survival guides by Bear Grylls (NF)</p>  <p>Outcome: Write an informative and detailed set of</p>	<p>Text: Hurricane by David Wiesner</p>  <p>Outcome: Write a first person narrative from the viewpoint of the cat</p>	<p>Text: War Horse Play script</p>  <p>Outcome: Diary entry from Albert's perspective meeting Joey for the first time</p>	<p>Text: Countdown. 2979 days to the moon by Suzanne Slade (NF)</p> 	<p>Text: Alma (video Literacy Shed)</p>  <p>Outcome: Write a first person narrative from the perspective of one of the dolls in the shop</p>	<p>Text: So you think you've got it bad? By Chae Strathie (NF)</p>  <p>Outcome: Write an explanation of how life</p>

Year 5 Writing Long Term Overview

instructions on an aspect of survival (camp fire, den etc)			Outcome: Write a persuasive advert persuading astronauts to join the space program		was different for Egyptian children compared to now
<p>Year 4: Use an increasing range of sentence length and structure</p> <p>Compose and rehearse sentences orally</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>organising paragraphs around a theme</p>	<p>Year 4: Viewpoint is consistently maintained for example, word choice indicates child's viewpoint on a character or an issue</p> <p>organising paragraphs around a theme</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Year 5: using brackets, dashes or commas to indicate parenthesis</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>	<p>Year 5: using modal verbs or adverbs to indicate degrees of possibility</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Year 5: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Year 5: using a wide range of devices to build cohesion within and across paragraphs</p> <p>using a colon to introduce a list</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p>