Sacred Heart Catholic Primary School

YEAR 5 WRITING PURPOSES LONG TERM PLAN 2016-17

Most writing types can be categorised as 'persuasion', 'information/explanation' or 'entertainment'. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a board and balanced curriculum.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
AUTHOR FOCUS	**Shakespeare/E.B White**		**Robert Swindells/Marcia Williams**		**Shaun Tan/**	
ENGLISH AROUND A BOOK	Lost Happy Endings Macbeth The colour thief	The Terrible Two Dreams of Freedom	Room 13	The Highway Man	Eric, Shaun Tan The Lost thing, Shaun Tan The Viewer, Shaun Tan	Les Miserables Marcia Williams Les Miserables Cosy Classics
	Non-fiction: Anglo Saxons	Non-fiction: World Food	Non-fiction: Earth and space	Non-fiction:Early Islamic	Non-fiction: Rainforest	Non-fiction:Ancient Greece
GUIDED READING CLIMBS or QUESTION MATS						
	• Recommending books they have read to their peers, giving reasons for their choices. • Learning a wider range of poetry by heart • checking that the book makes sense to them, discussing their understanding • and exploring the meaning of words in context • asking questions to improve their understanding • drawing	• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Learning a wider range of poetry by heart • predicting what might happen from details stated and implied • summarising the	• Reading books that are structured in different ways and reading for a range of purposes. • Making comparisons within and across books. • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative	• Recommending books they have read to their peers, giving reasons for their choices. • retrieve, record and present information from non-fiction	• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	• Identifying and discussing themes and conventions in and across a wide range of writing.

		inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	main ideas drawn from more than one paragraph, identifying key details that support the main ideas	language, considering the impact on the reader			
PERSUADE							
INFORM/ EXPLAIN							
ENTERTAIN							

GUIDED WRITING (DURING ENGLISH LESSONS)	- Identifying audience/purpose, selecting the appropriate form and using similar writing as models - Noting and developing initial ideas, sometimes drawing on reading and research - In narrative writing, considering how authors have developed characters and settings - Selecting appropriate grammar and vocabulary, understanding the effect on meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using a wide range of devices to build cohesion within and across paragraphs - Using further organisational/presentational devices to structure text and guide the reader (eg. headings, bullet points, underlining) - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects/ clarify meaning - Distinguishing between the language of speech and writing - Proof-read for spelling and punctuation errors Terminology: modal verb, relative pronoun, relative clause, Parenthesis, bracket, dash, cohesion, ambiguity

POETRY	The Highwayman (Alfred Noyes)	Macavity the Mystery Cat (T.S. Eliot)	Season's Song (Ted Hughes)	Night's Mail (W.H. Audren)	Daffodils (William Wordsworth)	???
	Learning a wider range of poetry by heart.					

SPELLING	- Words ending in –ant, –ance/–ancy, –ent, –ence/–ency. - Words ending in –able and –ible, words ending in –ably and –ibly. - Adding suffixes beginning with vowel letters to words ending in –fer. - Use of the hyphen. - Words with the /i:/ sound spelt ei after c. - Words containing the letter-string ough. - Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word). - Homophones and other words that are often confused.

	Revision of objectives and words contained within word list.					
PUNCTUATION AND GRAMMAR	• Use expanded noun phrases to add detail or convey complicated information (*new baker's shop on the green*). • Use ellipsis appropriately. • Begin to use relative clauses • Use paragraphs	• Identify and use main and subordinate clauses accurately. • Use brackets, dashes or commas to indicate parenthesis. • Use a colon to introduce a list. • Develop use of relative clauses • Use adverbials accurately	• Use modal verbs (*may, might, should*) or adverbs (*perhaps, surely*) to indicate degrees of possibility • Use and punctuate direct and reported speech accurately and know the difference between the two. • Use relative clauses accurately	• Write complex sentences using an embedded clause beginning with *who, which, where, whose, when* or *that*, or with an implied relative pronoun. • Use commas to clarify meaning or avoid ambiguity.	• Convert nouns or adjectives into verbs using suffixes (eg. –ate, -ise, -ify). •	• Use rhetorical questions to engage the reader.
HANDWRITING	Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters. • Choosing the writing implement that is best suited for a task (eg. quick notes, letters).					
ASSESSMENTS	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test	RS GAPS half termly test RS READING half termly test RS Optionals	RS GAPS half termly test RS READING half termly test	)RS GAPS half termly test RS READING half termly test

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdom United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
Lead Subjects	**Geography**	**Geography**	**Science**	**History**	**Geography**	**History**
	UK cities, counties and key features - research	World food - where does food come from?	Earth and space	Early Islamic civilization - Baghdad c AD900	Contrasting region - Amazon Basin, rainforest, biomes	Ancient Greece (including sport)
	Music	**Design and Technology**	**Music**	**Design and Technology**	**Science**	**Science**
	Listening to and performing a range of music from around the UK including	Food - food from another culture, variety of cooking	Listening to high quality recorded music and how musical elements can be	Mechanical systems - cams, pulleys and gears	Life cycle changes in animals and plants; naturalists (e.g.	Animals including humans - growth and development of humans PLUS exercise and

	anthems	techniques	used to create effects, i.e. film music		David Attenborough)	the circulatory system
	History	**Science**	**Art and Design**	**Science**	**Design and Technology**	**Art and Design**
	Britain's settlement by Anglo-Saxons and Scots (including place names)	Materials - reversible and irreversible changes	Drawing and painting developed into abstract textured paintings	Forces and falling objects	3D Textiles - using gussets, using patterns, joining with seam allowance, combining fabrics	Figure drawing developed into 3D sculpture
	Physical Education				**Art and Design**	**Music**
	Dance - perform a traditional dance from the UK or beyond				Painting developed into printmaking/collage and digital art	Creating - improvise, develop and perform rhythmic compositions using graphic notation
Additional Subjects	**PSHE**	**Art and Design**		**Music**	*tbc February 2015*	*tbc April 2015*
	Computing - *Information Technology (IT), Computer Science (CS), Digital Literacy (DL)*					
	IT - data handling	DL / CS - collaboration / networking	IT - modelling	CS - programming / computational thinking	IT - multimedia	CS - programming
	Mathematics					
	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
English	**English**					
	Legends Persuasion	Stories with historical settings Film and play scripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Ongoing	**Science**		**Physical Education**		**eSafety**	**English**
	Standalone unit on material properties -		Pupils should continue to apply and develop a broader		Whenever children are engaged in	Spelling and handwriting should be

| | comparative / fair tests of everyday materials. This could be a theme for a science week over four or five afternoons. | range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE. | electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly. | taught discretely. Refer to the key learning in writing document for progression guidance. |

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate

INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing	Play Script
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)		
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)		
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)		
	Stories with familiar settings	Retell event			
	Myths	Biography			
	Legends	Autobiography			
	Fables				
	Stories from other cultures				
	Adventure				
	Mystery				
	Issue / dilemma • Wanted poster • Diary entry of character • Eyewitness account as character				
	Imaginary world / Sci-fi				
	Flashback/ Flashforwards				