

# Year Five Writing Long-Term Plan

## Speaking and listening objectives:

Give well-structured explanations for different purposes and express feelings  
 Select and use appropriate registers & language for effective communication for a range of audiences without being prompted

Articulate arguments & opinions clearly and persuasively  
*Be able to state their opinions and ideas to unfamiliar people, and justify them on the spot*

Suggested activities: tableaux thought tracking forum theatre meetings

Hot seating group improvisation

Snowballing jigsaw word tennis

| Whole school | Writing to Inform   | Writing to Entertain   | Writing to persuade  | Writing to Inform   | Writing to Entertain  | Writing to Persuade  |
|--------------|---|--|--|---|---|--|
|              | <b>Recounts:</b><br>(To create a display in the school Library for BHM)<br>Hidden figures<br>Biography<br>Diary<br><b>Non-Chronological report (leaflet)</b><br><b>Space travel</b><br><b>Poetry week:</b><br>cinquains | <b>3<sup>rd</sup> Person Narrative:</b> War of the Worlds (Usborne)<br>*Story opening<br>*Character description<br>*Creating tension<br>*Story endings | <b>Speeches week:</b><br><b>Advert:</b> Emotive language save the forests<br><b>Persuasive letters:</b> The Cloud tea monkey<br><b>Persuasive leaflets</b> Visiting Boston | <b>Instructions:</b> Survivors<br><b>Explanation:</b> Cracking contraptions<br><b>Non-Chronological report</b> Paddington | <b>Retell</b> – Theseus and the Minotaur<br><b>Classic Text:</b> The Odyssey (Usborne)<br>*Dialogue between characters<br>*Character descriptions<br>*Inference writing | <b>Poetry Slam:</b> Mr Nobody<br><b>Exploring protest speeches</b> (Malala/Martin Luther King) (support archie award)<br><b>Persuasive letter</b> to Boston Borough council. |
| SPaG skills  | SVO sentences<br>Co-ordinating<br>Subordinating<br>conjunctions<br>Commas to demarcate<br>subordinate clauses   | Relative clauses<br>Embedding clauses<br>Relative pronoun<br>Parenthesis<br>Brackets<br>Dashes<br>commas   | Lists<br>Commas and colon/semi-colon<br>list   | Hyphenated words<br>Cohesion using time   | Cohesion within paragraphs<br>Perfect tense<br>Progressive tense  | Cohesion of the whole text<br>Punctuation of bullet points   |
|              |   |  |  |   |   |  |

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| Stimulus                               |   |
|--|---|
| Hidden figures book (Reading age 8-10) | Hidden figures is a book about BAME scientists who are often omitted from historical accounts. This gives the children the opportunity to write biographically about people who are underrepresented. This supports their learning since they are fairly unheard-of people and the children feel that they deserve to have their story heard because they are forgotten about in the space race historical narrative because they were female or from a BAME back ground. |
| War of the worlds (Usbourne is Lime)   | This lower ability reader is the perfect book for the Year 5s to use as a basis to create a much more detailed narrative since it lacks detail, they are able to critique the text and explore how they can use sentence structures from other, age appropriate texts, to create the tension and horror.  |
| Cloud Tea monkeys                      | This text is for a Y4 age related reading level and it has connections with farming that suit the school's context. The debates that arise from the farmers and the way they treat the children who pick tea. The lower reading level allows for the children to access the text to recreate the application of the sentence structures and vocabulary to be able to meet the Greater depth objective: draws upon reading.  |
| Paddington visual literacy and text    | This popular culture bear allows the children to use their knowledge of explanation texts to look at the inner workings of the character. The letters that can be written using this as a stimulus are intriguing and full of opportunity because the children are able to imagine what life would be like if a bear came to live with them.  |
| The Odyssey (Usborne Y5 Dark Blue)     | This version of the classic text is written very succinctly. This provides opportunities for the children to write character and setting descriptions in detail before using substitution to write their own myth. These stories build upon their knowledge of cultural stories and understanding of them stands pupils in good stead for future learning.  |
| Mr Nobody performance                  | Children are able to use their understanding of humour and Greater depth children are able to begin to understand inference writing and irony   |
| Farther (Picture book)                 | This picture book allows the children to infer and deduce meanings to create topics for their own discussions and debates – building upon their knowledge of myths and the Ancient Greek beliefs (from their History Unit that will be concluding at this point in the term) Children should be able to apply technical vocabulary masterfully in debates that arise from this picture book to write their own unbalanced discussion                                      |