

Term Year 5 Writing	Weeks LTP	Books/Texts Used	Genre	Form/Outcome and level of formality	Audience/ Purpose	Vocabulary, grammar and punctuation	Speaking and listening/ oracy opportunities.	Other writing opportunities
Autumn 1 6 weeks	Establishing weeks 3 weeks	Teacher's welcome letter	Non-Fiction – letter	Informative letter	Teacher To inform the teacher of their identity	Compound sentences and conjunctions Complex sentences and conjunctions	Oral rehearsal Role play	Art reviews Reading recommendations/r eviews
		All are welcome	Non – fiction – instruction	Instructions to put into the school library	Informative guide of how to make everyone feel welcome at KM Other classes	Expanded noun phrases Using adverbs to indicate degrees of possibility Fronted adverbials Tense Bullet points		
	Forces 2 weeks	Variety of Science topic books from CLS Variety of Non-Chronological reports Gravity is a mystery Boom! Science: Forces	Non-fiction - Explanation	Explanation video/demonstration/vlog to other children.	Year 4 To teach other children	Sentence structure and conjunctions Fronted adverbials Tense Relative clauses Technical vocabulary	Oral rehearsal Video/vlog	Double page spread/non-chronological report

Year 5 Writing LTP

		<p>A Question of Science:</p> <p>Why Doesn't the Moon</p> <p>Fall Down? And Other</p> <p>Questions about Forces</p>						
	<p>Poetry week</p> <p>1 week</p>	<p>The magic box - Kit Wright</p>	<p>Fictional/descriptive poem</p>	<p>Write own version of poem</p>	<p>Year 2</p> <p>To entertain and inspire.</p> <p>To create an image in the reader's head</p>	<p>Onomatopoeia</p> <p>Metaphors</p> <p>Personification</p> <p>Expanded noun phrases</p> <p>Tense</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	
<p>Autumn 2</p> <p>9 Weeks</p>	<p>History</p> <p>Egyptians</p> <p>4 weeks</p>	<p>The Curse of the Tomb Robbers by Andy Seed</p> <p>Marcy and the Riddle of the Sphinx by Joe Todd-Stanton</p> <p>So you think you've got it bad - a kid's life in ancient Egypt</p>	<p>Fiction</p> <p>Diary</p>	<p>Informal</p> <p>Diary from the perspective of an Egyptian child</p>	<p>To inform</p> <p>To share thoughts and feelings</p> <p>Ourselves</p>	<p>Parenthesis – brackets, dashes, commas</p> <p>Relative clauses</p> <p>Technical vocabulary</p> <p>Hyphens to avoid ambiguity</p>		<p>Factfile of an Egyptian Pharaoh</p> <p>Poetry</p>
			<p>Non-fiction</p>	<p>Formal</p> <p>Balanced argument</p>	<p>Historical magazine</p> <p>To persuade</p>	<p>Formal/informal language</p> <p>Modal verbs/adverbs – degrees of possibility</p>		

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<p>Geography</p> <p>Eastern Europe</p> <p>4 weeks</p>	<p>Journey – Aaron Becker</p> <p>Non-fiction texts</p>	<p>Fiction</p> <p>Narrative</p>	<p>Adventure across Eastern Europe</p>	<p>Year 3 children</p> <p>To entertain</p>	<p>Multi-clausal sentences</p> <p>Parenthesis – brackets, dashes, commas</p> <p>Relative clauses</p>		<p>Travel brochure</p>
<p>Christmas</p> <p>1 week</p>	<p>The Jolly Christmas Postman</p>	<p>Instructions</p>	<p>How to create a Christmas decoration</p>	<p>Other children</p> <p>To inform</p>	<p>Formal/informal language</p> <p>Fronted adverbials</p> <p>Tense</p> <p>Bullet points</p>		<p>Christmas cards</p>