Writing long Term Planning and Overview

Year 5

Text Type	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction (Texts and Writing Outcomes) (3 weeks)	**Romeo and Juliet (narrative) – Andrew Matthews & Tony Ross** Descriptive introduction which humorously compares the two households. Diary in role as Juliet conveying her dilemma. Letter in role as Friar Lawrence.	**Romeo and Juliet (narrative) – Andrew Matthews & Tony Ross** Balanced argument – who was to blame for the deaths? Playscript **Viking Myths and Legends** Saga of Bjorn Creating own Viking Saga	**Holes – Louis Sachar** Setting description Diary **The Highwayman – Alfred Noyes** Setting description Character description Descriptive comparison between The Highwayman and The Highway Rat – Julia Donaldson to write their own version.	**Holes – Louis Sachar** Letter Newspaper report Balanced argument – Should Camp Green Lake be allowed to be open? **The Giant's Necklace (The White Horse Zennor) – Michael Morpurgo** Character description of Cherry Narrative predicted ending to what they think will happen.	**The London Eye Mystery – Siobhan Dowd** Figurative language - idioms Diary in role as Ted **Kensuke's Kingdom – Michael Morpurgo** Letter in role as Michael's Mum. Diary	**The London Eye Mystery – Siobhan Dowd** Letter in role as Gloria to Salim's Dad. Comparative setting description of London by night and day. Diary in role Kat **Kensuke's Kingdom – Michael Morpurgo** Persuasive letter to the Prime Minister to search for Michael.
Non- Fiction (Texts and Writing Outcomes) (2 weeks)	**Viking Non-Fiction Newspaper Reports** – Attack on Lindisfarne Priory **Explanation Text** – How the Vikings invaded Anglo-Saxon settlements **Diary Entry** – In role as a Viking	**Scientist – Stephanie Kwolek -** Non chronological report	**The Alps (Geography)** Comparative description of the Alp and their locality	**The Giant's Necklace (The White Horse Zennor) – Michael Morpurgo** Newspaper report of Cherry going missing	**Basking shark / Kensuke's Kingdom link** Non – chronological report on the sharks	**DT link – What could be healthier?** Recipe including method and evaluation. .
Poetry (Texts and Writing Outcomes) (1 week)	**Shakespeare - Sonnet 18** Sonnet poem		**The Highwayman – Alfred Noyes** Narrative poem with figurative language.		**Japanese Haiku and Tanka –** Poems with a single theme using specific number of syllables	
Vocabulary, Grammar & Punctuation (National Curriculum)	Word: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] • Sentence: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Text: 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] • Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity • Terminology for pupils: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity					

Spelling (Spelling Shed)	1. Words ending in '-ious.' 2. Words ending in '-cious.' If the root word ends in –ce the sound is usually spelled '-cious.' 3. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 4. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 5. Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. 6. Challenge words	1. Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. 2. Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. 3. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. 4. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' 5. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably 6. Challenge Words	1. Words ending in '-able.' If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap. 2. Adverbs of time (temporal adverbs) these are words to develop chronology in writing. 3. Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn't doubled. 4. Words with 'silent' letters at the start. 5. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 6. Challenge Words	1. Words spelled with 'ie' after c. 2. Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. 3. Words containing the letter string 'ough' where the sound is /aw/. 4. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow. 5. Adverbs of possibility. These words show the possibility that something has of occurring. 6. Challenge Words	1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 3. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 4. These words are homophones or near homophones. They have the same pronunciation but different spellings	1. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. 2. Challenge Words 3. Revision: Year 5 words

					and/or meanings. 5. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 6. Challenge Words	