



## Huyton with Roby C.E. Primary School

### YEAR 5 WRITING PURPOSES LONG TERM PLAN 2023-2024

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 5.9.23 – 27.10.23 (8 weeks)			AUTUMN 2 6.11.23– 20.12.23 (6 weeks)			SPRING 1 3.1.27 - 9.2.24 (5 weeks)	SPRING 2 19.2.24-28.3.24 (6 weeks)		SUMMER 1 15.4.24 - 24.5.24 (6 weeks)	SUMMER 2 3.6.24 - 19.7.24 (7 weeks)			
<b>Text</b>	The Man Who Walked Between the Towers by by Mordicai Gerstein (2 weeks)	The Tempest By Shakespeare (3 weeks)	Whole school text – <b>Change Sings – poetry unit (2 weeks)</b>	The Firebird by Saviour Pirotta	A Christmas Carol	Reindeer Ready (Film Clip) Literacy Shed (2 weeks) <a href="https://www.literacyshed.com/reindeerready.html">https://www.literacyshed.com/reindeerready.html</a>	Malamander by Thomas Taylor	The Lost Thing by Shaun Tan (3weeks )	Dream Giver (Film Clip – Literacy Shed)  2 weeks <a href="https://www.literacyshed.com/dreamgiver.html">https://www.literacyshed.com/dreamgiver.html</a>	The Last Bear by Hannah Gold (6 weeks)	The Lost Happy Endings (2 weeks)	The Highway Man (4 weeks)		
<b>Writing Outcomes</b>	<p><b><u>The Man Who Walked Between the Towers</u></b></p> <ul style="list-style-type: none"> <li>News report</li> <li>Biography</li> </ul> <p><b><u>The Tempest</u></b></p> <ul style="list-style-type: none"> <li>Message in a bottle</li> <li>Narrative from an alternative perspective</li> </ul> <p><b><u>Change Sings</u></b></p>			<p><b><u>The Firebird</u></b></p> <ul style="list-style-type: none"> <li>Letter</li> <li>Narrative</li> </ul> <p><b><u>A Christmas Carol</u></b></p> <ul style="list-style-type: none"> <li>Descriptive opening</li> <li>Retelling a narrative from an alternative point of view</li> <li>Create a narrative description</li> </ul> <p><b><u>Reindeer Ready</u></b></p> <ul style="list-style-type: none"> <li>Interview</li> <li>News report</li> </ul>			<p><b><u>Malamander</u></b></p> <ul style="list-style-type: none"> <li>Persuasive letter writing</li> <li>Setting description</li> <li>Travel leaflet</li> <li>Magazine article</li> <li>Develop dialogue for characterisation</li> </ul>		<p><b><u>The Lost Thing</u></b></p> <ul style="list-style-type: none"> <li>News report</li> <li>Non chronological report</li> <li>Diary Entry</li> <li>Narrative</li> </ul> <p><b><u>Dream Giver</u></b></p> <ul style="list-style-type: none"> <li>Character description</li> <li>Setting Description</li> <li>Building Tension</li> <li>Writing a narrative</li> </ul>		<p>The Last Bear</p> <ul style="list-style-type: none"> <li>Non chronological report</li> <li>Letter Writing</li> <li>Writing in role</li> <li>Dialogue</li> </ul>		<p><b><u>The Lost Happy Endings</u></b></p> <ul style="list-style-type: none"> <li>Story opening</li> <li>Diary entry</li> <li>Prequel</li> </ul> <p><b><u>The Highway Man</u></b></p> <ul style="list-style-type: none"> <li>Dialogue</li> <li>News report</li> <li>Narrative Poem</li> </ul>	
<b>SPELLING</b>	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Vowel Suffix -cious</li> <li>Vowel Suffix – tious</li> <li>Vowel suffix cial</li> <li>Vowel suffix tial</li> </ul>			<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Vowel suffix ant</li> <li>Vowel suffix ent</li> <li>Vowel suffix ance</li> <li>Vowel suffix ence</li> </ul>			<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Vowel suffix able/ible</li> <li>Vowel suffix ably/ibly</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Vowel suffix to fer</li> <li>Vowel sounds ie ei</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Silent b,c</li> <li>Silent g, k</li> <li>Silent h,k</li> <li>Silent n,t</li> </ul>		<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>Silent u,w</li> <li>Homophones ce, se</li> <li>Homophones ow, ou</li> </ul>	

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<b>PUNCTUATION AND GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</li> <li>• Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</li> <li>• Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.</li> <li>• Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.</li> <li>• Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.</li> <li>• Demarcate complex sentences using commas in order to clarify meaning.</li> <li>• Use commas to avoid ambiguity, e.g. ‘Let’s eat Grandma.’ and ‘Let’s eat, Grandma.’</li> <li>• Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff.</li> <li>• Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</li> <li>• Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</li> <li>• Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</li> <li>• Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.</li> <li>• Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth.</li> <li>• Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.</li> <li>• Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.</li> <li>• Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.</li> <li>• Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.</li> </ul>					
<b>Composition</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Identify the audience and purpose.</li> <li>• Select the appropriate language and structures.</li> <li>• Use similar writing models.</li> <li>• Note and develop ideas.</li> <li>• Draw on reading and research.</li> <li>• Think how authors develop characters and settings (in books, films and performances).</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>• Select appropriate structure, vocabulary and grammar.</li> <li>• Blend action, dialogue and description within and across paragraphs.</li> <li>• Use different sentence structures with increasing control (see punctuation and grammar).</li> <li>• Use devices to build cohesion.</li> <li>• Use organisation and presentational devices e.g. underlining, bullet points, headings.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of own and others’ writing in relation to audience and purpose.</li> <li>• Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure consistent subject and verb agreement.</li> <li>• Proofread for spelling and punctuation errors.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Use appropriate intonation and volume.</li> <li>• Add movement.</li> <li>• Ensure meaning is clear.</li> </ul>					
<b>HANDWRITING</b>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• Orientate capital letters correctly.</li> <li>• Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.</li> <li>• Write capital letters and digits of the correct size relative to one another and to lower case letters.</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters</li> <li>• Use spacing between words which reflects the size of the letters.</li> <li>• Write legibly</li> <li>• Use a joined style throughout their independent writing.</li> </ul>					

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|  | <ul style="list-style-type: none"><li>• Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li><li>• Write fluently using a joined style as appropriate for independent writing.</li></ul> |
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