



Year 5 Long Term Writing Plan 2024-2025




The terminology Y5 pupils will be taught: subject, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity


DAILY RETRIEVAL


Autumn 1 (7 weeks 4 days)



Genre	Fiction (F) Non-fiction (NF)	Stimulus	PVA	Oracy (focused task leading into writing)	Greater depth	Grammar/ Punctuation	Vocabulary	Spelling (Spelling Shed)	Writing in the wider curriculum
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RETRIEVAL DAILY


Monologue	F	Picture Book 	Purpose - To express thoughts and feelings in the moment Viewpoint - boy Audience - private	Thought tapping	Using appropriate and effective vocabulary and grammar a boy would use around 1914 to convey character - not from the teacher's word bank and more formal . A range of sentence structures used.	Parenthesis - used to add detail for the reader or as an afterthought or an interruption	sorrow neglect whimper anguish heart sinks isolated anxiety lonesome	List 1. Words ending in '-tious' and '-ious' List 2. Words ending in '-cious'	
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Letter	NF	<p>Picture Book</p> 	<p>Purpose - To persuade Viewpoint - father Audience - son</p>	Hot seating and talk detectives	Using appropriate and effective vocabulary and grammar a boy would use around 1914 to convey character - not from the teacher's word bank and more formal. A range of sentence structures used.	<p>Conjunctions - coordinating conjunctions yet whereas (like but) therefore (like so) in addition (all new in Y5) Subordinating conjunctions</p> <p>Using a wide range of conjunctions to express time and cause clauses can be moved to the beginning of the sentence before SVO (which needs to be split by a comma). Understand what the conjunction does - extends sentence and might give a reason, tell you when</p>	comrade regiment trenches dugouts conscripted fantasy contraption honour fame ambition horrendous wholeheartedly duty sorrow remorse obsession	List 3. Words ending in /shul' spelled '-cial' List 4. Words ending in /shul/ spelled '-tial'	<p>Geography</p> <p>Purpose: To compare the physical and human geography of Innsbruck, in the Alps, to Leicester</p> <p>Viewpoint: third person</p> <p>Audience: Explorers</p>
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Narrative	F	<p>Picture Book</p> 	<p>Purpose - To entertain reader (focus on setting description and atmosphere)</p> <p>Viewpoint - first person Audience - children aged 7+ who like adventure stories</p>	Drama - step the story	<p>To draw vocabulary is drawn from their wider reading to meet the audience and purpose.</p> <p>To use vocabulary to create a sense of person or place.</p>	<p>Relative clauses - to add detail</p> <p>Relative pronouns: who, which, where, when, whose, that</p> <p>Noun phrases - to help the reader visualise</p> <p>Expanded noun phrases help the reader visualise the noun. A range of expanded noun phrases used and some are further expanded with a preposition after the noun eg: a blue ball, a blue bouncy ball, a blue bouncy ball with a football logo</p>	<p>fulfil accomplish contraption adjustments meticulously conquered vast claimed soared plains ecstasy euphoric</p>	<p>List 5. Words ending in /shul/ spelled '-cial' and '-tial'</p> <p>List 6. Challenge words</p> <p>List 7. Words ending in '-ant'</p>	
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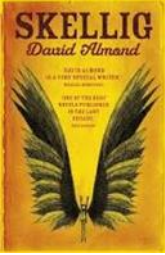
Setting description	F	<p>Video clips and from background</p>  <p>knowledge</p>	<p>Purpose - To describe a haunted house Viewpoint - first person Audience - those who like spooky settings and want to visualise what a haunted house looks like</p>	Step the scene	<p>Language choices drawn independently chosen (not from teacher's word bank) and used effectively to create a sense of place. To build suspense and atmosphere.</p>	<p>Noun phrases - - to help the reader visualise. Expanded noun phrases help the reader visualise the noun. A range of expanded noun phrases used and some are further expanded with a preposition after the noun <i>eg: a blue ball, a blue bouncy ball, a blue bouncy ball with a football logo</i></p>	<p>thunderous blinding towering/towered menacing grimy delapidated murky sinister solemn rumbled blanketed</p>	<p>List 8. Words ending in '-ance' and '-ancy'</p> <p>List 9. Words ending in '-ent' and '-ence'</p>	
Non-chronological report	NF	 <p>Known or independent researched superheroes</p>	<p>Purpose - To provide information on superheroes Viewpoint - third person Audience - children aged 6+</p>	Jigsaw	<p>A range of sentence structures are used including multi-clause sentences.</p> <p>Choose/create own superhero, different to class.</p>	<p>Subordinate conjunctions - although until once unless whether (new to Y5) to add detail for the reader (Subordinate clauses and main clauses -</p>	<p>psychokinetic protective lasso ability explosive anchor strength genetic/gene nemesis immortal arch enemies indestructible victim</p>	<p>List 10. Words ending in '-able' and '-ible'</p> <p>List 11. Words ending in '-ably' and '-ibly'</p>	

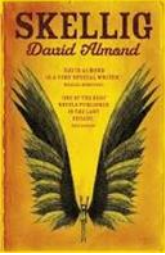
						<p>understanding the difference and manipulating them, with the use of comma)</p> <p>Bullet points - to order points for te reader</p> <p>apostrophes</p>			
Monologue	F	<p>Traditional Tale & Culturally Diverse literature</p>  <p>Disney Live action film used as an additional stimulus</p>	<p>Purpose - To express thoughts and feelings in the moment</p> <p>Viewpoint - Cinderella</p> <p>Audience - private</p>	Thought tapping	<p>Vocabulary is chosen to create a sense of person. A more formal tone of language is used to reflect the period these characters would exist.</p> <p>Write the monologue from a different perspective eg: from the perspective of the stepmother/th e prince.</p>	<p>Parenthesis - used to add detail or as an afterthought or interruption</p>	<p>peasant courage spiteful scornful estranged yearn pine despair</p>	<p>List 12. Challenge Words</p> <p>List 13. Words ending in '-able', where the 'e' from the root word remains</p>	
Persuasive letter	NF	<p>Traditional Tale &</p>	<p>Purpose - To persuade the stepmother to</p>	Speak like a.....with talk detectives	Use appropriate tone and	<p>Determiners - recap but use in the context</p>	<p>honourable implore surely</p>	List 14. Words that	Science

		<p>Culturally Diverse literature</p> 	<p>let you go attend the ball Viewpoint - Cinderella Audience - Step mother</p>	<p>Use dictogloss</p>	<p>choose language for effect.</p> <p>Use multi clause sentences, including embedded clauses.</p>	<p>of this letter. Determiners tell the reader how many, how much</p> <p>Embedded clauses - to add detail for the reader</p>	<p>obviously without doubt</p>	<p>are adverbs of time</p> <p>List 15. Words ending in '-fer'</p>	<p>Purpose: to explain what gravity is</p> <p>Viewpoint: third person</p> <p>Audience: young scientists</p>
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Spring 1 (6 weeks)

Narrative	F	<p>Traditional Tale & Culturally Diverse literature</p> 	<p>Purpose - to write the story of Cinderella set in modern day Viewpoint - third person Audience - children aged 8+</p>	<p>Role play -focus on dialogue</p>	<p>Use dialogue that conveys character and advances the action effectively.</p> <p>Write the story from a different perspective eg: from the perspective of the stepmother/the prince.</p>	<p>Precise verbs - to convey clear meaning to the reader</p> <p>Relative clauses - to add detail for the reader</p> <p>Relative pronouns: who, which, where, when, whose, that</p> <p>Direct speech - to convey character and advance the action to entertain the reader</p>	<p>haste encounter locate eligible bachelor/maiden conquer fulfilling</p>	<p>List 16. Words with 'silent' first letters</p> <p>List 17. Words with 'silent' letters</p> <p>List 18. Challenge Words</p>	
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Setting description	F	<p>Complexity in plot and symbol text</p> 	<p>Purpose: to describe Michael's garage and Skellig Viewpoint: third person Audience: children aged 8+</p>	Step the scene	<p>Language choices drawn independently chosen (not from teacher's word bank) and used effectively to create a sense of place. To build suspense and atmosphere.</p> <p>Choose to describe a different setting eg: a cellar, a ghost town, a derelict building/church</p>	<p>Noun phrases - to help the reader visualise</p> <p>Expanded noun phrases help the reader visualise the noun. A range of expanded noun phrases used and some are further expanded with a preposition after the noun eg: a blue ball, a blue bouncy ball, a blue bouncy ball with a football logo</p> <p>Relative clauses - to add detail for the reader</p> <p>Relative pronouns: who, which, where, when, whose, that</p>	<p>plank timber demolition sagging mortar great lurched dead quiet scuttling</p>	<p>List 19. Words spelled with 'ie' after c</p> <p>List 20. Words where 'ei' makes an /ee/ sound</p> <p>List 21. Words where 'ough' makes an /or/ sound</p>	<p>Geography</p> <p><i>Why do Oceans matter?</i></p> <p>Purpose: To explain and inform the importance of oceans</p> <p>Viewpoint: third person</p> <p>Audience: children aged 7+</p>
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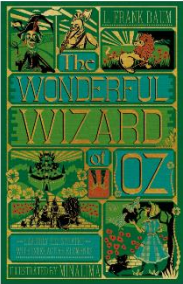
Narrative	F	<p>Complexity in plot and symbol text</p> 	<p>Purpose: to entertain the reader (focus on dialogue that conveys character and advances action Viewpoint: third person Audience:</p>	Drama	A range of sentence structures, effective use of language from wider reading (not teacher's bank) effective use of grammar for purpose. Effective use of dialogue to convey character and advance the action.	Dashes - to separate words for the reader for effect - the make them stand out.	Synonyms for said wandering stress charged head dropped eyes popped out of their sockets face turned red perplexed tone fragile premature	List 22. Words containing 'ough' List 23. Adverbs of possibility and frequency List 24. Challenge Words List 25. Words that are homophones or near homophones	
Newspaper report	NF	<p>Complexity in plot and symbol text</p> 	<p>Purpose - inform the public of sighting of Skellig Viewpoint - third person and also quotes from eye witnesses Audience - The public</p>	Hot seating with talk detectives	Appropriate shifts in formality within speech. Formal tone sustained where appropriate. Eg: formal use of language for a doctor, informal for a boy. How would it differ for a worried parent?	Embedded clauses - to add detail for the reader Direct speech and reported speech - to convey character and advance the action to entertain the reader	miraculous discovery unique evolved figment of my imagination calcification resided hostile descended anatomy apparent commented stated	List 26. Words that are homophones List 27. Words that are homophones	
Discursive	NF	Real and relevant purpose	Purpose - To present arguments on	Debate	Range of sentence structures	Subordinating conjunctions/ coordinating	suggests implies	List 28. Words that are	History

			<p>whether homework should be banned in primary schools</p> <p>Viewpoint - third person</p> <p>Audience - People who are interested in this topic</p>		<p>including relative and embedded clauses.</p> <p>Relative pronouns are sometimes omitted for precision.</p> <p>Choice of own argument to present.</p>	<p>conjunctions</p> <p>coordinating conjunctions</p> <p>however</p> <p>furthermore</p> <p>thus (new to Y5)</p> <p>Contrasting and causal conjunctions - /complex sentences/ simple sentences - used to join or extend sentences to add detail for the reader and create cohesion.</p>	<p>proves in favour of support opportunity advantage to master skills abolish anti-</p>	<p>homophones or near homophones</p>	<p>Purpose: To provide information as to why Henry VIII had so many wives</p> <p>Viewpoint: third person</p> <p>Audience: those interested in the Tudor era aged 8+</p>
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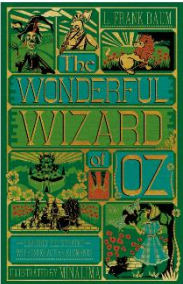
Summer 1 (6 weeks 4 days)

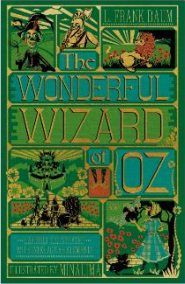
Setting description	F	<p>Classic & Non-Linear Time Sequence</p>	<p>Purpose - to describe The Emerald City</p> <p>Viewpoint - third person</p> <p>Audience - peers</p>	Step the scene	<p>To use precise vocabulary, nouns and verbs effectively.</p> <p>GDs to choose to describe Munchkin city or land of oz or made up setting</p>	<p>Recap on Noun phrases - to help the reader visualise</p> <p>Expanded noun phrases help the reader visualise the noun. A range of expanded noun phrases used and some are further</p>	<p>glistening emerald vine green an array of.. kaleidoscope sun-baked plains arid lush green majestic luscious</p>	<p>List 29. Words that are homophones or near homophones</p> <p>List 30.Challenge Words</p>	
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						<p>expanded with a preposition after the noun <i>eg: a blue ball, a blue bouncy ball, a blue bouncy ball with a football logo</i></p> <p>Precise verbs - to convey clear meaning to the reader</p> <p>Relative clauses - to add detail for the reader</p> <p>Relative pronouns: who, which, where, when, whose, that</p>			
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Persuasive speech	NF	Classic & Non-Linear Time Sequence 	Purpose - to persuade wizard to let you leave Oz Viewpoint - Dorothy Audience - The Wizard of Oz	Speak like a.....with talk detectives Use dictogloss	Vocabulary independently drawn from own reading - not teacher's word bank. Persuasive/emo tive language used effectively and appropriately, as character chosen. Can GDs write from perspective of Tin Man, Scarecrow or Lion?	Standard English Formality continuum to be used	honourable respectable all-powerful all-knowing urge glory fame implore imperative vital essential fundamental	31. Words with hyphens 32. Challenge Words	Science Investigation Purpose: To provide information on the method and findings of an investigation Viewpoint: First person Audience: Young scientists
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Summer 2

Narrative	NF	Classic & Non-Linear Time Sequence 	Purpose to entertain the reader Viewpoint third person Audience Wizard of OZ lovers and children aged 7+	Step the story	A range of sentence structures, effective use of language from wider reading (not teacher's bank) effective use of grammar for purpose. Effective use of dialogue to convey character and advance the action.	Clauses beginning with verbs - ed and ing, and clauses beginning with adverbs to enhance cohesion for reader and say when, how and where something was happening.	foreboding loomed crumbling crumbling pounded tatty unkempt scrawny detritus ramshackle ragged rickety carpeted shaggy ferociously precariously ominously	33.Revision: Year 5 words	
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					Choose different characters, plot and setting.				
Newspaper report	NF	Classic & Non-Linear Time Sequence 	Purpose - to inform the public of the Wizard being a hoax Viewpoint - third person and also quotes from eye witnesses Audience - The residents of Oz	Hot seating with talk detectives Use dictogloss	Appropriate shifts in formality within speech. Formal tone sustained where appropriate.	Embedded clauses - to add detail for the reader Y6 objective to prepare for Y6: Passive voice - to add formal tone Relative clauses - to add detail for the reader Relative pronouns: who, which, where, when, whose, that	hoax fraudster deception discovery identify exposed trial devastation atrocitiy remarked sentenced commented revered deceive	34 - 36 Revision of Year 5 words	History - Purpose: to provide information and reasoning on what the Ancient Greeks did for us? Viewpoint: first person Audience: young historians