

Year 5

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
Autumn 1	Setting description (to entertain)	Setting description (to entertain)	Diary Entry (to give an account of an event)	Diary Entry (to give an account of an event)	Non- chronological report (to inform)	Non- chronological report (to inform)
Autumn 2	Letter (to persuade)	Letter (to persuade)	3rd person narrative (to entertain)	3rd person narrative (to entertain)	Instructions (to inform)	Instructions (to inform)
Spring 1	Biography (to inform)	Biography (to inform)	Narrative poem (to entertain)	Narrative poem (to entertain)	News report (recount - to inform)	News report (recount - to inform)
Spring 2	Speech (to persuade)	Speech (to persuade)	Diary entry (to give an account of an event)	Diary entry (to give an account of an event)	Dialogue (to entertain)	Dialogue (to entertain)
Summer 1	Free-verse poem (to entertain)	Free-verse poem (to entertain)	Playscript (to entertain)	Playscript (to entertain)	Balanced Argument (to discuss)	Balanced Argument (to discuss)
Summer 2	3rd person narrative (using dialogue). (to entertain)	3rd person narrative (using dialogue). (to entertain)	Newspaper report (recount - to inform)	Newspaper report (recount - to inform)	1st person narrative (to entertain)	1st person narrative (to entertain)

Spring Term Two

Text: *Treason* by Berlie Doherty

	Genre	LO	TSTS (Accuracy, Cohesive devices)* ¹	Outcomes
1	Non-fiction Speech	LO: To select appropriate grammar and vocabulary to suit the purpose of the writing,	<ul style="list-style-type: none"> - Cohesive devices - Introduction and conclusion - Viewpoint is evident throughout - Passive voice - Different sentence lengths - Repetition - Speak directly to the audience 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Use a wide range of devices to build cohesion within and across paragraphs • Use modal verbs or adverbs to indicate degrees of possibility
2				
3	Fiction/ non-fiction Diary entry	LO: To recount a story chronologically	<ul style="list-style-type: none"> - Cohesive devices - Consistent use of the 1st person - Include personal responses - Clear beginning and end - Fronted adverbial - Write in chronological order 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, • Selecting appropriate grammar and vocabulary • Use a wide range of devices to build cohesion within and across paragraphs • Use expanded noun phrases to convey complicated information concisely
4				
5	Fiction Dialogue	LO: To use dialogue to convey character.	<ul style="list-style-type: none"> • Cohesive devices • Accurate use of speech • A clear beginning and end • Expanded noun phrases • Paragraphs (links between) • Adverbials of time 	<ul style="list-style-type: none"> • Write longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Distinguishing between the language of speech and writing and choosing the appropriate register • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
6				

*¹ Cohesive devices refers to the use of: conjunctions, pronouns and synonyms to avoid repetition

Summer Term 1

Text: Wind in the Willows

	Genre	LO	TSTS (Accuracy, Cohesive devices)	Outcomes
1	Poem Free-verse poem	LO: To use rhyme within a free-verse poem	<ul style="list-style-type: none"> • Alliteration • Similes/metaphors • Good choice of vocabulary • Personification • Repetition • Different sentence lengths • Meaningful use of rhyme 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
2				
3	Fiction Playscript	LO: To convey character through speech within a playscript	<ul style="list-style-type: none"> • Pronouns • Adverbs • Paragraph to set the scene • Stage directions • High-level punctuation 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Use colons and brackets correctly
4				
5	Non-fiction Balanced argument	LO: To clearly structure a well-balanced argument	<ul style="list-style-type: none"> • Cohesive devices • Clear introduction and conclusion • Paragraphs to mark different points • Modal verbs • Personal response within the conclusion 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Organise information within paragraphs • Use a wide range of devices to build cohesion within and across paragraphs • Use modal verbs or adverbs to indicate degrees of possibility
6				

Summer Term 2

Text: The Boy at the Back of the Classroom

	Genre	LO	TSTS (Accuracy, Cohesive devices)	Outcomes
1	Fiction 3rd Person narrative	LO: To use dialogue to advance the action.	<ul style="list-style-type: none"> - Clear opening and resolution to the story - Paragraphs to structure story - Inverted commas used correctly - Adverbials of time - Links between paragraphs - Expanded noun phrases - Different sentence structures 	<ul style="list-style-type: none"> • Write longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Distinguishing between the language of speech and writing and choosing the appropriate register • In narratives, describing settings, characters and atmosphere and <i>integrating dialogue to convey character and advance the action</i>
2				
3	Non-fiction Newspaper report	LO: To write formally for the purpose to inform	<ul style="list-style-type: none"> - Organise information within paragraphs - Clear introductory paragraph - Direct and reported speech - Change of tense according to the purpose - Modal verbs - Passive verbs - Formal language 	<ul style="list-style-type: none"> • <i>Identify the audience for and purpose of the writing, selecting the appropriate form</i> • Use a wide range of devices to build cohesion within and across paragraphs • Use a further organisational and presentational device to structure text and to guide the reader [for example, headings, bullet points, underlining]
4				
5	Fiction 1st person narrative	LO: To describe setting, character and atmosphere within a narrative	<ul style="list-style-type: none"> • Clear opening and resolution to the story • Expanded noun phrases • Adverbials • Information organised in paragraphs • Links between and within paragraphs • Different sentence structures 	<ul style="list-style-type: none"> • Write longer passages • Use a wide range of devices to build cohesion within and across paragraphs • Distinguishing between the language of speech and writing and choosing the appropriate register • <i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</i>
6				