

Pye Bank Primary School

Year 5 English Writing Long Term Plan 2024 – 2025

| Autumn 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|-------------------------|---|--------|--------|--|--------|--------|--|--------|
| Text: | Megacity animation | | | Fiction: How to Train your Dragon. | | | | |
| Genre | Narrative | | | Diary entry from one of the character's perspectives 'When I first met Toothless ...' | | | Descriptive writing – design own dragon | |
| Audience Purpose | Audience: KS2 Children Purpose: Entertain: retell an animation as a written narrative. | | | Audience: Yourself Purpose: To reflect and express feelings | | | Audience: KS2 pupils Purpose: To entertain | |
| SPAG Focus | Simple, compound (and + but) and complex sentences (because, when) Noun phrases using adjectives Fronted adverbials (for where or when) | | | To use adverbs and pronouns to build cohesion within a paragraph. | | | To be able to identify subordinating conjunctions and clauses and use to create their own sentences. | |

| Autumn 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|-------------------------|--|--------|--------|--|--------|--------|--|
| Text | Fiction: How to Train your Dragon | | | | | | |
| Genre | Letter of complaint linked to 'Titanium Clip' (Antibullying Week) Followed by a letter of complaint linked to How to Train your dragon. | | | To write a third person retelling (alternative ending) including dialogue to show character. | | | Kennings – describing Dragons Haikus – Characters from How to Train Your Dragon |
| Audience Purpose | Audience: The School Character from book -Stoick Purpose: personal communication | | | Audience: Y5 Peer Purpose: To Entertain | | | Audience: Y5 Peer Purpose: To Entertain |
| SPAG Focus | To use brackets, dashes or commas to indicate parenthesis | | | To use adverbs, pronouns and synonyms to build cohesion within a paragraph | | | Use more ambitious vocabulary accurately |

| Spring 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-------------------------|--|--------|---|--------|--|--------|
| Text | Fiction: Harry Potter and the Philosopher's Stone | | | | | |
| Genre | Setting description of a shop in Diagon Alley and then designing their own. | | Persuasive letter to allow Harry to attend Hogwarts. | | A match report linked to the Quidditch game in Harry Potter | |
| Audience Purpose | Audience: Y5 pupils/ Literature fans/ Teenagers/Young Adults Purpose: To Entertain - create a descriptive piece of writing. Narrative using descriptive language. | | Audience: HT of Hogwarts school Purpose: To persuade | | Audience: Harry Potter fans, fantasy fiction readers, Y5 pupils, primary school children, teenagers, young adults, sports fans, Quidditch fans. Purpose: To Inform – journalistic recount | |
| SPAG Focus | To link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her) | | To indicate degrees of possibility using adverbs or modal verbs | | To be able to change between formal and informal voice depending on the style of writing | |

| Spring 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
|-------------------------|--|--------|---|--------|--------|
| Text | Fiction: Harry Potter and the Philosopher's Stone | | | | |
| Genre | Narrative which integrates dialogue to advance the action linked to a World Book Day text – Umbrella by Elena Arevalo Melville | | Biography on Ernie Shackleton. | | |
| Audience Purpose | Audience: Primary school children, fictional text readers. Purpose: To Entertain | | Audience: History fans, readers who want to learn more about Ernie Shackleton, Y5 pupils, researchers, biographers. Purpose: To Inform | | |
| SPAG Focus | To use commas to clarify meaning. To integrating dialogue to convey character and advance the action | | To use adverbs, pronouns and synonyms to build cohesion within a paragraph | | |

| Summer 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week5 | Week 6 |
|-------------------------|---|--------|--------|-------------------------------|-------|--------|
| Text | Fiction: Running Wild | | | | | |
| Genre: | Non chronological report on an elephant. | | | Persuasive letter | | |
| Audience Purpose | Audience: People interested and/or researching information about Elephants. Y5 pupils Purpose: To provide people with information on a particular subject. | | | Audience: Supermarkets | | |
| SPAG Focus: | To use brackets, dashes or commas to indicate parenthesis To link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her) | | | | | |

| Summer 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|-------------------------|--|--------|--|--------|--|--------|--------|-----------------|
| Text | Fiction: Running Wild | | | | | | | |
| Genre: | Diary Entry | | Figurative Poetry | | Script play | | | Transition Days |
| Audience Purpose | Audience: Himself Purpose: To reflect | | Audience: Y5 opposing class Purpose: To entertain | | Audience: Y6 class teachers Purpose: To entertain | | | |
| SPAG Focus: | To use relative clauses beginning with relative pronouns (who, which, when, where) or an omitted relative pronoun to add detail to a sentence. | | To accurately apply ambitious vocabulary | | To use commas to avoid ambiguity and to clarify meaning | | | |