



## Writing Long Term Overview

## Year 5

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

**TEXT:**

The Highway Man  
(Alfred Noyes) –  
Classic/Narrative  
Poetry

The Lost Happy  
Endings  
(Carol Ann Duffy)

Manfish  
(Jennifer Berne)

Anne Frank  
(Josephine Poole  
and Angela Barrett)

Otto (Tomi Unger)

Bombs and Berries  
(Julia Donaldson)

Queen of the Falls  
(Chris Van Allsberg)

Curiosity (Markus  
Motum)

Hidden Figures: The  
True Story of Four  
Black Women and  
the Space Race  
(Margot Lee  
Shetterly)

Millions  
(Frank Cottrell-  
Boyce)

**Final Writing  
Outcome:**

Narrative Alternative  
fairy stories

Non Chronological  
Report

Newspaper Article  
Historical Narrative

Playscript  
Stories in familiar  
settings/ Narrative

Explanation  
Persuasive Letter/  
Memoir (Diary)

Adventure  
Fiction/Flashbacks

### Continuous Skills:

- Plan writing by identifying the audience and purpose of the writing.
- Select the appropriate form for writing.
- Demonstrate awareness of audience by beginning to use a wider range of techniques such as recap, repetition of a catchphrase, humour; some use of dialogue to entertain and engage the listener/reader.
- Evaluate and edit: Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was).
- Punctuation at Y4 standard is used correctly: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and apostrophes for singular possession.
- The full range of spelling rules and patterns as listed in Appendix 1 for Years 3 /4 and some rules and patterns from appendix 1 for years 5 /6 are accurately applied, including:
  - accurate spelling of some suffixes from appendix 1, years 5 /6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer)
  - accurate spelling of some common homophones and other words which are often confused
  - accurate spelling of words that are often misspelt, including most words from the year 3 /4 wordlist and some from the year 5 /6 word list in Appendix 1.
- Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).

<p><b>Specific skills:</b></p>	<p>Y4 revision</p>	<p>Relative clauses beginning with who, which, where, when, whose or that to add detail or description (the house, which stood on the corner of the street, was derelict).</p>	<p>Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases (time, place and number) and tense choices (He had seen her before.)</p> <p>Use paragraphs to organise more complex information and narrative. (In narrative, split into several paragraphs relating to story structure).</p> <p>Adapt sentence length and vocabulary to change and enhance meaning.</p>	<p>Writing demonstrates some use of modal verbs to indicate degrees of possibility (might, should, will, must).</p> <p>Writing demonstrates some use of adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably).</p> <p>Writing demonstrates some use of a wider range of punctuation: Use of commas to clarify meaning or avoid ambiguity</p>	<p>Writing demonstrates some use of a wider range of punctuation: Brackets, dashes and commas to indicate parenthesis.</p> <p>(Revision – cohesive devices)</p> <p>Some evidence of noun phrases conveying complicated information with greater precision including some repetition of noun phrases for specification (Some brave people have climbed mountains- the first two people were...; Just hear me out- all your children and all the children in town will love it!).</p> <p>Develop setting, characters and plot in narrative writing: • Use different ways to open the story • Add scenes, character, dialogue to a familiar story • Develop characterisation by showing the reader</p>	<p>Mostly accurate use of apostrophes for plural possession.</p> <p>Consolidation of Y5 objectives/skills</p>
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					what characters say and do and how they feel and react at different points in the story.	
<b>Incidental writing:</b>	<p>Recount</p> <p>Setting description</p> <p>Play script</p> <p>Letter</p> <p>Wanted poster</p> <p>Character descriptions</p> <p>Diary entry</p>	<p>Biography of an explorer in the style of Manfish.</p> <p>Informal biography of Jacques Cousteau.</p> <p>Short persuasive article.</p> <p>Dolphin song based on Lauren St John.</p> <p>Mystery adventure.</p>	<p>Letters, short descriptions, extended diary entries, obituary, opinion piece</p> <p>Character description, missing scenes, newspaper article, setting description</p>	<p>Character descriptions,</p> <p>Descriptive paragraph</p> <p>Letter writing</p> <p>Postcards - opinions</p>	<p>Expanded labels,</p> <p>News report</p> <p>Log</p> <p>Explanation</p> <p>Persuasive letter.</p> <p>Non-chronological Reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report</p>	<p>Descriptive writing</p> <p>Diary entry</p> <p>Persuasive speech</p> <p>Persuasive brochure</p> <p>Persuasive advert</p>
<b>Revisited genre assessed write:</b>	Baseline assessment	Narrative	Non-chronological report	Newspaper article	Stories in familiar settings	Explanation/Persuasive letter