

Goresbrook School Yearly Writing Plan

Year 5

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn 1: 1-8.	'Charlotte's Web' <ul style="list-style-type: none"> Non-chronological piece of information writing: shorter writing Non-chronological piece of information writing: longer writing 			'The Highwayman' by Alfred Noyles (poetry) Animated Film <ul style="list-style-type: none"> Playscript Newspaper report 			'Varjak Paw' by S.F Said <ul style="list-style-type: none"> Personal letter: shorter writing Biography: longer writing 			Catch A Lot UL (Focus on using description and appropriate vocabulary) <ul style="list-style-type: none"> Setting description Narrative 			
Autumn 2: 9-14.	GPS focus: Apostrophes for singular, plural possession. Recognise and use present/past perfect form. Recognise and use devices to build cohesion: Use pronouns to avoid repetition, adverbials, parenthesis.) Use subordinating and coordinating conjunctions.			GPS focus: Using expanded noun phrases: prepositions, adverbs, adjectives Apostrophes for contraction. Recognise and use modal verbs. Recognise and use direct and indirect speech Recognising and using formal tone. Use concise noun phrases effectively for cohesion.			GPS focus: Recognise and use fronted adverbials of time and place. Recognise and use relative pronouns and clauses. Omitting relative pronouns. Recognise when standard English is used accurately. Where appropriate, use the following examples accurately in writing (was/were, done/did, I/me, have/of, these/those)			GPS focus: Recognise and use fronted adverbials of time and place. Recognise and use descriptive fronted adverbials. Explain how adverbials and adverbs have been used. Recap word classes (Adverbs, verbs, adjectives, nouns: proper, abstract, common etc.) Recognise and use parenthesis (commas)			
Spring 1: 1-6	'The Orchard Book of Greek Myths A' by Michelle Magorian <ul style="list-style-type: none"> (First 3 weeks) Front page, headline newspaper report: Longer writing Description: shorter writing (Final 2 weeks) Playscript of a conversation: Longer writing Diary at two different points in a story: Longer writing 			'Skellig' by David Almond (film, 2009, Tim Roth) <ul style="list-style-type: none"> Persuasive writing: shorter writing Scripted interview: longer writing Letter: longer writing 			'The Intervention of Hugo Cabret' by Brian Selznick- United Learning <ul style="list-style-type: none"> Narrative in the first person (in five sections with a focus on dialogue): longer writing Non-Chronological report 						
Spring 2: 7-12	GPS focus: Recognise and use adverbs to indicate degrees of possibility. Recognise and use concise noun phrases in reports for cohesion. Using expanded noun phrases: prepositions, adverbs, adjectives where appropriate. Recognise and use direct and indirect speech. Recognise and use past progressive tense in a Diary. Recognise parenthesis and begin to use brackets. Recognise and use subordinating and coordinating conjunctions.			GPS focus: Recognise and use simple past and present tense. Use colons and commas in a list. Recognise and use parenthesis (brackets, commas and dashes) Use parenthesis for clarity.			GPS focus: Recognise and use past and present progressive tense in writing narratives. Recognise and use direct and indirect speech Understand when you may use semicolons in a list.						
Summer 1: 1-8	'Street Child' by Berlie Doherty <ul style="list-style-type: none"> Narrative in the first person (in five sections): longer writing 			'What has happened to Lulu?' by Charles Causley <ul style="list-style-type: none"> Letter writing - writing a pair of letters between two characters 			Survivors- David Long <ul style="list-style-type: none"> Biography writing 		Shakleton's Journey <ul style="list-style-type: none"> Diary entry from Shakleton's point of view Recount of the journey 				
Summer 2: 9-12	GPS focus: Recognise where commas after fronted adverbials are missing. Use commas after fronted adverbials. Use fronted adverbials to aid cohesion. Use commas to avoid ambiguity. Use pronouns to avoid repetition and recognise in writing when this has been done effectively.			GPS focus: Recognise and use apostrophes for contraction. Recognising and use formal and informal tone.			GPS focus: Use relative clauses for cohesion. Recap past progressive tense. (Shackleton was leading his crew across the icy Antarctic when their ship became trapped) Use concise noun phrases effectively for cohesion.		GPS Focus: Using expanded noun phrases: prepositions, adverbs, adjectives where appropriate. Recap any GPS focus gaps.				

