

**Goresbrook School Yearly Writing Plan
Year 5**

Term	Week 1	Week2	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. Autumn 2: 9-14.	‘Charlotte’s Web’ <ul style="list-style-type: none">Non-chronological piece of information writing: shorter writingNon-chronological piece of information writing: longer writing <i>GPS focus:</i> <i>Apostrophes for singular, plural possession.</i> <i>Recognise and use present/past perfect form.</i> <i>Recognise and use devices to build cohesion: Use pronouns to avoid repetition, adverbials, parenthesis.)</i> <i>Use subordinating and coordinating conjunctions.</i>				‘The Highwayman’ by Alfred Noyles (poetry) Animated Film <ul style="list-style-type: none">PlayscriptNewspaper report <i>GPS focus: Using expanded noun phrases: prepositions, adverbs, adjectives</i> <i>Apostrophes for contraction.</i> <i>Recognise and use modal verbs.</i> <i>Recognise and use direct and indirect speech</i> <i>Recognising and using formal tone.</i> <i>Use concise noun phrases effectively for cohesion.</i>		‘Varjak Paw’ by S.F Said <ul style="list-style-type: none">Personal letter: shorter writingBiography: longer writing <i>GPS focus: Recognise and use fronted adverbials of time and place.</i> <i>Recognise and use relative pronouns and clauses.</i> <i>Omitting relative pronouns.</i> <i>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)</i>				Catch A Lot UL (Focus on using description and appropriate vocabulary) <ul style="list-style-type: none">Setting descriptionNarrative <i>GPS focus: Recognise and use fronted adverbials of time and place.</i> <i>Recognise and use descriptive fronted adverbials.</i> <i>Explain how adverbials and adverbs have been used.</i> <i>Recap word classes (Adverbs, verbs, adjectives, nouns: proper, abstract, common etc.)</i> <i>Recognise and use parenthesis (commas)</i>				
Spring 1: 1-6 Spring 2: 7-12	‘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 writingDescription: shorter writing(Final 2 weeks) Playscript of a conversation: Longer writingDiary at two different points in a story: Longer writing <i>GPS focus: Recognise and use adverbs to indicate degrees of possibility.</i> <i>Recognise and use concise noun phrases in reports for cohesion.</i> <i>Using expanded noun phrases: prepositions, adverbs, adjectives where appropriate.</i> <i>Recognise and use direct and indirect speech.</i> <i>Recognise and use past progressive tense in a Diary.</i> <i>Recognise parenthesis and begin to use brackets.</i> <i>Recognise and use subordinating and coordinating conjunctions.</i>					‘Skellig’ by David Almond (film, 2009, Tim Roth) <ul style="list-style-type: none">Persuasive writing: shorter writingScripted interview: longer writingLetter: longer writing <i>GPS focus: Recognise and use simple past and present tense.</i> <i>Use colons and commas in a list.</i> <i>Recognise and use parenthesis (brackets, commas and dashes)</i> <i>Use parenthesis for clarity.</i>					‘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 writingNon- Chronological report <i>GPS focus: Recognise and use past and present progressive tense in writing narratives.</i> <i>Recognise and use direct and indirect speech</i> <i>Understand when you may use semicolons in a list.</i>				
Summer 1: 1-8 Summer 2: 9-12	‘Street Child’ by Berlie Doherty <ul style="list-style-type: none">Narrative in the first person (in five sections): longer writing <i>GPS focus: Recognise where commas after fronted adverbials are missing.</i> <i>Use commas after fronted adverbials.</i> <i>Use fronted adverbials to aid cohesion.</i> <i>Use commas to avoid ambiguity.</i> <i>Use pronouns to avoid repetition and recognise in writing when this has been done effectively.</i>				‘What has happened to Lulu?’ by Charles Causley <ul style="list-style-type: none">Letter writing - writing a pair of letters between two characters <i>GPS focus:Recognise and use apostrophes for contraction.</i> <i>Recognising and use formal and informal tone.</i>		Survivors- David Long <ul style="list-style-type: none">Biography writing <i>GPS focus: Use relative clauses for cohesion.</i> <i>Recap past progressive tense. (Shackleton was leading his crew across the icy Antarctic when their ship became trapped</i> <i>Use concise noun phrases effectively for cohension.</i>		Shakleton’s Journey <ul style="list-style-type: none">Diary entry from Shakleton’s point of viewRecount of the journey <i>GPS Focus: Using expanded noun phrases: prepositions, adverbs, adjectives where appropriate.</i> <i>Recap any GPS focus gaps.</i>						

