

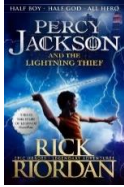
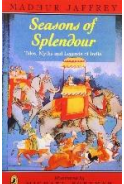
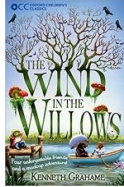
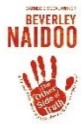


Writing			Year 5		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Street Child:</p>	 <p>Mae Jemison: Cosmic:</p>	 <p>Percy Jackson and the Lightning Thief:</p>	 <p>Seasons of Splendour:</p>	 <p>The Wind in the Willows:</p>	 <p>The Other Side of Truth:</p>
<p>Diary entry LI: To identify the features of a diary entry. LI: To use emotive language to create empathy. LI: To use fronted adverbials of time and place to structure writing. LI: To generate vocabulary using synonyms to describe the workhouse. LI: To create expanded noun phrases using a vocabulary bank. LI: To write figuratively using images. LI: To be able to plan a diary entry. LI: To use a range of writing techniques to write a diary entry (3 lessons). LI: To edit and improve a diary entry. LI: To publish a diary entry.</p> <p>Alternative ending LI: To identify and explain how stories end.</p>	<p>Biography: LI: To identify the features of a biography LI: To order key events in a biography using time adverbials. LI: To use relative clauses and parenthesis to write a biography LI: To use a range of conjunctions to write a biography. LI: To plan a biography of Mae Jemison. LI: To use a range of writing techniques to write a biography. (2 lessons) LI: To edit and improve a biography.</p> <p>Newspaper: LI: To identify features of a newspaper article LI: To use emotive language to write direct speech quotations. LI: To use formal language to write a paragraph.</p>	<p>Narrative – setting description LI: To use a range of ambitious adjectives to write about a setting. LI: To understand and use prepositions to create expanded noun phrases. LI: To extend sentences using a variety of subordinating conjunctions when writing descriptively. LI: To create imagery through the use of figurative language. LI: To plan a setting description of the Half-Blood Camp. LI: To use a range of descriptive techniques to write a setting description. (2 lessons). LI: To edit and improve a setting description and publish.</p> <p>Narrative – alternative chapter</p>	<p>Persuasive letter LI: To identify the features of a persuasive letter. LI: To use contrasting conjunctions to strengthen an argument. LI: To develop the use of emotive language and exaggeration to persuade. LI: To use addition conjunctions to further an existing persuasive argument. LI: To structure an argument using point, evidence and explanation (PEE). LI: To plan a persuasive letter. LI: To use a range of writing techniques to write a persuasive letter. (3 lessons). LI: To edit and improve a persuasive letter and publish.</p> <p>Narrative – Indian Myth</p>	<p>Explanation LI: To research and understand the water cycle. LI: To use adverbs and modal verbs to express possibility within an explanation. LI: To use relative clauses to add extra information to nouns. LI: To use dashes and brackets to clarify technical vocabulary. LI: To plan an explanation text about the water cycle. LI: To use a range of writing techniques to write an explanation text. (3 lessons) LI: To edit and improve an explanation text. LI: To publish an explanation text considering layout.</p> <p>Instructions LI: To identify features of instructional writing.</p>	<p>Diary entry: LI: To develop emotive language to communicate with the reader. LI: To add detail and additional information using relative clauses. LI: To indicate possibility through modal verbs and adverbs. LI: To build cohesion between and within paragraphs using time conjunctions and adverbials. LI: To include detail and thoughts using brackets and dashes. LI: To plan a diary entry with a clear structure. LI: To use a range of writing techniques to write a diary entry. (2 lessons). LI: To edit and improve a diary entry. LI: To publish a diary entry.</p> <p>Poetry – Life doesn't frighten me – Mary Angelou</p>



<p>LI: To describe setting using figurative language. LI: To use relative clauses to describe characters or action. LI: To explore internal thoughts through the use of dialogue. LI: To understand when to change paragraphs. LI: To use brackets to add extra information and indicate parenthesis. LI: To create and dramatise an alternate ending. LI: To plan an alternative ending. LI: To use a range of writing techniques to write an alternative ending. LI: To edit an alternative ending.</p>	<p>(include use of reported speech to show formal use of dialogue) LI: To use contrasting and causal conjunctions to add detail. LI: To use appropriate descriptive language to evoke a reaction from the reader. LI: To plan a newspaper article, including key facts. LI: To use a range of writing techniques to write a newspaper article. (3 lessons) LI: To evaluate a peer's newspaper article. LI: To edit and improve your own work. LI: To publish a newspaper article.</p> <p>Balanced argument: LI: To identify the features of a balanced argument. LI: To explore balanced arguments for a discussion point. (debate) LI: To use standard phrases and formal language to write arguments. LI: To use causal and addition conjunctions to structure an argument. LI: To understand how to formulate an argument using PEE. LI: To plan a balanced argument about tourism in space. LI: To use a range of writing techniques to write a balanced argument. (3 lessons)</p>	<p>LI: To use bullet points to make notes about Greek Gods and Goddesses. LI: To understand and use semi-colons correctly and accurately. LI: To use a range of writing techniques to build tension. LI: To use a variety of sentence openers to build interest and cohesion. LI: To role play different quests that could happen as a group. LI: To plan a quest for an alternative chapter. LI: To use a range of writing techniques to write an alternative chapter. (5 lessons). LI: To edit and improve an alternative chapter (punctuation, spellings and word choices).</p>	<p>LI: To identify the features of a myth and what makes it different to a story. LI: To identify the moral in a variety of Indian myths. LI: To use a variety of sentence openers to write descriptively (setting or character). LI: To role play a build-up and resolution to a given dilemma. LI: To use dashes to add detail to a character or event. LI: To plan an Indian myth including a journey and a spiritual link. LI: To use a range of writing techniques to write an Indian myth.</p>	<p>LI: To investigate different layout structures to a set of instructions. LI: To use ambitious imperative verbs and adverbials to begin instructions. LI: To orally rehearse a set of instructions about how to be a good friend (Mole and Rat). LI: To plan a set of instructions. LI: To use a range of writing techniques to write instructions (2 lessons).</p>	<p>LI: To identify the features of a poem and different types of poetry. LI: To develop rhyme and rhyming pairs using ideas from a text. LI: To investigate rhyming structures in a variety of poems. LI: To use figurative language to create imagery about school. LI: To use a range of adjectives to brainstorm ideas from a text. LI: To plan a poem from the perspective of Sade. LI: To use a range of writing techniques to write a poem from the perspective of Sade. LI: To perform poetry.</p> <p>Persuasive letter LI: To use PEE to structure a persuasive argument. LI: To develop emotive language, exaggeration and hyperbole use to persuade. LI: To use second person to move between degrees of formality and informality. LI: To plan a persuasive letter. LI: To use a range of persuasive techniques to write a persuasive letter. (3 lessons). LI: To edit and improve a persuasive letter.</p>
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Individually Strong, Collectively Stronger!



	LI: To edit and improve a balanced argument.				
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