


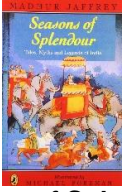
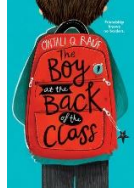
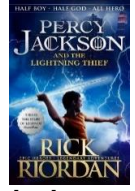
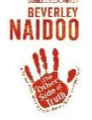


Writing			Year 5		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p><b>Street Child:</b></p>  <p><b>Harold Moody:</b></p>	 <p><b>Cosmic:</b></p>	 <p><b>Seasons of Splendour:</b></p>	 <p><b>The Boy at the back of the Class:</b></p>	 <p><b>Percy Jackson and the Lightning Thief:</b></p>	 <p><b>The Other Side of Truth:</b></p>
<p><b>Diary entry</b> LI: To identify the features of a diary entry. LI: To create individual success criteria. LI: To plan a diary entry. LI: To use setting to create atmosphere. LI: To use emotive and informal language to develop a character. LI: To use dialogue to recount an event LI: To use internal thoughts to develop a viewpoint. LI: To use feedback to edit and improve writing.</p> <p><b>Alternative ending</b> LI: To identify and explain how different stories end. LI: To create and dramatise an alternative ending. LI: To plan an alternative ending. LI: To create individual success criteria. LI: To use figurative language to describe setting.</p>	<p><b>Instructions:</b> LI: To identify audience, purpose and features of instructions. LI: To create individual success criteria. LI: To use rhetorical questions and subject specific vocabulary to write an introduction. LI: To use a range of techniques to write a set of instructions. LI: To use feedback to edit and improve writing.</p> <p><b>Newspaper:</b> LI: To identify audience, purpose and features of a newspaper article. LI: To use emotive language to write direct speech. LI: To plan a newspaper article using facts, opinions and statistics. LI: To create individual success criteria. LI: To use relative clauses and expanded noun</p>	<p><b>Travel Brochure:</b> LI: To identify audience, purpose and features of a travel brochure. LI: To create individual success criteria. LI: To consider organisational and visual features when planning a travel brochure. LI: To use hyphenated and expanded noun phrases to avoid ambiguity and develop vocabulary. LI: To use 2<sup>nd</sup> person to attract and involve the reader. LI: To use a range of techniques to write a travel brochure. (2 lessons) LI: To use feedback to edit and improve writing.</p> <p><b>Persuasive Speech:</b> LI: To identify purpose and features of a persuasive speech. LI: To create individual success criteria.</p>	<p><b>Explanation:</b> LI: To explore the features of an explanation text through immersion. LI: To plan an explanation text about the Water Cycle using technical vocabulary. LI: To create individual success criteria. LI: To use semi-colons and dashes between independent clauses. LI: To avoid ambiguity through a range of techniques. LI: To use feedback to edit and improve writing.</p> <p><b>Instructions:</b> LI: To revise and recap features of instructions. LI: To create individual success criteria. LI: To plan a set of instructions about how to be a good friend. LI: To use a range of techniques to write a set of instructions. LI: To use feedback to edit and improve writing.</p>	<p><b>Non-Chronological Report:</b> LI: To explore the features of a non-chronological report LI: To plan a non-chronological report using technical vocabulary and organisational techniques. LI: To plan a non-chronological report using technical vocabulary and organisational techniques. (2 lessons) LI: To create individual success criteria. LI: To use a range of techniques to write a non-chronological report. (3 lessons) LI: To use feedback to edit and improve writing.</p> <p><b>Alternative Chapter:</b> LI: To explore features of a chapter. LI: To create individual success criteria. LI: To plan an alternative chapter.</p>	<p><b>Diary Entry</b> LI: To revisit the features of a diary entry. LI: To create individual success criteria. LI: To plan a diary entry. LI: To use internal thoughts to convey character feelings. LI: To use dialogue to recount an event LI: To use emotive and informal language to develop a character. LI: To use feedback to edit and improve writing.</p> <p><b>Poetry – Life doesn't frighten me and And Still I Rise – Mary Angelou</b> LI: To explore features of a poem. LI: To plan a poem in the style of Maya Angelou. LI: To create individual success criteria. LI: To understand and develop a rhyme scheme to create flow within a poem. LI: To use figurative language for imagery.</p>

<p>LI: To use relative clauses to describe characters and action. LI: To use parenthesis to explore internal thoughts. LI: To use a range of techniques to write an alternative ending. (3 lessons) LI: To use fronted adverbials of time and place to create cohesion. LI: To use feedback to edit and improve writing.</p> <p><b>Persuasive Letter – BHM</b> LI: To identify audience, purpose and features of a persuasive letter. LI: To create individual success criteria. LI: To plan a persuasive letter using facts, opinions and statistics. LI: To use emotive language and rhetorical questions to write an introduction. LI: To use the subjunctive form to write formally. LI: To use formal conjunctions for cohesion within and across paragraphs. LI: To use a range of techniques to write a persuasive letter. LI: To use feedback to edit and improve writing. LI: To publish a piece of writing.</p>	<p>phrases to inform and describe. LI: To use reported speech for formal dialogue. LI: To use causal conjunctions to develop a story. LI: To use a range of techniques to write a newspaper article. LI: To use feedback to edit and improve writing.</p> <p><b>Balanced argument:</b> LI: To identify audience, purpose and features of a balanced argument. LI: To create individual success criteria. LI: To use debate to understand points for and against. LI: To formulate an argument using PEE. LI: To use causal, addition and contrasting conjunctions to structure an argument. LI: To use a range of techniques to write a balanced argument. (3 lessons) LI: To use feedback to edit and improve writing.</p>	<p>LI: To plan a persuasive speech considering audience and structure. LI: To use adverbs to indicate possibility. LI: To use rhetorical questions and flattery to write an introduction. LI: To use a range of techniques to write a persuasive speech. LI: To use a range of techniques to write a persuasive speech. (3 lessons) LI: To use feedback to edit and improve writing. LI: To understand how intonation changes the meaning of words and phrases. LI: To deliver a persuasive speech.</p> <p><b>Setting Description:</b> LI: To identify audience, purpose and features of a setting description. LI: To create individual success criteria. LI: To plan a setting description using images. LI: To use metaphors and similes to create atmosphere. LI: To use parenthesis and expanded noun phrases to add extra detail.</p>	<p><b>Character Description:</b> LI: To identify features of a character description LI: To create individual success criteria. LI: To understand how character descriptions are embedded within narratives. LI: To use adverbials of time, place or tense to link ideas across paragraphs. LI: To make effective comparisons for similes and metaphors. LI: To use inverted commas to write dialogue. LI: To embed character descriptions within a plot point. (3 lessons) LI: To use feedback to edit and improve writing.</p>	<p>LI: To use a range of techniques to write a setting description. (2 lessons) LI: To use a range of techniques to write a character description. (2 lessons) LI: To use a range of techniques to write a fight scene. (2 lessons) LI: To use a range of techniques to write a resolution. (2 lessons) LI: To use adverbials of time, place or tense to link ideas across paragraphs. LI: To use feedback to edit and improve writing.</p> <p><b>Consolidation – newspaper or persuasion.</b> LI: To apply the features of persuasion to a letter. LI: To apply the features of a newspaper report.</p>	<p>LI: To develop rhetorical questions in role. LI: To use a range of techniques to write a poem in the style of Maya Angelou. (2 lessons) LI: To use feedback to edit and improve writing. LI: To perform a poem.</p> <p><b>Persuasive letter</b> 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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