Year 5 Woodland Writing LTP

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	Year 5 and 6 Writing National	Curriculum
Transcription: Spelling	Pupils should be taught to:	
See English Appendix 1	 Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus. 	eds to be learnt specifically, as listed in English Appendix 1
Transcription: Handwriting	 Pupils should be taught to: Write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific lett * choosing the writing implement that is best suited for a task. 	ters
Composition	Pupils should be taught to: • Plan their writing by: * identifying the audience for and purpose of the writing, selecting the appropriate form and using other sim * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have • Draft and write by: * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for exam] • Evaluate and edit by: * assessing the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the la • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	read, listened to or seen performed meaning and advance the action ple, headings, bullet points, underlining] nguage of speech and writing and choosing the appropriate register
Vessbulen, swammen and	Pupils should be taught to:	
Vocabulary, grammar and punctuation See English Appendix 2	 Develop their understanding of the concepts set out in English Appendix 2 by: * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunce (Appendix 2 states: * The difference between vocabulary typical of informal speech and vocabulary appropriate for formal * The difference between structures typical of informal speech and structures appropriate for formal sum' or 'Were they to' come some very formal writing and speech]) * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility Appendix 2: Adverbs, for example: perhaps, * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted tearning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity Further note: Year 5 teach hyphens for numbers & adjectives, and use NI * using semi-colons, colons or dashes to mark boundaries between independent clauses Appendix 2: For exa * using semi-colons, colons or dashes to mark boundaries between independent clauses Appendix 2: For exa * punctuating bullet points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discurately and appropriately in discurately and appropriately in discurately and appropriately in discurately and appropriately in discu	speech and writing [for example, find out – discover; ask for – request; go in – enter] speech and writing [for example, the use of question tags: 'He's your friend, isn't he?', or the use of subjunctive forms such as 'If I were surely. Modal verbs, for example: might, should, will, must d) relative pronoun NS programme to teach hyphens for a prefix added, which ends in the same letter as the root word e.g. co-operate. mple, 'It's raining; I'm fed up.' assing their writing and reading. Additional detail mentioned in Appendix 2
	 Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	 How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Use of the colon to introduce a list and use of semi-colons within lists How hyphens can be used to avoid ambiguity [e.g., man eating shark / man-eating shark, or recover / re-cover] Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Year 5 Writing LTP

Autumn 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	Week 14
Class Text						A Bed	wulf Tale: The N	Monster Slayer/Be	owulf					
Writing Outcome	Teacher discretion		Fiction Beat the Monste	ir		ount	Teacher discretion	Fiction Suspense Story			Non Fiction Persuasion		Cinquain Poetry	Teacher
/riting Hook		The Monster Slayer				Diary of an Anglo Saxon		т	The Water Tower		Battle Speech			Discretion
Composition		Plan their writing by: • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by: • assessing the effectiveness of their own and others' writing • Proof-read for spelling and punctuation errors		research whee Draft and write by selecting apple and vocabular how such cho and enhance using further presentations structure text reader [for ext bullet points, Evaluate and edit assessing the their own and proposing chavocabulary, go punctuation the and clarify medits.	reveloping initial g on reading and re necessary ropriate grammar ry, understanding ices can change meaning organisational and all devices to and to guide the ample, headings, underlining] by: effectiveness of a others' writing anges to rammar and o enhance effects eaning consistent and fense throughout ting pelling and		reading and re in writing narradeveloped chat have read, liste Draft and write by: selecting approunderstanding enhance mean in narratives, of atmosphere archaracter and edit be assessing others' w	veloping initial ideal isearch where necessatives, considering iracters and setting ened to or seen perpeture grammar at how such choices hing describing settings, and integrating dialocatives the effectiveness of the effectiveness of the set	how authors have s in what pupils formed and vocabulary, can change and characters and gue to convey	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: assessing the effectiveness of		Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: selecting appropriat e grammar and vocabulary , understan ding how such choices can change and enhance meaning		

Spring 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	
Class Text	The Great Kapok Tree / The Explorer / Finton Fedora												
Writing Outcome	Teacher		Fiction Journey Story			Fiction		Fiction Warning Story		Non I	Teacher		
Writing Hook	discretion		The Explorer			dvert on palm oil restation)	Tin Forest			Life (Discretion		
Composition		research where in writing narrat developed charalistened to or se Draft and write by: selecting appropunderstanding heaning in narratives, deand integrating the action Evaluate and edit by assessing the writing Proof-read	eloping initial ideas, dra necessary tives, considering how a acters and settings in we een performed priate grammar and voo now such choices can cl escribing settings, chara dialogue to convey cha	authors have hat pupils have read, cabulary, nange and enhance cters and atmosphere racter and advance	necessary Draft and write by: selecting approproaction of tense through necessary selecting approproaction of tense through selecting approproaction of tense through recessary selecting approproproaction of tense through selecting appropriate of tense through recessary selecting appropriate of tense through recessary selecting appropriate of tense through recessary recessary recessary selecting appropriate of tense through recessary recessary recessary selecting appropriate of tense through recessary recessary	eloping initial ideas, ding and research where briate grammar and lerstanding how such nge and enhance ganisational and devices to structure text e reader [for example, points, underlining] Trifectiveness of their own ting ges to vocabulary, unctuation to enhance ify meaning nsistent and correct use hout a piece of writing gelling and punctuation	research where in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Evaluate and edit by: Proof-read for spelling and punctuation errors research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, considering how authors have read, listened to or seen performed				Plan their writing by: Inoting and developing initial ideas, drawing on reading and research where necessary Draft and write by: Iselecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Indicates to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit by: Iselectiveness of their own and others' writing Indicates proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Indicates ensuring the consistent and correct use of tense throughout a piece of writing Indicates ensuring and punctuation errors		
Ongoing discrete skills	Write legibly, flue Continued focus	•	sing speed by choosi	ng which shape of a	letter to use when giv	ven choices and decidir	ng whether or not to	join specific letters.					

Summer 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	
Class Text	How to Train Your Dragon													
Writing Outcome	Teacher Discretion		Fiction Fantasy story		Non Fid			Fiction (Poetry) Losing Story			Fiction	Teacher Discretion		
Writing Hook		How	v to train your dra	agon	Scier	nce	The Highway Man				rel (science) ourism?			
Composition		and research w in writing narra developed cha read, listened t Draft and write by: selecting appro understanding enhance mean in narratives, d atmosphere ar character and a Evaluate and edit b assessing others' wi	veloping initial ideas, of where necessary atives, considering how racters and settings in to or seen performed oppriate grammar and whow such choices canding describing settings, chand integrating dialogue advance the action only:	w authors have n what pupils have vocabulary, n change and aracters and e to convey	where necessary Draft and write by: selecting appropand vocabulary, how such choice enhance meanin using further org presentational dext and to guide example, headin underlining] Evaluate and edit by: assessing the efform own and others' proposing chang grammar and puenhance effects meaning ensuring the corr	loping initial ideas, ling and research / priate grammar understanding es can change and levices to structure e the reader [for legs, bullet points, leges to vocabulary, unctuation to and clarify ensistent and lense throughout a ling and	research where in writing narra developed char read, listened t Draft and write by: selecting approunderstanding meaning in narratives, datmosphere an and advance th Evaluate and edit by assessing the writing	eloping initial ideas, de necessary tives, considering how racters and settings in o or seen performed priate grammar and whow such choices can escribing settings, chall integrating dialogue e action	vocabulary, change and enhance aracters and e to convey character	ideas, drawing research when research when research when research when selecting approand vocabular how such choicenhance mean using further opresentational structure text reader [for exbullet points, when selections are selections and proposing charagrammar and enhance effect meaning ensuring the control of the selection when the selection is selected.	veloping initial g on reading and re necessary opriate grammar y, understanding ices can change and ning organisational and I devices to and to guide the ample, headings, underlining] oy: effectiveness of others' writing nges to vocabulary, punctuation to ts and clarify onsistent and tense throughout a ig pelling and			