

Year 5 Writing Long Term Plan								
Autumn			Spring			Summer		
<u>Narrative and books used</u>	<u>Fiction- Traditional tales – legends –</u> Lion, the Witch and the wardrobe - 940 L	<u>Non-fiction</u> Black History Month focussed texts and writing	<u>Narrative and books used</u>	<u>Fiction- Suspense and mystery</u> Boy in the Tower 810L	<u>Non-fiction-</u> Instructions Planet report linked to Science	<u>Narrative and books used</u>	<u>Fiction</u> Fiction from our literary heritage Mid-Summer Night's Dream Amari and the Night brothers	<u>Non-fiction</u> Discussion- Report Habitats
<u>Grammar focus</u>	W1 S1 S2 S3 T1 T2 P3 W1 P1 P2		<u>Grammar focus</u>	W1 S1 S2 S3 T1 T2 P3 W1 P1 P2		<u>Grammar focus</u>	Revisit all	
<u>Terminology</u>	Recap of year 3 and 4 terminology particularly punctuating speech, apostrophes for contraction and possession, adding suffixes. New- Parenthesis, adverbial		<u>Terminology</u>	Modal verb, relative pronoun, relative clause, Parenthesis, bracket, dash, cohesion, ambiguity		<u>Terminology</u>	Revise and recap	
<u>Big Write opportunities</u>	Opening the closet door continuation LWW Setting and character descriptions LWW- Witch's castle/witch Dialogues between characters to convey emotions and personalities Narrative whole school 25 December Lane	Biography- Black History link- Nelson Mandela, Barack Obama	<u>Big Write opportunities</u>	Instructions- linked to Boy in a Tower –making a tower from marshmallows Narrative writing- Hansel and Gretal – re-write focus- creating atmosphere through description and dialogue	Reviews- Hansel and Gretal Setting description fictional planet- non-fiction report- Formal news report linked to planet	<u>Big Write opportunities</u>	Persuasive Narrative including dialogue between characters Character representations- MSND Dialogue using language	Habitats non-fiction report including plants, animals, weather etc.
<u>Poetry</u>		Cinquain poems	<u>Poetry</u>	The Listeners- HFL		<u>Poetry</u>	Take one Poet – Rap poems	

Grammar Year 5	
Word	W1 Converting nouns or adjectives into verbs and using suffixes e.g. -ate, -ise, -ify W2 Verb prefixes: dis, de, mis, over and re-
Sentence	S1 Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun S2 Indication degrees of possibility using adverbs : surely, perhaps S3 or using modal verbs: might, should, will, must
Text	T1 Devices to build cohesion within a paragraph: then, after that, this, firstly Linking ideas across paragraphs using: T2 adverbials of time e.g. later T3 Place e.g. nearby T4 number e.g. secondly T5 or tense choices e.g. he had seen her before
Punctuation	P1 Brackets P2 Dashes or commas to indicate parenthesis P3 Use of commas to clarify mean or avoid ambiguity
Terminology	Modal verb, relative pronoun, relative clause, Parenthesis , bracket, dash, cohesion, ambiguity

Grammar Year 6	
Word	W1 The difference between vocabulary in informal and formal speech and writing e.g. find out – discover , ask for - request W2 How words are related by meaning as synonyms and antonyms e.g. big , large , little
Sentence	S1 Use of passive to affect the presentation of information in a sentence e.g. The window in the green house was broken by the boy S2 The difference between structures typical of informal speech and structures appropriate for formal speech and writing S3 The use of subjunctive forms such as 'If I were or Were they to- in formal writing and speech
Text	T1 Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast or as a consequence Linking ideas across paragraphs using: T2 and ellipsis T3 Layout devices e.g. headings, sub headings, columns, bullets, or tables
Punctuation	P1 Use of the semi-colon, colon, dash to mark the boundary between independent clauses P2 Use a colon to introduce a list and use semi-colons within lists P3 Punctuation of bullet points to list information P4 How hyphens can be used to avoid ambiguity e.g. man eating shark, man-eating shark recover vs re-cover
Terminology	Subject, object, active, passive, synonym, antonym , ellipsis, hyphen, colon, semi-colon , bullet points

Grammar – Year 2	
Word	Formation of nouns using suffixes such as –ness, -er and compound nouns e.g. whiteboard Formation of adjectives using suffixes such as ful, less Use of the suffixes –er, -est in adjectives The use of –ly to turn adjectives into adverbs
Sentence	Subordination (when, if, that , because,) and co-ordination (or, and, but) Expanded noun phrases for description and specification Functions- statements, exclamation, question or command
Text	Tense- present and past Tense- past and present progressive- she was shouting, he is drumming
Punctuation	Capital letter, full stops, question marks and exclamation marks Commas to spate items in a list Apostrophes for contractions Apostrophes to mark possessions in nouns ‘the girl’s shoes’
Terminology	Noun, noun phrase, statement, questions, exclamation, command, suffix, adjective, adverb, verb, tense- past and present, apostrophe, comma

Grammar Year 3	
Word	Formation of nouns using a range of prefixes e.g. super, anti, auto Use of forms a or an before a consonant or vowel e.g. a rock, an egg Word families exploration e.g. solve, solution, solver, dissolve, insoluble
Sentence	Expressing time, place and cause using: <ul style="list-style-type: none"> • Conjunctions- when, before, after, while, so because • Adverbs- then, next, soon, therefore • Prepositions- before, after, during, in, because of
Text	Introduction to paragraphs to group related material Headings and sub-headings to aid presentation Present perfect form of verbs instead of simple past e.g. he has gone out to play contrasted with he went out
Punctuation	Introduce inverted commas to punctuate direct speech
Terminology	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas or speech marks

Grammar Year 4	
Word	The grammatical difference between plural and possessive –s Standard English forms of verb instead of local forms. E.g. we were, not we was etc.
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and Prepositional phrases Fronted adverbials, e.g. Later that day,
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause and ending the punctuation within the inverted commas The conductor shouted, “Sit down!” Apostrophes to mark plural possession e.g. the girl’s name, the girls’ names Use of commas after fronted adverbials
Terminology	Determiner, pronoun, possessive pronoun, adverbial

