



## Year 5 Writing Long Term Plan

Term	Length	Stimulus	Genre	Skills	GD
Autumn 18 Weeks	3 weeks	Street Child	<b>Narrative</b> <ul style="list-style-type: none"> <li>• Write a five part story using language to evoke mood and atmosphere and develop characterisation.</li> <li>• Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style.</li> <li>• Use literary devices such as repetition, alliteration, “rule of three”.</li> <li>• Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li> <li>• Begin to use dialogue to convey character and advance the action.</li> <li>• Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li> <li>• Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Independently adapt language choices based on the audience and the intended impact on the reader.</li> <li>• Write for more than one audience, managing changes in content, features and levels of formality.</li> <li>• Embed one text-type within another, controlling the writing and maintain the overall purpose.</li> <li>• Use a wide range of clause structures, sometimes varying their position within a sentence.</li> </ul>

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<b>2 weeks</b>	Barley Hall York Visit	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</li> <li>• Write the same recount for two or three audiences, appealing to each one through managed shifts of formality</li> </ul>	<ul style="list-style-type: none"> <li>• Write a recount with a specific form and audience.</li> <li>• Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li> <li>• Begin to use dialogue to convey character and advance the action.</li> <li>• Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li> <li>• Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Independently adapt language choices based on the audience and the intended impact on the reader.</li> <li>• Write for more than one audience, managing changes in content, features and levels of formality.</li> <li>• Embed one text-type within another, controlling the writing and maintain the overall purpose.</li> <li>• Use a wide range of clause structures, sometimes varying their position within a sentence.</li> </ul>
<b>1 week</b>	The Highwayman	<p><b>Poetry</b></p>	<ul style="list-style-type: none"> <li>• Use figurative and expressive language to create images and atmosphere.</li> <li>• Write in role using the first person.</li> </ul>	
<b>1 week</b>				



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Autumn 2 7 Weeks	3 weeks	The Fog Hounds	<b>Narrative</b> <ul style="list-style-type: none"><li>• Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</li><li>• Change the story to focus on a different technique looking at how the language choice changes.</li></ul>	<ul style="list-style-type: none"><li>• Plan and write a five-part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style.</li><li>• Use literary devices such as repetition, alliteration, “rule of three”.</li><li>• Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li><li>• Begin to use dialogue to convey character and advance the action.</li><li>• Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li><li>• Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.</li><li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</li></ul>	<ul style="list-style-type: none"><li>• Independently adapt language choices based on the audience and the intended impact on the reader.</li><li>• Write for more than one audience, managing changes in content, features and levels of formality.</li><li>• Embed one text-type within another, controlling the writing and maintain the overall purpose.</li><li>• Use a wide range of clause structures, sometimes varying their position within a sentence.</li></ul>
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<b>2 weeks</b>	Pandora	<p><b>Non-chronological Reports</b></p> <ul style="list-style-type: none"> <li>• Plan, compose, edit and refine a nonchronological comparative report focusing on clarity and conciseness.</li> <li>• Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li> <li>• Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness.</li> <li>• Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li> <li>• Begin to use dialogue to convey character and advance the action.</li> <li>• Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li> <li>• Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently adapt language choices based on the audience and the intended impact on the reader.</li> <li>• Write for more than one audience, managing changes in content, features and levels of formality.</li> <li>• Embed one text-type within another, controlling the writing and maintain the overall purpose.</li> <li>• Use a wide range of clause structures, sometimes varying their position within a sentence.</li> </ul>
	<b>1 week</b>	Grey Wolf	<p><b>Assessment Week Poetry</b></p>	<ul style="list-style-type: none"> <li>• Write a poem using rhyming couplets.</li> <li>• Write a poem about Viperwolves in the style of Grey Wolf.</li> </ul>



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	<b>1 week</b>	Literacy Shed - Road's End	<b>Diary Entry</b> <ul style="list-style-type: none"><li>• Practise writing a diary entry with a specific form and audience. Children to think about levels of formality.</li></ul>	<ul style="list-style-type: none"><li>• Write a diary entry with a specific form and audience.</li><li>• Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li><li>• Begin to use dialogue to convey character and advance the action.</li><li>• Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li><li>• Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.</li><li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</li></ul>	<ul style="list-style-type: none"><li>• Independently adapt language choices based on the audience and the intended impact on the reader.</li><li>• Write for more than one audience, managing changes in content, features and levels of formality.</li><li>• Embed one text-type within another, controlling the writing and maintain the overall purpose.</li><li>• Use a wide range of clause structures, sometimes varying their position within a sentence.</li></ul>
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Spring 1 6 weeks	1 week Culture Week	Japan – Green Willow	<b>Narrative - Myth</b> <ul style="list-style-type: none"><li>• Write in the style of a particular author, extend ways to link paragraphs using adverbs and adverbial phrases.</li></ul>	<ul style="list-style-type: none"><li>• Effectively use dialogue to convey character and advance the action.</li><li>• Write in the style of a particular author, , extend ways to link paragraphs using adverbs and adverbial phrases.</li><li>• Use a wide range of presentational and organisational features to structure texts specific to the form and audience.</li><li>• Begin to adapt writing based on a change in the audience.</li><li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li><li>• Use commas to clarify meaning and avoid ambiguity.</li><li>• Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.</li><li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.</li><li>• Consistently produce legible joined handwriting</li></ul>	<ul style="list-style-type: none"><li>• Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains.</li><li>• Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing.</li><li>• Independently enhance the effectiveness of writing through reading, evaluating and re-drafting.</li><li>• Use the full range of punctuation taught correctly and appropriately.</li><li>• Evaluate and edit own and other’s writing against a set of criteria generated themselves and drawn from reading.</li></ul>
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<b>2 weeks</b>	James and the Giant Peach – Roald Dahl	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</li> <li>Adapt the story for a different audience aiming for consistency in character and style</li> </ul>	<ul style="list-style-type: none"> <li>Effectively use dialogue to convey character and advance the action.</li> <li>Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</li> <li>Use a wide range of presentational and organisational features to structure texts specific to the form and audience.</li> <li>Begin to adapt writing based on a change in the audience.</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li> <li>Use commas to clarify meaning and avoid ambiguity.</li> <li>Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.</li> <li>Consistently produce legible joined handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Develop writing into a parallel narrative telling same events from two points of view.</li> <li>Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains.</li> <li>Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing.</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and re-drafting.</li> <li>Use the full range of punctuation taught correctly and appropriately.</li> <li>Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading.</li> </ul>
<b>1 week</b>	<b>Jabberwocky</b>	<p><b>Poetry</b></p>	<ul style="list-style-type: none"> <li>Secure knowledge of word classes.</li> <li>Identify the class of nonsense words and choose appropriate non-nonsense words to create an adapted poem.</li> </ul>	



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	<b>2 weeks</b>	Martin Luther King – I Have a Dream	<b>Persuasion</b> <ul style="list-style-type: none"><li>• Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</li><li>• Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</li></ul>	<ul style="list-style-type: none"><li>• Use a wide range of presentational and organisational features to structure texts specific to the form and audience.</li><li>• Begin to adapt writing based on a change in the audience.</li><li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li><li>• Use commas to clarify meaning and avoid ambiguity.</li><li>• Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.</li><li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.</li><li>• Consistently produce legible joined handwriting</li></ul>	<ul style="list-style-type: none"><li>• Develop writing into a parallel narrative telling same events from two points of view.</li><li>• Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains.</li><li>• Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing.</li><li>• Independently enhance the effectiveness of writing through reading, evaluating and re-drafting.</li><li>• Use the full range of punctuation taught correctly and appropriately.</li><li>• Evaluate and edit own and other’s writing against a set of criteria generated themselves and drawn from reading.</li></ul>
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Spring 2 6 weeks	2 weeks	Literacy Shed – Swings of Change	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character.</li> <li>Change the story to show parallel narrators where events are portrayed simultaneously.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively use dialogue to convey character and advance the action.</li> <li>Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</li> <li>Use a wide range of presentational and organisational features to structure texts specific to the form and audience.</li> <li>Begin to adapt writing based on a change in the audience.</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li> <li>Use commas to clarify meaning and avoid ambiguity.</li> <li>Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.</li> <li>Consistently produce legible joined handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Develop writing into a parallel narrative telling same events from two points of view.</li> <li>Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains.</li> <li>Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing.</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and re-drafting.</li> <li>Use the full range of punctuation taught correctly and appropriately.</li> <li>Evaluate and edit own and other’s writing against a set of criteria generated themselves and drawn from reading.</li> </ul>
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<b>2 weeks</b>	Holes – Louis Sachar	<p><b>Procedural Text</b></p> <ul style="list-style-type: none"> <li>• Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</li> <li>• Change to a non-linear structure with choices for the reader to refer to different sections.</li> <li>• Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Write a linear procedural text with a wide range of presentational and organisational devices.</li> <li>• Use a wide range of presentational and organisational features to structure texts specific to the form and audience.</li> <li>• Begin to adapt writing based on a change in the audience.</li> <li>• Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li> <li>• Use commas to clarify meaning and avoid ambiguity.</li> <li>• Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6.</li> <li>• Consistently produce legible joined handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Develop writing into a parallel narrative telling same events from two points of view.</li> <li>• Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains.</li> <li>• Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing.</li> <li>• Independently enhance the effectiveness of writing through reading, evaluating and re-drafting.</li> <li>• Use the full range of punctuation taught correctly and appropriately.</li> <li>• Evaluate and edit own and other’s writing against a set of criteria generated themselves and drawn from reading.</li> </ul>
<b>1 week</b>	The Tyger – William Blake	<p><b>Assessment Week Poetry</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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	<b>1 week</b>	Literacy Shed - Francis	<p><b>Write a Journal Entry</b></p> <ul style="list-style-type: none"> <li>Practise writing a journal entry with a specific form and audience. Children to think about levels of formality.</li> </ul>	<ul style="list-style-type: none"> <li>Write a journal entry with a specific form and audience.</li> <li>Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li> <li>Begin to use dialogue to convey character and advance the action.</li> <li>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs.</li> <li>Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase.</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</li> </ul>	<ul style="list-style-type: none"> <li>Independently adapt language choices based on the audience and the intended impact on the reader.</li> <li>Write for more than one audience, managing changes in content, features and levels of formality.</li> <li>Embed one text-type within another, controlling the writing and maintain the overall purpose.</li> <li>Use a wide range of clause structures, sometimes varying their position within a sentence.</li> </ul>
<b>Summer 1 5 weeks</b>	<b>3 weeks</b>	<b>The Piano – Literacy Shed</b>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Plan and write a non – linear story eg. Flashbacks, parallel narrators.</li> <li>Experiment with different formalities for different shifts.</li> <li>Use the non-linear structure to show changes in atmosphere and mood.</li> </ul>	<ul style="list-style-type: none"> <li>In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</li> <li>Write with a non-linear structure.</li> <li>Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary.</li> <li>Use preposition phrases and expanded noun phrases to add detail, qualification and precision.</li> <li>Build cohesion within and across a paragraph using a range of devices.</li> <li>Spell correctly many words from Yr5/6.</li> <li>Consistently produce legible joined writing</li> </ul>	<ul style="list-style-type: none"> <li>Choose to combine text-types to support overall effectiveness of the writing.</li> <li>Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</li> <li>Select precise vocabulary and grammatical structures.</li> <li>Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader.</li> <li>Use the full range of punctuation taught correctly and appropriately.</li> <li>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</li> <li>Develop own success criteria and makes choices on audience and form of writing.</li> </ul>



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	<b>2 week</b>	<b>School Uniform</b>	<b>Discussion</b> <ul style="list-style-type: none"><li>• Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument.</li><li>• Use words and phrases that support the overall viewpoints of the discussion.</li><li>• Combine the discussion text with another text type with a clear audience and form.</li></ul>	<ul style="list-style-type: none"><li>• Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader.</li><li>• Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary.</li><li>• Use preposition phrases and expanded noun phrases to add detail, qualification and precision.</li><li>• Build cohesion within and across a paragraph using a range of devices.</li><li>• Spell correctly many words from Yr5/6.</li><li>• Consistently produce legible joined writing</li></ul>	<ul style="list-style-type: none"><li>• Choose to combine text-types to support overall effectiveness of the writing.</li><li>• Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</li><li>• Select precise vocabulary and grammatical structures.</li><li>• Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader.</li><li>• Use the full range of punctuation taught correctly and appropriately.</li><li>• Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</li><li>• Develop own success criteria and makes choices on audience and form of writing.</li></ul>
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Summer 2 7 weeks	3 weeks	<b>Hilda and the Troll – Luke Pearson</b>	<b>Narrative</b> <ul style="list-style-type: none"><li>• Plan and write a story with a clear narrative voice.</li><li>• Use dialogue to build character and move the action forward.</li><li>• Add an additional narrative voice demonstrating a change in formality.</li></ul>	<ul style="list-style-type: none"><li>• In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</li><li>• Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary.</li><li>• Use dialogue to convey character and advance the action.</li><li>• Use preposition phrases and expanded noun phrases to add detail, qualification and precision.</li><li>• Build cohesion within and across a paragraph using a range of devices.</li><li>• Spell correctly many words from Yr5/6.</li><li>• Consistently produce legible joined writing</li></ul>	<ul style="list-style-type: none"><li>• Choose to combine text-types to support overall effectiveness of the writing.</li><li>• Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</li><li>• Select precise vocabulary and grammatical structures.</li><li>• Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader.</li><li>• Use the full range of punctuation taught correctly and appropriately.</li><li>• Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</li><li>• Develop own success criteria and makes choices on audience and form of writing.</li></ul>
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<b>2 weeks</b>	<b>Hilda and the Troll – Luke Pearson</b>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</li> <li>Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, compose, edit and refine an explanation text showing good awareness of the reader.</li> <li>Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary.</li> <li>Use preposition phrases and expanded noun phrases to add detail, qualification and precision.</li> <li>Build cohesion within and across a paragraph using a range of devices.</li> <li>Spell correctly many words from Yr5/6.</li> <li>Consistently produce legible joined writing</li> </ul>	<ul style="list-style-type: none"> <li>Choose to combine text-types to support overall effectiveness of the writing.</li> <li>Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</li> <li>Select precise vocabulary and grammatical structures.</li> <li>Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader.</li> <li>Use the full range of punctuation taught correctly and appropriately.</li> <li>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</li> <li>Develop own success criteria and makes choices on audience and form of writing.</li> </ul>
<b>1 week</b>	The Listeners – Walter De La Mer	<b>Assessment Week Poetry</b>	<ul style="list-style-type: none"> <li>Write an alternative version using alternative vocabulary.</li> </ul>	
<b>1 week</b>	<b>Aspirations – Career Benchmarks</b>		<ul style="list-style-type: none"> <li>Create a “future me” profile.</li> </ul>	