



Weston Park Primary School

English Writing Overview

Year 5	Autumn 1 (7 weeks) Did the Greeks change the world? 4 Sept—21 Oct			Autumn 2 (7 weeks) Beetles Food of the Future? 31 Oct –16 December		
Duration	2 weeks INSET MON	4 weeks	1week Ancient Greek Day	4 weeks (INSET 31.11.22), swimming	2 weeks	1 week
Purpose	Assessment	To entertain Fiction–Greek Myth	To entertain Fiction –Story –figurative language	Persuasive letter (Reading heavy Week 1)	To inform and persuade Speech	Speech presentations
Skills coverage	<p>VGP: using expanded noun phrases (revision from year 3, to revise)</p> <p>using relative clauses / relative pronoun (whose, which)</p> <p>Composition: selecting appropriate grammar and vocabulary, noting and developing ideas</p> <p>Sp: spelling test (Year 3/4 words)</p>	<p>VGP: Expanded noun phrases Fronted adverbials Relative clauses</p> <p>Composition: selecting appropriate grammar and vocabulary, proposing changes, proof reading, bullet points to organise (ongoing)</p> <p>Sp: -ough, silent letters, dictionary skills, , silent letters, homophones,</p>	<p>VGP: expanded noun phrases, Fronted adverbials Speech, reporting clauses</p> <p>Composition: consider how authors develop characters, describe characters and setting ;create atmosphere, proof reading</p> <p>Sp: dictionary skills, Year 5/6 words</p>	<p>VGP: Modal verbs, emotive language, rhetorical questions, power of three Parenthesis (), colons</p> <p>Composition: cohesion (power of three), consistent and correct use of tense ; identify audience</p> <p>Sp: l before e; thesaurus skills; Year 5/6 words; review –ough</p>	<p>VGP: causal conjunctions, subjunctive form, modal verbs, commas to clarify and avoid ambiguity Colons</p> <p>Composition: noting and developing initial ideas from reading and research; cohesion (power of three), précising longer passages; identify audience; power of three for cohesion</p> <p>Sp: silent letters; thesaurus skills, year 5/6 words</p>	<p>VGP: modal verbs, subjunctive form, relative clauses; colons and semi:colons</p> <p>Composition: perform own compositions, evaluate own and others work,</p> <p>Sp: spelling test Year 5/6 words</p>
Short burst writes/ Application of taught skills) Cross curricular opportunities.	1. Describe a mythical creature.	1. Create a myth. 2. Conversation between Gods 3. Setting description CC— 1..Quest short narrative applying skills taught 2. Paragraph about how Greeks influenced architecture to add to powerpoint—cohesion, retrieval	1. Next Chapter of ‘Who Let the God’s Out’. 2. CC - 1.Did the Greeks Change the world extended piece. 2. Comic strip about the Greek God Heracles (Ancient Greek Day workshop).	1. Power of three paragraph persuade Mr W something they choose CC— 1. Geography —Journey of a River. 2. Reading—summarise characters in BB 3. Geography—paragraph about each element of river in groups.	1. Being green in school 2. Persuasive paragraphs in prep for further writing 3. Fact and statement paragraphs CC— 1. Geography :compare the Itchen & Colorado Rivers 2. PSHE—Speech on how to promote mental wellbeing.	CC - 1. Reading—write a blurb for BB (summarising) 2. Reading—Comparison between songs
Final independent outcome	1. Description of a mythological Creature (paragraph)	2. Write a myth (adverbials/dialogue)	Write a resolution for a problem from the story ‘Who Let the God’s Out’.	Letter to the police to ask them to re-open the case of missing Dr Cuttle	Speech about the environment to DEFRA	Speech delivery
Key Text	Who Let the God’s Out Quest	Perseus Myth. The Parthenon Who Let the God’s Out	Who Let the God’s Out The Malfesance	Beetle Boy Amelia Womack Letter Galapagos Turtle (deepening understanding)	Beetleboy The Journey	Beetleboy Caledonia (songs)
Class Readers	Who let the Gods out to be used as class reader			Beetleboy class reader		



Year 5	Spring 1 (6 weeks) Natural disasters—who are the real losers? 3 Jan—10 February		Spring 2 (6 weeks) Space travel—a disaster waiting to happen? 20 Feb—31 March	
Duration	3 weeks	3 weeks Disasters Day—outcome (homework & school work)	3 weeks	3 weeks Mobile Planetarium (TBC)
Purpose	To describe	To create suspense *show not tell	To inform (news paper report)	To inform (information report)
Skills coverage	VGP: figurative language, expanded noun phrases, relative clauses, adverbial starters, ,adverbs, adverbials of place, commas to avoid ambiguity Composition: consider how authors have developed settings and atmosphere (suspense), select appropriate grammar and vocabulary Sp: -cious/-tious, -cial/-tialdictionary and thesaurus skills, Year 5/6 words	VGP: figurative language, expanded noun phrases, relative clauses, adverbial starters, speech/reporting clauses, commas to avoid ambiguity Composition: consider how authors have developed characters, setting and atmosphere (suspense); develop wider strategies for cohesion across paragraphs (narratives) Sp: -ant/-ent, -ence/-ency; dictionary and thesaurus skills, Year 5/6 words	VGP: present perfect tense, past tense, relative pronouns and clauses ; parenthesis () ,Adverbials of time, Composition: organisational and presentational devices, consistent and correct tense, Cohesion— first, firstly Sp: -able/-ible; -ably/-ibly; dictionary and thesaurus skills, Year 5/6 words	VGP: present perfect tense, past tense, relative pronouns and clauses ; colons and semi colons Composition: organisational and presentational devices, consistent and correct tense, devices for cohesion across paragraphs, précising longer passages Sp: -able/-ible; -ably/-ibly; dictionary and thesaurus skills, Year 5/6 words
Word of the Day	Prefixes, suffixes, synonyms and antonyms	Prefixes, suffixes, synonyms and antonyms	Prefixes, suffixes, synonyms and antonyms	Prefixes, suffixes, synonyms and antonyms
Short burst writes/ Application of taught skills Cross curricular opportunities.	1. Description of the front of the shop-personification 2. Weather setting the scene short write 3. Description of why Alma is attracted to the shop CC - Geography — info text on tectonic plates (for disaster day display) Reading—descriptive passage of the jungle in RW/ author study PSHE/DT—letter requesting money for bread making/instructions for making valentine’s bread. The Journey—description of how presentation adds to meaning, character analysis.	1. Dilemma descriptions responding to video clips eg/ avalanche 2. Dual perspective piece 3. Suspense paragraph CC - Geography—physical and human impact (volcano/earthquake scenario). Interview Questions & Newspaper Report - outcome for disaster day. Reading—alternative ending to The Journey Science —conclusive long writing comparing materials (1 1/2 page). PSHE—TV script for staying safe in the house (filmed for other year groups). Disaster Day—recount/newspaper report	1. Writing quotes. 2. Use of formal language 3. Concise paragraphing CC - Science—early ideas of space/writing about the planets in detail Reading—compare and contrast Highway Man and Anabel Lee Science-Description of the phases of the moon	1. Paragraph on discovery of new planet co-ordinating/subordinating conjunctions/ 2. Using parenthesis –Space Travel 3. Initial ideas-imagery CC - Mobile Planetarium—recount Reading- writing in role. RE—Diary of the Prodigal Brother
Final independent outcome	A setting description of a suspense narrative (Alma) - opening paragraph.	A suspense narrative about being lost as a result of a natural disaster (avalanche/tornado/tsunami)	To write a news report including facts and quotes.	To write an information text on an alien animal for NARA/EASA.
Key Text	Alma Running Wild (texts below link to this) An Elephant’s Story https://www.amazon.co.uk/Elephants-Story-Jamie-Renee-Heraver/dp/0692158308 malin-kundang (Indonesian folk story) http://folktalesnusantara.blogspot.com/2012/02/story-of-malin-kundang.html	Dreadful Menace Suspense WAGOLLS Running Wild	Newspaper WAGOLL Newspapers Highwayman/Annabelle Lee	Pandora WAGOLL



Year 5	Summer 1 (6 Weeks) Victorian childhood –was it more challenging than a modern one? 17 April—26 May		Summer 2 (7 weeks) Is fair trade fair to all? 5 June—21 July Fair Trade Week—celebrating all thing Fair Trade	
Duration	3weeks	3 weeks Victorian Day—homework and school work.	3 weeks Biography - linked to Fair Trade	3weeks Data drop 7 July
Purpose	To write in role (diary)	To present a balanced argument	To Inform https://schools.fairtrade.org.uk/resource/?type=films#page-1 Guardians of the Rainforest	Description of a playground (link to Coming to England—first person narrative)
Skills coverage	VGP: past perfect tense, modal verbs, expanded noun phrases, fronted adverbials, speech and reporting clauses, parenthesis dashes - Composition: noting and developing ideas using research, select appropriate grammar and vocabulary , different devices for cohesion Sp: -silent letters, homophones ; dictionary skills, Year 5/6 words	VGP: causal conjunctions, subjunctive forms, modal verbs, relative clauses, parenthesis dashes— , adverbials of number (firstly, secondly) Composition: audience and purpose; noting and developing ideas using research, different devices for cohesion (power of three, repetition, then, after that), Sp: -I before e; -cious/-tious; thesaurus skills, Year 5/6 words	VGP: subordinating and coordinating conjunctions; colons and semi-colons; parenthesis () - dashes Composition: audience and purpose; noting and developing ideas using research, different devices for cohesion (power of three, repetition). Sp: -cial/-tial; -ant/-ent; -able/-ible; Year 5 and 6 words	VGP: subordinating and coordinating conjunctions; colons and semi-colons; parenthesis () - dashes , adverbials of place (revisited) Composition: audience and purpose; select appropriate grammar and vocabulary , different devices for cohesion (then, after that) Sp: review strategies/workshops; Year 5 and 6 words
Short burst writes/ Application of taught skills) Cross curricular opportunities.	1. First person, characterisation 2. Speech writing 3. Past perfect. CC - PSHE —explanation how Shrek is not a stereotype History —comparing our home life to Victorian Home life	Starting with Q, Impersonal Voice Formal tone CC - Art —the work of William Morris History —whose childhood is better: Victorian or modern?	1. Features/presentation to add meaning. Eg/ sub titles 2. Semi colons, colons, parenthesis 3. Cohesive paragraphs (power of three) CC Biography of a teacher—interview and write about a member of staff	I do/You do: CC - Geography —non chronological report about Fair Trade and/or biography on Floella Benjamin (for Fair Trade exhibition) Transition —Report Statement/Transition Letter to next teacher
Final independent outcome	Writing in role Recount: form – Jim’s diary at the end of the day after he has escaped the workhouse	Balanced argument: Work houses vs poor (see 2018/19 SU2,not corporal punishment too close to Yr 6)	Biography of their class person eg/ Emmaline Pankhurst, Martin Luther King, Edward Jenner	To write about themselves for a parent and their next teacher.
Key Text	Street Child Their Shoes: My Life as a Victorian Maid (Bug Club)	Balanced Argument WAGOLL Range of Victorian texts to support information gathering	WAGOLL of Rosine Bekoin (Fair Trade worker) Performance Poetry - Michael Rosen Story of the Banana (Deepening Understanding) and other non fiction texts linked to Fair Trade.	Lego Story The Cloudy Lesson
Class Readers	Street Child		Coming to England by Floella Benjamin	