

BANISTER WRITING LONG TERM PLAN: Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	1) Greeking Out – Epic Retellings of Classic Greek Myths Kenny Curtis 2) The Odyssey – Geraldine McCaughrean	1) Malamander Thomas Taylor	1) War of the Worlds Adaptation of HG Wells book. 2) Curiosity: A Mars Rover	1) Hidden Figures - The True Story of Four Black Women and the Space Race. Margot Lee Shetterly 3) Space Launch Animation	1) Stormbreaker – Anthony Horowitz 2) Red Scarf (LS Animation)	1) Rumaysa: A Fairytale – Radia Hafiza 2) Three Little Pigs – Short Film (LS+)
Story Escape	Impossible Creatures – Katherine Rundell	As above 1)	The Jamie Drake Equation – Christopher Edge	The City of Ember – Jeane DuPrau	As above	As above 1)
Guided Reading Text	As per Story Escape	Range of texts based on Geog and Science curriculum	Range of Space Non-Fiction and Poetry	As per Story Escape	Range of texts to support wider curriculum	As per 1)
Writing Outcomes ENTERTAIN 7 INFORM 7 PERSUADE 2 DISCUSS 2 16	Discussion** : Should Pandora have opened the box? (1 side) Narrative – Myth Retelling Information Text : Greek God	Persuade*** : Travel brochure* Diary***** : Solving a Mystery Narrative : The Next Chapter – Dialogue focus	Recount : News Report * – Horsell Common cylinder crash Description : Facing a Martian Non-Chron Report : Space Exploration	Recount : 1 st person account – working at NASA Narrative – Creating Atmosphere (Negative Intent) Discuss : Who's mess it is? The problem of space rubbish.	Diary : Alex – Chapter 3 Narrative : Action + Dialogue to move action on Recount : Mission Report	Description : Character Narrative : Character confrontation - Dialogue Persuade : Trial closing argument.

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Spelling	Follow THE SPELLING BOOK scheme of work.					
	Recap -ed -ing -ence -ance Recap: Re- dis- mis- -ate - ise - ify	-ible - able -cial -tial Silent Letters	Hyphens Homophones	Ough -fer Statutory Word List	Homophones Pt 2 Ai sound (recap) -ate - ise - ify	Y5 Tricky Words -tious - cious
Handwriting	Review following Y2 content: - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use horizontal strokes needed to join letters eg: on, open, over, rs, cars, vi, wa	Review following Y2 content: - use diagonal strokes needed to join letters eg: ed, ing, nice, little - begin to select an appropriate writing implement for individual tasks eg: diagrams in pencil – labels in pen	- Rehearse joins that require a loop eg: re for you join - understand which letters, when adjacent to one another, are best left unjoined	- increase quality of handwriting when writing at an increased pace. - increase consistency of handwriting across all subjects.	- increase quality of handwriting eg: ascenders and descenders not overlapping - independently select appropriate writing implements for individual tasks eg: diagrams in pencil – labels in pen.	- Increase quality of handwriting eg: ascenders and descenders parallel to each other. - increase quality of handwriting when writing at an increased pace.
Spoken Language and Oracy	- Can listen and responds appropriately to adults and their peers. - Can use relevant strategies to build their vocabulary. - Can ask relevant questions to extend their understanding and knowledge. - Can use spoken language to develop understanding through speculating,	- Can participate in discussions, presentations, performances, role play, improvisations and debates. - Can use relevant strategies to build their vocabulary. - Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Can articulates	- Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - Can articulate and justifies answers, arguments and opinions. - Can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - Can use relevant	- Can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Can speak audibly and fluently with an increasing command of Standard English eg: <i>Most subject and verb choices agree. (e.g. was/were; did/done).</i> - Can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - Can use relevant strategies to build their vocabulary	- Can consider and evaluate different viewpoints, attending to and building on the contributions of others. - Can use relevant strategies to build their vocabulary. - Can participate in discussions, presentations, performances, role play, improvisations and debates.	- Can consider and evaluates different viewpoints, attending to and building on the contributions of others. - Can use relevant strategies to build their vocabulary. - Can select and use appropriate registers for effective communication. - Can gain, maintain and monitor the interest of the listener(s).

	hypothesising, imagining exploring ideas.	and justifies answers, arguments and opinions.	strategies to build their vocabulary.			
Composition	- Identify the audience and purpose of writing. - In writing narratives, consider how authors have developed characters - Can perform own compositions. - Evaluate and edit by assessing how own and other's writing meets the purpose and audience. - Proof read for punctuation: . ! ? commas in a list and for fronted adverbials	- Plan by noting and developing initial ideas. - Draft and write by understanding how vocabulary can change and enhance meaning. - In writing narratives, consider how authors have moved the plot on through the dialogue is uses. - Draft and write by creating cohesion within paragraphs using a range of nouns and pronouns to avoid repetition. - Proof read for spelling HFW Y1/2 or CEW Y3/4	- In writing narratives, consider how authors have developed settings and atmosphere. - Draft and write by choosing vocabulary to change and enhance meaning. - Evaluate and edit by proposing changes to vocabulary. - Can perform own compositions using appropriate intonation and volume. - Proof read for punctuation: . ! ? commas in a list and for fronted adverbials () and commas for clauses	- Plan by drawing on reading and research - Draft and write by précising longer passages. - Draft and Write using organisational devices to guide the reader eg: contents, headings, underlining - Evaluate and edit by assessing how own and other's writing meets the purpose and audience. - Ensure consistent and correct use of tense throughout a piece of writing. - Draft and write by creating cohesion within paragraphs using conjunctive adverbials.	- Draft and write in narratives to integrate dialogue to advance the action - Evaluate and edit by proposing changes to punctuation to enhance effects and clarify meaning. - Proof read for spelling and punctuation.	- Evaluate and edit by ensuring correct subject and verb agreement distinguishing between written and spoken language. - Draft and write by creating cohesion across paragraphs using time, place and manner adverbials. - Draft and write by précising longer passages
Vocabulary & Terminology	Recap Y4: metaphors Recap Y4: metaphors assonance	relative pronoun relative clause Pre-Teach Y6: synonyms antonym	Recap Y1 &3: Onomatopoeia Y5 content: Dash (The dramatic dash!) parenthesis empty words eg: something, nobody, it, anybody etc words that allow for speculation and are vague.	cohesion ambiguity	Y5 content: modal verbs	Y5 content: Idioms Pre-Teach Y6: subject object
Punctuation	Recap on Y2 content: - Use of statement, command, question and exclamatory sentences Recap on Y4 content: - Commas after fronted adverbials	Recap on Y4 content: - Using and punctuating direct speech Y5 content: - Commas to indicate parenthesis	dash to indicate parenthesis	- Commas to clarify meaning or avoid ambiguity - Use bracket, dashes and commas to mark parenthesis.	Recap on Y4 content: Use of inverted commas and other punctuation to indicate direct speech	Pre-Teach Y6: colon

	Y5 content: • Brackets to indicate parenthesis.					
Grammar	Using modal verbs or adverbs to indicate degrees of possibility Expanded noun phrases Use relative clauses indicated with a relative pronoun <u>Sandwich Sentence</u> Noun or noun phrase then a comma followed by a relative pronoun and additional information followed by another comma before completing the main clause started by the noun or	<u>Past Perfect Sentences</u> Use a pronoun + had + an –ed verb Eg: Julia had arrived at school before me. <u>If, if, then Sentences</u> Use two subordinate clauses starting with ‘if’ that include a modal verb, separate with commas and finish with a main clause that starts with ‘then’ and a modal verb eg: If their footsteps could have been quieter, if the floorboards might have been less creaky, then they may have got away with it.	<u>Short, Snappy Sentences</u> Use to add impact, emphasis or tension. Eg: It happened again. <u>Description + Detail Sentence</u> A short clause, a colon and added detail. Eg: Then he saw it: a pair of beady eyes stared towards and metal claws grazed the bonnet’s rusted skin.	The perfect form of verbs to mark relationship of time and cause. Use relative clauses indicated with a relative pronoun using Sandwich Sentence structures. <u>Additional Information Sentence</u> Introduce a noun, add a bracket and additional information about the noun, followed by another bracket eg: Mount Everest (8848 metres) is the tallest mountain in the world.	<u>Question Tag Sentences</u> A statement, followed by a comma + question tag. Eg: That’s the moon, isn’t it? It would all go according to plan, wouldn’t it?	Identify active sentence structures eg: Subject + verb + object Anna watched the ball.

