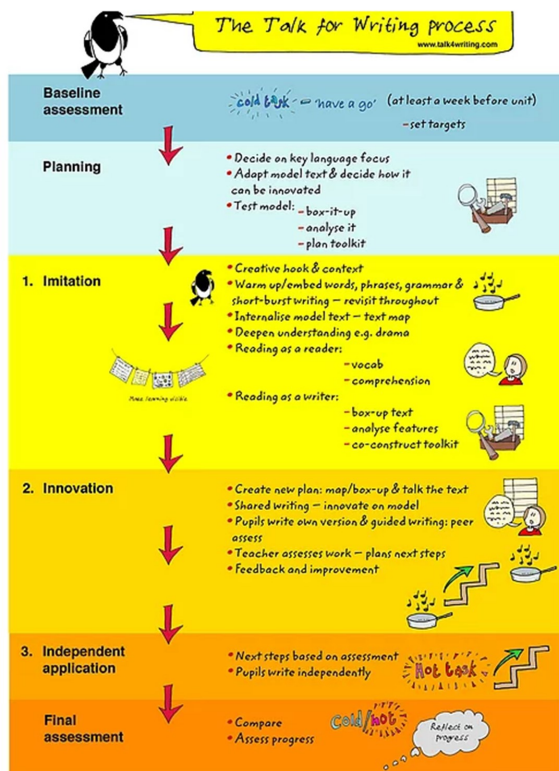


# Y5 Writing MTP Au1 - The Fastest Boy in the World (Journey Tale)



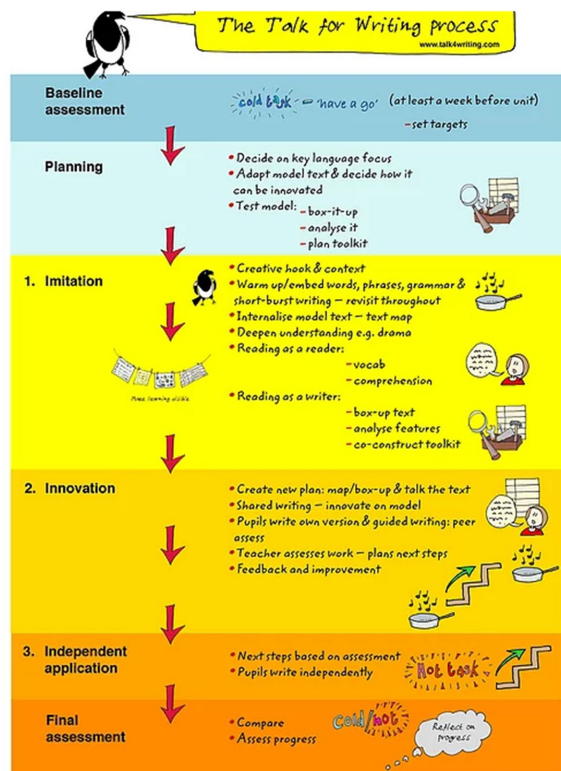
Autumn Term – writing targets to work towards
Organise paragraphs around a theme
Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
Achieve cohesion by effectively using a range of fronted adverbials
Use commas after fronted adverbials
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using <u>inverted commas</u> and <u>other punctuation</u> to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas)
Extend range of sentences by using <u>noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases</u> ('the teacher' expanded to 'the strict maths teacher with the curly hair')
Proofread for spelling and punctuation errors, independently using the dictionary using the first 2 or 3 letters of a word
Editing their writing to ensure tenses are consistent
Including <u>lots</u> words found on the Year 3/4 word list and spelling <u>most</u> correctly
Spell some Y5/6 words
Spell words with a range of suffixes (-ly, -tion, -ous)
Increase <u>legibility</u> , <u>consistency</u> and <u>quality</u> of their handwriting

<b>Cold Write</b>	<b>Lesson 1:</b> Now Press Play Ancient Greece - Children to write their own narrative. What are the features of a narrative? Class generated success criteria. Class generated vocabulary list.
<b>Hook</b>	<b>Lesson 2: WOW entry point</b> - Children to have their own Olympics. Work on key vocabulary to understand the topic and the book.
<b>Imitation</b>	<p><b>Lesson 3:</b> Learn first part of story map (starter)</p> <p><b>Read as a writer</b> - Go through the model text and work as a class to pick out the features of this genre. For example, key language features, structure, characterisation etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit' See page 114 dark blue T4W book for journey tale structure.</p> <p><b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter)</p> <p><b>Language focus 1</b> - Fronted adverbials</p> <p><b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter)</p> <p><b>Language focus 2</b> - Direct speech</p> <p><b>Lesson 6: Short burst writing</b> - should include both language points and key vocabulary. A character's observation</p> <p><b>Lesson 7:</b> Draw own version of the story map and add key language features</p>
	<p><b>Lesson 8:</b> Boxed up picture plan for innovated text</p> <p><b>Lessons 9 and 10:</b> Writing innovated journey tales cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p><b>Lesson 11:</b> Editing and peer assessment</p> <p><b>Lesson 12:</b> Responding to teacher assessment and publishing?</p>
<b>Independent Application</b>	<p><b>Lesson 13:</b> Plan own journey tale (completely independent - creative writing) Using the journey tale structure (see pg 114 dark blue T4W book)</p> <p><b>Lesson 14:</b> Independent write</p> <p><b>Lesson 15:</b> Floating lesson - could be spent on drama, poetry etc to deepen understanding of text. Can be completed at any part of the</p>

**Additional skills to consolidate:** Expanded noun phrases, show don't tell

**Audience and Purpose:** Publish class book of collected stories for book corner.

# Y5 Writing MTP Au1 - The Fastest Boy in the World (Newspaper Report)



## Autumn Term – writing targets to work towards

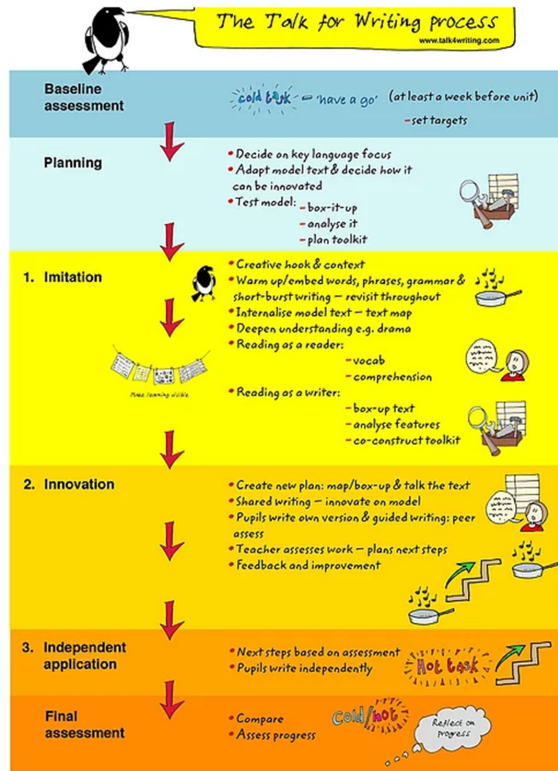
Organise paragraphs around a theme
Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
Achieve cohesion by effectively using a range of fronted adverbials
Use commas after fronted adverbials
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using <u>inverted commas</u> and <u>other punctuation</u> to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas)
Extend range of sentences by using <u>noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases</u> ('the teacher' expanded to 'the strict maths teacher with the curly hair')
Proofread for spelling and punctuation errors, independently using the dictionary using the first 2 or 3 letters of a word
Editing their writing to ensure tenses are consistent
Including <u>lots</u> words found on the Year 3/4 word list and spelling <u>most</u> correctly
Spell some Y5/6 words
Spell words with a range of suffixes (-ly, -tion, -ous)
Increase <u>legibility</u> , <u>consistency</u> and <u>quality</u> of their handwriting

<b>Cold Write</b>	<b>Lesson 1:</b> Children to watch clips from the Olympics - write notes during the clips and write an article for a school newspaper. How do you think we should write a newspaper article? Shared SC.
<b>Hook</b>	<b>Lesson 2: WOW entry point - Headlines based on sections of the book. What do you think the book will be about?</b>
<b>Imitation</b>	<p><b>Lesson 3:</b> Learn first part of story map (starter)</p> <p><b>Read as a writer</b> - Go through the model text and work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit' See page</p> <p><b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter)</p> <p><b>Language focus 1</b> - Expanded noun phrases</p> <p><b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter)</p> <p><b>Language focus 2</b> - Reported speech</p> <p><b>Lesson 6: Short burst writing</b> - Eye witness account</p> <p><b>Lesson 7:</b> Draw own version of the story map and add key language features</p>
	<p><b>Lesson 8:</b> Boxed up picture plan for innovated text <b>Lessons 9 and 10:</b> Writing innovated newspaper report cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p><b>Lesson 11:</b> Editing and peer assessment</p> <p><b>Lesson 12:</b> Responding to teacher assessment and publishing.</p>
<b>Independent Application</b>	<p><b>Lesson 13:</b> Plan a letter to a friend explaining what has happened. How would you change your news report to make it appropriate to send to your friend/family member? Children to plan using a boxed up structure.</p> <p><b>Lesson 14:</b> Independent write</p> <p><b>Lesson 15:</b> Floating lesson - could be spent on drama, poetry etc. to deepen understanding of text. Can be completed at any part of the writing cycle.</p>

**Additional skills to consolidate:** Formal language

**Audience and Purpose:** Linked to IT lesson. Record and share with parents or in a KS2 assembly

# Y5 Writing MTP Au2 - Cosmic (Balanced Argument)



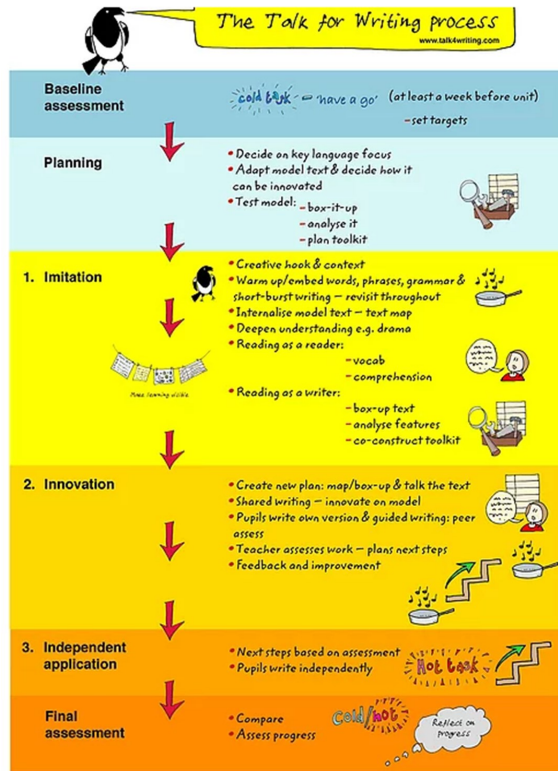
Autumn Term – writing targets to work towards
Organise paragraphs around a theme
Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
Achieve cohesion by effectively using a range of fronted adverbials
Use commas after fronted adverbials
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using <u>inverted commas</u> and <u>other punctuation</u> to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas)
Extend range of sentences by using <u>noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases</u> ('the teacher' expanded to 'the strict maths teacher with the curly hair')
Proofread for spelling and punctuation errors, independently using the dictionary using the first 2 or 3 letters of a word
Editing their writing to ensure tenses are consistent
Including <u>lots</u> words found on the Year 3/4 word list and spelling <u>most</u> correctly
Spell some Y5/6 words
Spell words with a range of suffixes (-ly, -tion, -ous)
Increase <u>legibility</u> , <u>consistency</u> and <u>quality</u> of their handwriting

<b>Cold Write</b>	<b>Lesson 1:</b> Children to write a cold balanced argument. Discuss the features as a class but children should work independently where possible. Identify areas for improvement and adapt planning so it is appropriate for your class.
<b>Hook</b>	<b>Lesson 2: NASA tweet</b> - we are thinking of sending children into space. Children to play consciously and think of reasons for and against. Make a note of these for your working wall.
<b>Imitation</b>	<p><b>Lesson 3:</b> Learn first part of story map (starter)</p> <p><b>Read as a writer</b> - Go through a variety of persuasive texts and work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit'</p> <p><b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter)</p> <p><b>Language focus 1</b> - Identify key language point that is necessary for this genre. It must be included in the model text. (Suggestion: 'Sorting signposts' see page 137 of light blue book T4W)</p> <p><b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter)</p> <p><b>Language focus 2</b> - Rhetorical questions as a persuasive device</p> <p><b>Lesson 6: Short burst:</b> should include both language points and key vocabulary. Children to have a variety of scenarios and to write arguments for both sides use language features. Children to role play their scenario cards back to back in pairs.</p> <p><b>Lesson 7:</b> Draw own version of the story map and add key language features</p>
<b>Innovation</b>	<p><b>Lesson 8:</b> Boxed up picture plan for innovated text (see photos from school visit KS2)</p> <p><b>Lessons 9 and 10:</b> Writing innovated balanced argument cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p><b>Lesson 11:</b> Editing and peer assessment</p> <p><b>Lesson 12:</b> Responding to teacher assessment and publishing.</p>
<b>Independent Application</b>	<p><b>Lesson 13:</b> Children to receive an email from Jo/Islington about something they care about. For example, 'Children should not have to wear school uniform. Children to plan a balanced argument using a boxed up plan <b>Lesson 14:</b> Independent write</p> <p><b>Lesson 15:</b> Floating lesson - could be spent on drama, poetry etc to deepen understanding of text. Can be completed at any part of the writing cycle.</p>

**Additional skills to consolidate:**

**Audience and Purpose:** To present to Key Stage lead.

# Y5 Writing MTP Au2 - Cosmic (Non-fiction Explanation Text - Space)



Autumn Term – writing targets to work towards
Organise paragraphs around a theme
Write effectively for a range of purposes and audiences, engaging the reader by using a varied and rich vocabulary and an increasing range of sentence structures
Achieve cohesion by effectively using a range of fronted adverbials
Use commas after fronted adverbials
Using <u>capital letters</u> , <u>full stops</u> , <u>question marks</u> and <u>exclamation marks</u> correctly
Using <u>inverted commas</u> and <u>other punctuation</u> to indicate direct speech (a comma after the reporting clause, end punctuation within inverted commas)
Extend range of sentences by using <u>noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases</u> ('the teacher' expanded to 'the strict maths teacher with the curly hair')
Proofread for spelling and punctuation errors, independently using the dictionary using the first 2 or 3 letters of a word
Editing their writing to ensure tenses are consistent
Including <u>lots</u> words found on the Year 3/4 word list and spelling <u>most</u> correctly
Spell some Y5/6 words
Spell words with a range of suffixes (-ly, -tion, -ous)
Increase <u>legibility</u> , <u>consistency</u> and <u>quality</u> of their handwriting

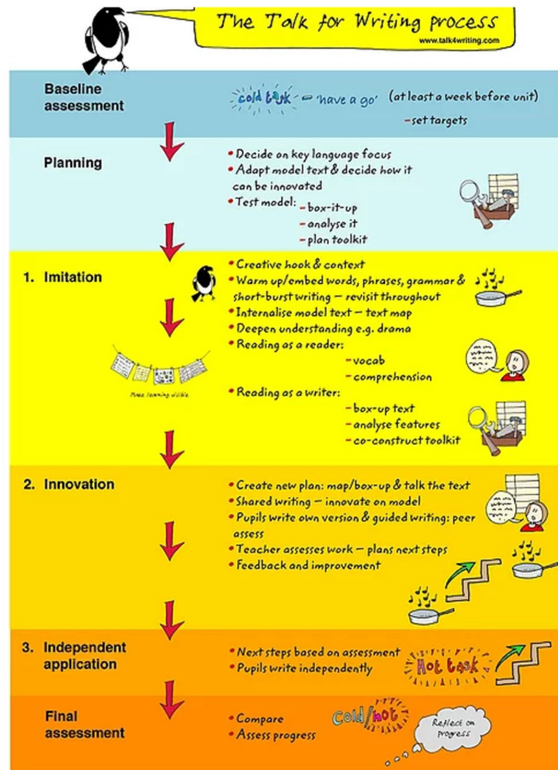
<b>Hook</b>	<b>Lesson 1:</b> Mission to Mars - what did you find out? What would you like to know? Collect questions for research.
<b>Imitation</b>	<p><b>Whilst this is not a T4W sequence I would still advise that you write a model text so that you know what you expect children to include.</b></p> <p><b>Lesson 2:</b> To identify features of an explanation text and develop a toolkit. See page 111 light blue book.</p> <p><b>Lesson 3: Language focus 1 -</b> Vocabulary collection - collect, define and create a glossary for space related language that will support children to access this genre.</p> <p><b>Lesson 4: Language focus 2 -</b> Causal language ( see page 119)</p> <p><b>Lesson 5: Short burst writing -</b> The explanation game (space themed)- causal language focus (because, therefore, as a result of this) pg 113 light blue book</p>
<b>Innovation</b>	<p><b>Lesson 6: Research -</b> How do you get to space? What training do you need to do?</p> <p><b>Lesson 7:</b> To plan explanation text. Organise facts under headings and sequence your research in a logical order.</p> <p><b>Lesson 8,9, 10:</b> Writing explanation text</p> <p><b>Lesson 11:</b> Edit and up-level.</p> <p><b>Lesson 12:</b> Publish</p>
<b>Independent Application</b>	<p><b>Lesson 13:</b> What are the features of a diary? Children to plan using a boxed up model. Based on their research of becoming an astronaut and also life in space;</p> <p><b>Lesson 14:</b> Independent write</p> <p><b>Lesson 15:</b> Edit, up-level and publish</p>

**Additional skills to consolidate:** Formal language

**Audience and Purpose:** To be displayed in class museum alongside other work produced during the topic. Invite KS1 to attend.



# Y5 Writing MTP Sp1 - Beowulf (Narrative - Beating the Monster)



## Spring Term - writing targets to work towards

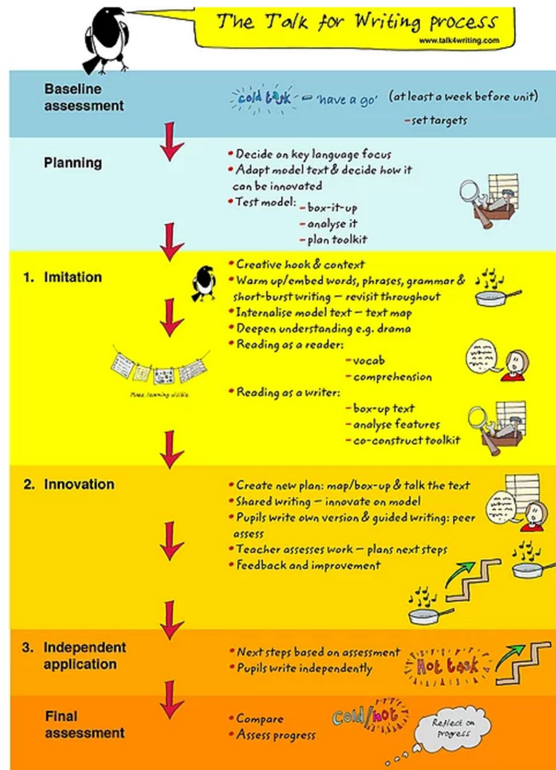
Use devices to build cohesion within a paragraph (then, after, that, this, firstly)
Link ideas across paragraphs using adverbials of time, place and number or tense choices
Reflect their understanding of audience and purpose of their writing by selecting appropriate vocabulary and grammar
Use further organisational and presentational devices to structure text and to guide the reader when needed
Use brackets, dashes or commas to indicate parenthesis
Use commas to clarify meaning or avoid ambiguity
Within their writing all subjects and verbs agree when using singular and plural
Use relative clauses beginning with who, which, where, when, whose, that
Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (might, should, will, must)
Proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words
Spell many Y5/6 words
Spell some homophones and other words that are confused
Use a range of suffixes or prefixes taught in Y5 (convert nouns/adjectives into verbs using suffixes (-ate, -ise, -ify) and verb prefixes (dis-, mis-, over-, re-)
Write legibly, fluently and with increasing speed

<b>Cold Write</b>	<b>Lesson 1:</b> Children to write a cold character description for Grendel. What language do they already have and what do you need to plan in to the writing cycle?
<b>Hook</b>	<b>Lesson 2:</b> Anglo Saxon work and Denmark. Pictures and artefacts. Set the scene - Hot seating. What do you think life was like?
<b>Imitation</b>	<b>Lesson 3:</b> Learn first part of story map (starter) <b>Read as a writer</b> - Work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit' page 114 dark blue T4W book. <b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter) <b>Language focus 1</b> - Expanded noun phrases to write a poem <b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter) <b>Language focus 2</b> - Speech for narrative Beowulf arriving at the new land. Give speech bubbles and then the children can convert those bubbles to using inverted commas. <b>Lesson 6:</b> Language focus - using a range of pronouns <b>Lesson 7: Short burst</b> - Character's impression of a place <b>Lesson 8:</b> Draw own version of the story map and add key language features
<b>Innovation</b>	<b>Lesson 9:</b> Boxed up picture plan for innovated text (see photos from school visit KS2) <b>Lessons 10 and 11:</b> Writing innovated beating the monster tale cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie? <b>Lesson 12:</b> Editing and peer assessment <b>Lesson 13:</b> Responding to teacher assessment and publishing.
<b>Independent Application</b>	<b>Lesson 14:</b> Plan own journey tale (completely independent - creative writing) Using the journey tale structure (see pg 114 dark blue T4W book) <b>Lesson 15:</b> Independent write

**Additional skills to consolidate:** Sentence starters

**Audience and Purpose:** Submitted to English lead to be judged. Who will be crowned the champion?

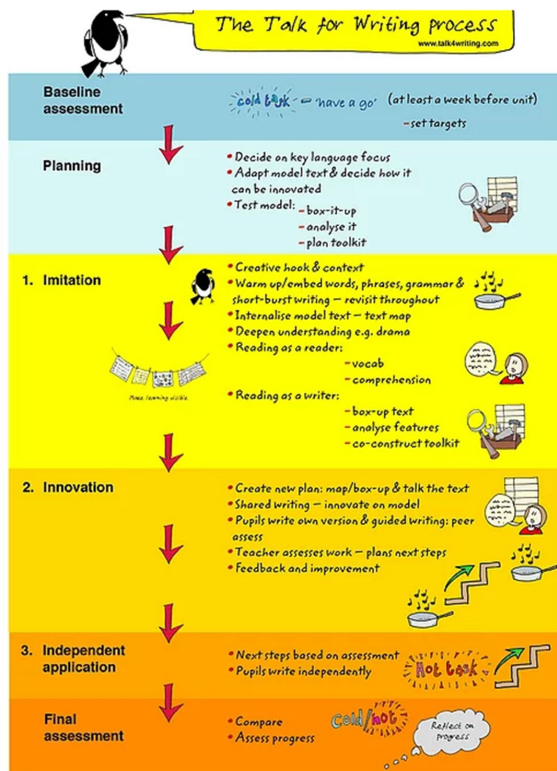
# Y5 Writing MTP Sp1 - Beowulf (Setting Description - Grendel's Lair)



<b>Hook and Cold Write</b>	<b>Lesson 1 and 2:</b> Now Press Play - Vikings - Recount (focusing on setting the scene)
<b>Imitation</b>	<p><b>Lesson 3:</b> Learn first part of story map (starter)</p> <p><b>Read as a writer</b> - Work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit'</p> <p><b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter)</p> <p><b>Language focus 1</b> - Expanded noun phrases to describe a setting</p> <p><b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter)</p> <p><b>Language focus 2</b> - Show don't tell it. How do character's respond to the lair?</p> <p><b>Lesson 6:</b> <b>Short burst:</b> Suggestion: Diary entry or recount - entering the lair</p> <p><b>Lesson 7:</b> Draw own version of the story map and add key language features</p>
<b>Innovation</b>	<p><b>Lesson 8:</b> Boxed up picture plan for innovated text (see photos from school visit KS2)</p> <p><b>Lessons 9 and 10:</b> Writing innovated setting description cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p><b>Lesson 11:</b> Editing and peer assessment</p> <p><b>Lesson 12:</b> Publishing.</p>
<b>Independent Application</b>	<p><b>Lesson 14:</b> Plan own setting description (completely independent - creative writing)</p> <p><b>Lesson 15:</b> Independent write</p>
<p><b>Additional skills to consolidate:</b> A range of fronted adverbial</p> <p><b>Audience and Purpose:</b> To be published alongside related artwork</p>	

Spring Term – writing targets to work towards
Use devices to build cohesion within a paragraph (then, after, that, this, firstly)
Link ideas across paragraphs using adverbials of time, place and number or tense choices
Reflect their understanding of audience and purpose of their writing by selecting appropriate vocabulary and grammar
Use further organisational and presentational devices to structure text and to guide the reader when needed
Use brackets, dashes or commas to indicate parenthesis
Use commas to clarify meaning or avoid ambiguity
Within their writing all subjects and verbs agree when using singular and plural
Use relative clauses beginning with who, which, where, when, whose, that
Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (might, should, will, must)
Proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words
Spell many Y5/6 words
Spell some homophones and other words that are confused
Use a range of suffixes or prefixes taught in Y5 (convert nouns/adjectives into verbs using suffixes (-ate, -ise, -ify) and verb prefixes (dis-, de-, mis-, over-, re-)
Write legibly, fluently and with increasing speed

# Y5 Writing MTP Sp2 - Mummification (Explanation text)



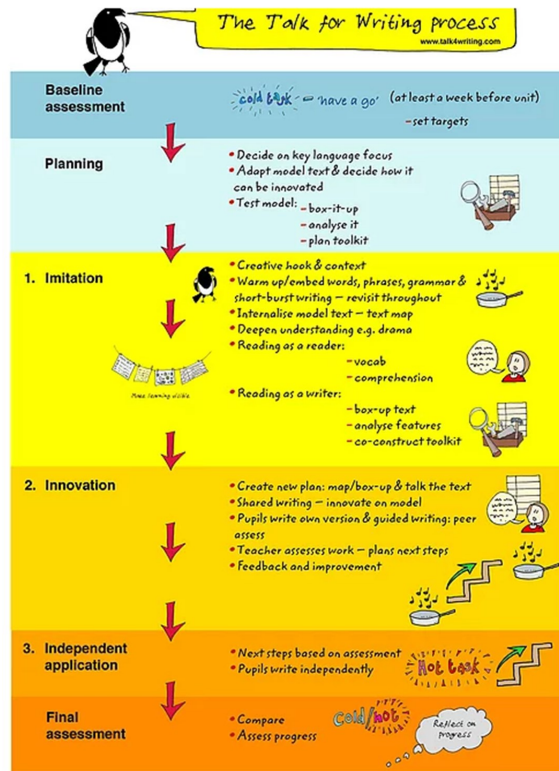
Spring Term – writing targets to work towards
Use devices to build cohesion within a paragraph (then, after, that, this, firstly)
Link ideas across paragraphs using adverbials of time, place and number or tense choices
Reflect their understanding of audience and purpose of their writing by selecting appropriate vocabulary and grammar
Use further organisational and presentational devices to structure text and to guide the reader when needed
Use brackets, dashes or commas to indicate parenthesis
Use commas to clarify meaning or avoid ambiguity
Within their writing all subjects and verbs agree when using singular and plural
Use relative clauses beginning with who, which, where, when, whose, that
Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (might, should, will, must)
Proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words
Spell many Y5/6 words
Spell some homophones and other words that are confused
Use a range of suffixes or prefixes taught in Y5 (convert nouns/adjectives into verbs using suffixes (-ate, -ise, -ify) and verb prefixes (dis-, de-, mis-, over-, re-)
Write legibly, fluently and with increasing speed

<b>Hook</b>	<p><b>Lesson 1:</b> Children to use toilet roll to design their mummification wraps. Collect technical vocabulary (amulet etc)</p>
<b>Imitation</b>	<p><b>Have a model text available (as this text has a detailed introduction (info text) and then instructions as part of it)</b></p> <p><b>Lesson 2: Identifying features of explanation text</b></p> <p><b>Read as a writer</b> - Work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit'</p> <p><b>Lesson 4:</b> Identify key language point that is necessary for this genre. It must be included in the model text.</p> <p><b>Language focus 1</b>—Time fronted adverbials.</p> <p><b>Lesson 5:</b></p> <p><b>Language focus 2-</b> Relative clause/parenthesis focus</p> <p><b>Lesson 6: Salt dough (practical lesson)</b></p> <p><b>Lesson 7: Short burst</b> - Suggestion - instructions focus for Salt Dough lesson</p>
<b>Innovation</b>	<p><b>Lesson 6: Research</b> - How do you get to space? What training do you need to do?</p> <p><b>Lesson 7:</b> To plan explanation text. Organise facts under headings and sequence your research in a logical order.</p> <p><b>Lesson 8,9, 10:</b> Writing explanation text</p> <p><b>Lesson 11:</b> Edit and uplevel.</p> <p><b>Lesson 12:</b> Publish—this may have to be finished in an afternoon</p>
<b>Independent Application</b>	<p><b>As a DT lesson—children to cook an Ancient Egyptian dish. (afternoon)</b></p> <p><b>Lesson 13:</b> Plan own introduction about Egyptian food and instructions for how to make it.</p> <p><b>Lesson 14:</b></p> <p>Children to write explanation text with instructions.</p>

**Additional skills to consolidate:** Adverbs to add detail

**Audience and Purpose:** Invite parents to a showcase of related crafts and food. Children to display work alongside artefacts.

# Y5 Writing MTP Sp2 - The Highwayman (Narrative—Losing Tale)



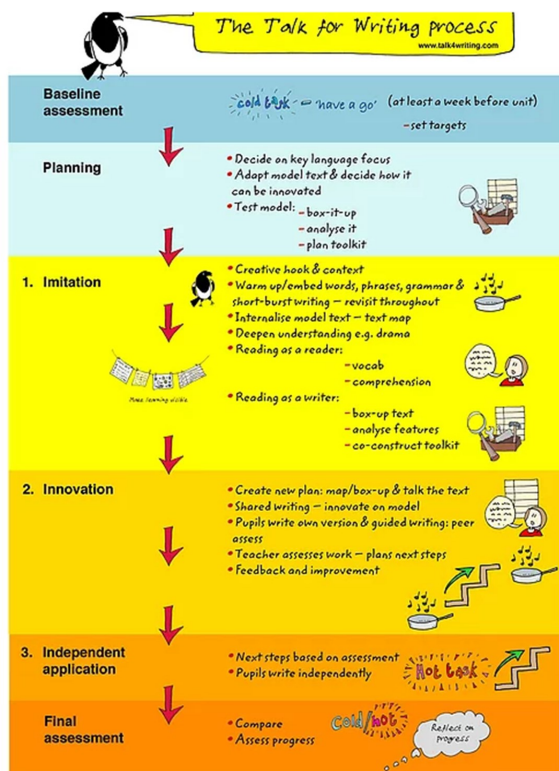
<b>Cold Write</b>	<b>Lesson 1:</b> Diary entry focusing on a time that you lost something.
<b>Hook</b>	<b>Lesson 2:</b> The Highway Man is full of metaphors –a lesson focused on metaphors in the book and children to write their own.
<b>Imitation</b>	<p><b>Model text should follow Losing Tale structure (see dark blue T4W book—page 115).</b></p> <p><b>Lesson 3:</b> Learn first part of story map (starter)</p> <p><b>Read as a writer</b> - Work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit' page 114 dark blue T4W book.</p> <p><b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter)</p> <p><b>Language focus 1</b> - Expanded noun phrases/description to set the scene</p> <p><b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter)</p> <p><b>Language focus 2</b>- Speech for narrative. Conversation between two characters—model text may focus on conversation between The Highwayman and Bess</p> <p><b>Lesson 6:</b> Language focus - using a range of pronouns</p> <p><b>Lesson 7:</b> Language focus—poetic language</p> <p><b>Lesson 8: Short burst</b> - should include both language points and key vocabulary. Writing riddles using poetic language (black poetry book) (Suggestion: I am poem focusing on The Highwayman's feelings and emotions as he has had something stolen from him—reflecting on him having stolen from others and now he knows how it feels)</p>
<b>Innovation</b>	<p><b>Lesson 9:</b> Boxed up planning (suggestion: keep the character of The Highwayman however he loses something. What about if someone steals something from him?)</p> <p><b>Lesson 10, 11 and 12:</b> Writing innovated losing tale. Edit through whole class feedback at the beginning of each lesson.</p> <p><b>Lesson 13: Publish.</b></p>
<b>Independent Application</b>	<p><b>Lesson 14:</b> Plan diary entry from the perspective of The Highwayman after he has had things stolen from him.</p> <p><b>Lesson 15:</b> Independent write.</p>

<p><b>Additional skills to consolidate:</b> Show don't tell</p> <p><b>Audience and Purpose:</b> Published alongside related artwork</p>
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Spring Term – writing targets to work towards
Use devices to build cohesion within a paragraph (then, after, that, this, firstly)
Link ideas across paragraphs using adverbials of time, place and number or tense choices
Reflect their understanding of audience and purpose of their writing by selecting appropriate vocabulary and grammar
Use further organisational and presentational devices to structure text and to guide the reader when needed
Use brackets, dashes or commas to indicate parenthesis
Use commas to clarify meaning or avoid ambiguity
Within their writing all subjects and verbs agree when using singular and plural
Use relative clauses beginning with who, which, where, when, whose, that
Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (might, should, will, must)
Proofread for spelling and punctuation errors, using a dictionary to check spelling and meaning of words
Spell many Y5/6 words
Spell some homophones and other words that are confused
Use a range of suffixes or prefixes taught in Y5 (convert nouns/adjectives into verbs using suffixes (-ate, -ise, -ify) and verb prefixes (dis-, de-, mis-, over-, re-)
Write legibly, fluently and with increasing speed



# Y5 Writing MTP Su1 - The Explorer (Persuasive Letter)



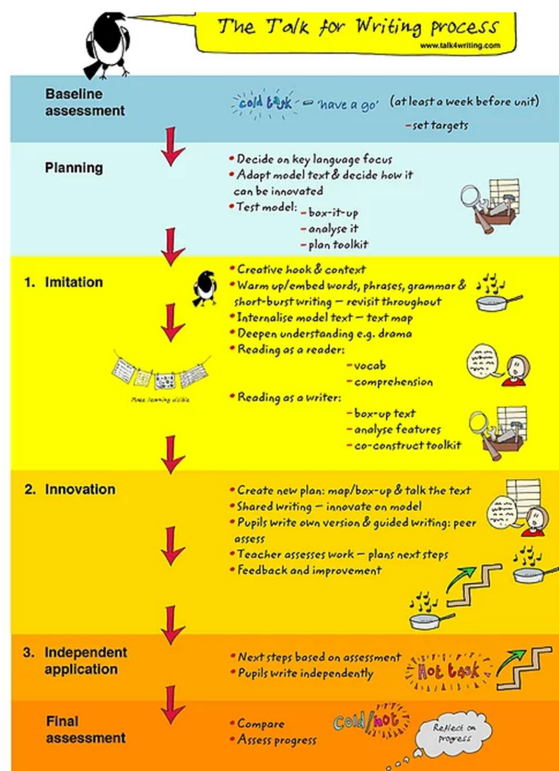
<b>Cold Write</b>	<b>Lesson 1:</b> Persuasive letter— based on children's interests. For example: asking for extra playtime, changing the menu at lunch.
<b>Hook</b>	<b>Lesson 2:</b> Litter picking— <b>Make a poster to convince other students at the school to pick up their litter. Display around school. What kind of language do you need? (Emotive language)</b>
<b>Imitation</b>	<p><b>Lesson 3:</b> Learn first part of story map (starter) Your model text needs to include a lot of emotive language.</p> <p><b>Read as a writer</b> - Go through a variety of persuasive letters and work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit'</p> <p><b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter) <b>Language focus 1</b> - Identify key language point that is necessary for this genre. It must be included in the model text. (Suggestion: Modal verbs)</p> <p><b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter) <b>Language focus 2-</b> Identify key language point that is necessary for this genre. It must be included in the model text. (Suggestion: Relative clauses)</p> <p><b>Lesson 6:</b> <b>Short burst:</b> should include both language points and key vocabulary. Suggestion: Children look at endangered animals (<b>Lesson 7:</b> Research plastic pollution—magpieing language, powerful sentences, rhetorical questions etc.</p>
<b>Innovation</b>	<p><b>Lesson 8:</b> Boxed up picture plan for innovated text (see photos from school visit KS2)</p> <p><b>Lessons 9 and 10:</b> Writing innovated persuasive letter cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p><b>Lesson 11:</b> Editing and peer assessment</p> <p><b>Lesson 12:</b> Responding to teacher assessment and publishing.</p>
<b>Independent Application</b>	<p><b>Lesson 13:</b> Introduce spoken word as a genre. We want to write a piece of spoken word to enforce change. (eg we must change the laws and stop the straws)</p> <p><b>Lesson 14:</b> Independent write—Opportunity to perform to parents</p> <p><b>Lesson 15:</b> Floating lesson - could be spent on drama, poetry etc to deepen understanding of text. Can be completed at any part of the writing cycle.</p>

Summer Term – writing targets to work towards
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Summarise longer passages when necessary, using precise vocabulary and with the reader in mind
Distinguish between the language of speech and writing and choose the appropriate register
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)
Spell correctly most words from the Y5/Y6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Providing definitions or examples of the following terminology: <u>modal verb</u> , <u>relative pronoun</u> , <u>relative clause</u> , <u>parenthesis</u> , <u>bracket</u> , <u>dash</u> , <u>cohesion</u> and <u>ambiguity</u>

**Additional skills to consolidate:** Persuasive devices

**Audience and Purpose:** Record spoken word and send to parents on seesaw

# Y5 Writing MTP Su1 - The Explorer (Persuasive Leaflet)



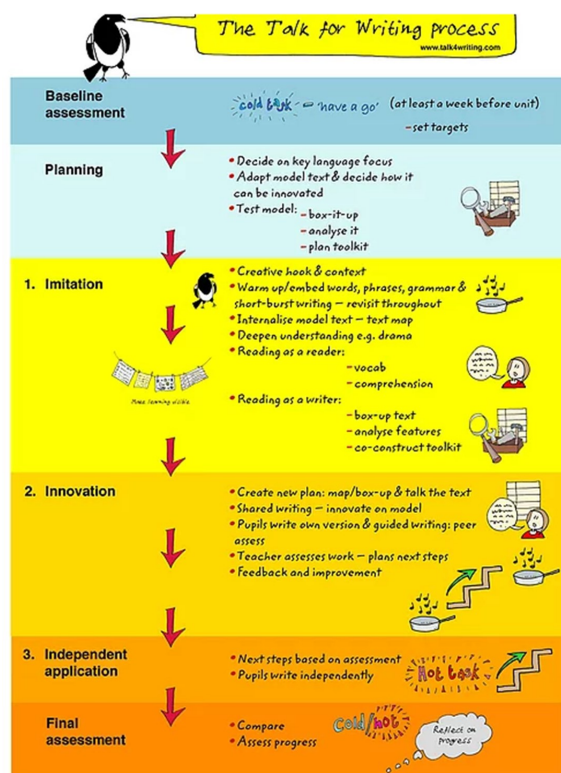
<b>Cold Write</b>	<b>Lesson 1:</b> Persuasive letter— based on children's interests. For example: asking for extra playtime, changing the menu at lunch.
<b>Hook</b>	<b>Lesson 2: Imaginary holiday to the rainforest—children to collect senses vocabulary</b>
<b>Imitation</b>	<p><b>Lesson 3:</b> Learn first part of story map (starter) Your model text needs to include a lot of emotive language.</p> <p><b>Read as a writer</b> - Go through a variety of persuasive letters and work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit'</p> <p><b>Lesson 4:</b> Rehearse part 1, learn part 2 (starter)</p> <p><b>Language focus 1</b> - Identify key language point that is necessary for this genre. It must be included in the model text. (Suggestion: Emotive language—dog shelter)</p> <p><b>Lesson 5:</b> Rehearse part 1 and 2, learn part 3 (starter)</p> <p><b>Language focus 2-</b> Identify key language point that is necessary for this genre. It must be included in the model text. (Suggestion: Relative clauses)</p> <p><b>Lesson 6:</b> <b>Short burst:</b> should include both language points and key vocabulary. Suggestion: Create a video for a travel agent persuading people to go to the Amazon.</p>
<b>Innovation</b>	<p><b>Lesson 7:</b> Research Iceland— where is it? What is the weather like? What can you do there? Where can you stay? etc</p> <p><b>Lesson 8:</b> Boxed up picture plan for innovated text (see photos from school visit KS2)</p> <p><b>Lessons 9, 10 and 11 :</b> Writing innovated persuasive leaflet cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p><b>Lesson 12:</b> Editing and peer assessment</p> <p><b>Lesson 13:</b> Responding to teacher assessment and publishing.</p>
<b>Independent Application</b>	<p><b>Lesson 14: Hook—</b>children to write Jo a letter asking her to let them go to the Amazon rainforest on a school trip.</p> <p><b>Plan</b></p> <p><b>Lesson 15:</b> Independent write—children to pass letters on to Jo.</p>

Summer Term – writing targets to work towards
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Summarise longer passages when necessary, using precise vocabulary and with the reader in mind
Distinguish between the language of speech and writing and choose the appropriate register
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)
Spell correctly most words from the Y5/Y6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Providing definitions or examples of the following terminology: <u>modal verb</u> , <u>relative pronoun</u> , <u>relative clause</u> , <u>parenthesis</u> , <u>bracket</u> , <u>dash</u> , <u>cohesion</u> and <u>ambiguity</u>

**Additional skills to consolidate:** Formal language

**Audience and Purpose:** Children to write letters to head of school and receive a response

# Y5 Writing MTP Su2 – The Man Who Walked Between the Towers (Non-chronological report)



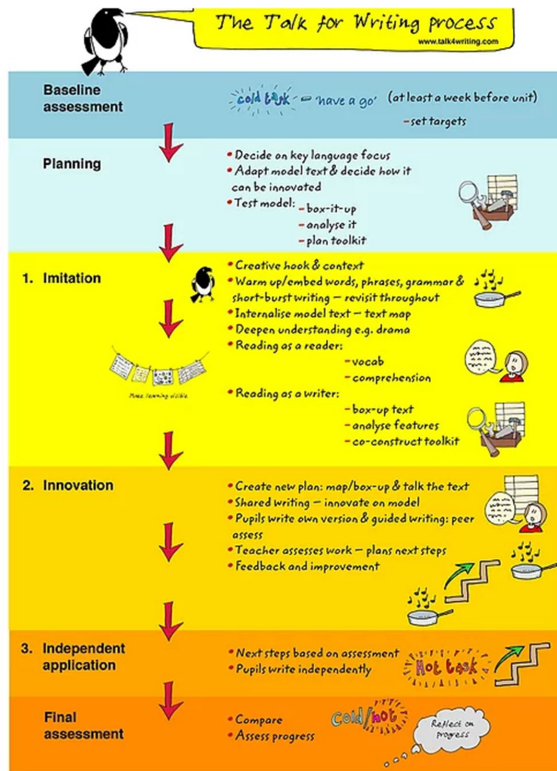
Summer Term – writing targets to work towards
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Summarise longer passages when necessary, using precise vocabulary and with the reader in mind
Distinguish between the language of speech and writing and choose the appropriate register
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)
Spell correctly most words from the Y5/Y6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Providing definitions or examples of the following terminology: <u>modal verb</u> , <u>relative pronoun</u> , <u>relative clause</u> , <u>parenthesis</u> , <u>bracket</u> , <u>dash</u> , <u>cohesion</u> and <u>ambiguity</u>

<b>Cold Write</b>	
<b>Hook</b>	<b>Lesson 1: Museum walk</b> —in class visit to a museum with lots of examples of iconic buildings. Vocab focus—collecting technical architecture vocabulary to describe buildings.
<b>Imitation</b>	<p><b>Lesson 2:</b> Learn first part of story map (starter)  <b>Read as a writer</b> - Work as a class to pick out the features of this genre. For example, key language features, structure etc. See T4W folder - Photos from school visit - KS2 'identifying toolkit' page 114 dark blue T4W book.</p> <p><b>Lesson 3:</b> Rehearse part 1, learn part 2 (starter)  <b>Language focus 1</b> - Identify key language point that is necessary for this genre. It must be included in the model text.  (Suggestion: relative clauses and parenthesis focus)</p> <p><b>Lesson 4:</b> Rehearse part 1 and 2, learn part 3 (starter)  <b>Language focus 2</b>- Identify key language point that is necessary for this genre. It must be included in the model text.  (Suggestion—tense )</p> <p><b>Lesson 5:</b> Language focus - using a range of pronouns  <b>Lesson 6: Short burst</b> - should include both language points and key vocabulary. (Suggestion - Write a news report about David Blane)  <b>Lesson 7:</b> Draw own version of the story map and add key language features</p>
<b>Innovation</b>	<p><b>Lesson 8: Design a character for innovated reports. Who are they? What death defying feat did they complete?</b></p> <p><b>Lesson 9:</b> Boxed up picture plan for innovated text (see photos from school visit KS2)</p> <p><b>Lessons 10 and 11:</b> Writing innovated non-chronological reports cover up parts you want them to change (draw changed elements onto post it notes). Shared write for first part modelling what can I magpie?</p> <p><b>Lesson 12:</b> Editing and peer assessment</p> <p><b>Lesson 13:</b> Publishing.</p>
<b>Independent Application</b>	<p><b>Linked to afternoon geography lessons—Mumbai</b></p> <p><b>Lesson 14: Children to plan an information text about Mumbai</b></p> <p><b>Lesson 15: Independent write</b></p>

**Additional skills to consolidate:** Formal language

**Audience and Purpose:** To be displayed outside the classroom alongside models made in D&T

# Y5 Writing MTP Su2 – King Kong (News script)



<b>Hook</b>	<b>Lesson 1:</b> Children to be given a play script to act out. Focus on the structure and stage directions.
<b>Imitation</b>	<b>Lesson 2: Read as a writer</b> - Work as a class to pick out the features of this genre. For example, key language features, structure etc <b>Lesson 3: Language focus 1</b> —inverted commas <b>Lesson 4: Structure focus</b> —children to use toolkit to turn an extract from King Kong into a playscript <b>Lesson 5: Language focus</b> — Vocabulary children to magpie news report vocabulary. How can they make it sound exciting? <b>Lesson 6: Short burst</b> —Making exciting headlines for boring news stories
<b>Innovation</b>	<b>Lesson 7:</b> To plan <b>Lesson 8 and 9:</b> To write <b>Lesson 10:</b> Edit and respond to marking <b>Lesson 11:</b> To publish <b>Lesson 12:</b> To record own news reports (drama lesson)
<b>Independent Application</b>	WOW entry point—children to make city models in DT. Children to plan a catastrophic event for their city and write a news script for it. <b>Lesson 13:</b> To plan <b>Lesson 14:</b> To write <b>Lesson 15:</b> To edit and publish

Summer Term – writing targets to work towards
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Summarise longer passages when necessary, using precise vocabulary and with the reader in mind
Distinguish between the language of speech and writing and choose the appropriate register
Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary language, characterisation, structure)
Spell correctly most words from the Y5/Y6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Providing definitions or examples of the following terminology: <u>modal verb</u> , <u>relative pronoun</u> , <u>relative clause</u> , <u>parenthesis</u> , <u>bracket</u> , <u>dash</u> , <u>cohesion</u> and <u>ambiguity</u>

**Additional skills to consolidate:** Formal language

**Audience and Purpose:** To be recorded and uploaded to seesaw