

Year 5 Writing Overview

Year 5 Au1	IT'S ALL GREEK TO ME! Myths - Hercules, Medusa, Icarus	2 week unit - Box up planner. I do: Setting description building suspense - the manor house We do: Setting description building suspense - in school at night You do: Setting description - inside the minotaur's maze. Children to write a suspense setting following the myth of Theseus and the minotaur and while they are reading Shadow of the Minotaur Grammar teaching: Work on synonyms, metaphors, similes, personification and figurative language. Recap fronted adverbial work ensuring time, manner and place shown and used to build cohesion. <i>E.g As Stacey's eyes adjusted to the darkened room, she could make out the silhouettes of chairs stacked up obediently on the tables. Giving herself a few more moments, she rose to her feet and stretched. From the windows, the moonlight trickled through the chinks of the blinds.</i> Grammar teaching: Recap use of commas so far: lists, within speech punctuation, after fronted adverbials. Make clear children NOT to use commas instead of coordinating conjunctions (comma splicing) Show children examples of how to use commas to clarify and avoid ambiguity. <i>E.g The children, said the teacher, should always put their books away at the end of the day. The children said the teacher should always put their books away at the end of the day. After leaving Stacy , Gary and Bernie fell asleep in the classroom. After leaving, Stacy, Gary and Bernie fell asleep in the classroom.</i> 2 week unit -Fishbone planner. I do: Diary entries as Theseus before battling the minotaur We do: Diary entry as Theseus after beating the minotaur You do: Diary entry before and after the flight of Icarus as Daedalus. Children to write diary entries as Daedalus before and after the flight to escape following reading of Greek myths. Must include feelings and thoughts as well as recounting events. Grammar teaching: Recap different past, present and future forms of verbs (past progressive, present perfect). Introduce using modal verbs or adverbs to indicate degrees of possibility. <i>E.g My father would not even consider that I should offer to fight the terrifying beast. As I sailed across the ocean, I could not think of anything else but beginning my challenge. Perhaps I would survive and maybe even kill the minotaur.</i> Grammar teaching: Recap expanded noun phrases and how these can now be improved by making them effective by leaving out or changing unnecessary adjectives . <i>E.g Instead of : An enormous, scary roar echoed through the dark, grey mist of the maze. A blood-curdling roar echoed through the heavy mist of the maze.</i>	Shadow of the Minotaur - Alan Gibbons Impossible Creatures - Katherine Rundell	
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		2 week unit - Spider web planner I do: Webpage of a cyclops We do: Webpage of a gorgon You do: Webpage of made up mythical creature Children to design their own mythical creature by combining dragon, pegasus, unicorn and griffin to make own mythical creature. Ensure cohesion through links of appearance, habitat and diet. Grammar teaching: Recap the work from previous unit on concise noun phrases. Focus on building cohesion within a paragraph using then, after that, firstly. Linking ideas across paragraphs using adverbials for time, place and tense choice. <i>E.g This legendary creature is instantly recognisable, <u>firstly for their serpent hair but also for their fanged teeth and monstrous wings.</u> <u>Although these features are frightening, their eyes are deadly.</u> <u>Throughout history, sailors have fallen victim to their deadly stare.</u></i> <i>Cohesion across and within paragraphs.</i> Grammar teaching: Use relative clauses beginning with which, who, with, where, whose, that or omitted relative pronoun. <i>E.g Sailors, <u>who approach Medusa,</u> are likely to fall under her spell. The caves, <u>where the gorgons like to nest,</u> are often in isolated areas, close to the sea. Razor-like claws, <u>which are formed out of brass,</u> can be used to slice their victims.</i>		
Year 5 Au2	Where the Poppies Grow - Hilary Robinson 12 Labours of Hercules	1 week unit Looking at examples of letters and following watching films and reading books and poetry about the trenches and WW1. Children then write a letter home describing life in the trenches. Grammar teaching: Revise progressive verb forms, modals and focus on perfect form of verbs to mark relationships of time and cause. <i>E.g I know <u>I had been training</u> for this day since joining but it didn't stop me feeling utterly petrified as I approached our trench.</i> <i>We <u>were all trying</u> our hardest not to show our fear by telling each other jokes and singing.</i> <i>I <u>was praying</u> that we would all return and get the chance to join the secondary trenches again.</i> <i>I <u>have been told</u> that I need to try and keep my feet dry or I will develop something called trench foot.</i> 2 week unit - Box up planner I do: Set of advisory steps and instructions for looking after a cyclops We do: Set of advisory steps and instructions for looking after a gorgon You do: Set of advisory steps and instructions for looking after made up mythical creature from previous task Following the webpage based on the made-up mythical creature, children write a 'How to Look After'		

		set of advisory instructions for their made-up creature. Grammar teaching: Introduce using brackets or dashes to indicate parenthesis. <i>E.g Although the Grifficon is mostly carnivorous - living on a diet of small mammals and freshwater fish - it has been known to enjoy both black and green grapes. Unfortunately if too many are eaten, (on average more than 100g daily) the Grifficon may become unwell and its scales will fall out and a vet will be needed. Provide protein tablets for your Grifficorn in winter (when there are fewer fish and rabbits to prey on) to supplement their diet.</i> Grammar teaching: Punctuate using bullet points consistently and sing expanded noun phrases to convey complicated information concisely. <i>E.g The following items are essential for a Grifficon to live healthily and happily:</i> • <i>A dark recess kept at a consistently cool temperature (between 5 and 8 degrees)</i> • <i>A training lead made of reinforced steel loops</i> • <i>Regular access to a fast flowing river</i> • <i>2ft Pooper scooper and organised collection areas</i> 2/3 week unit - Box up planner I do: Hercules and the Octopus of Mycea We do: Hercules and the Tiger of Alcodia You do: Hercules and the Following reading a range of Greek myths and 12 Labours of Hercules, children identify the common patterns to labours and themes, then write their own myth of the 13th Labour of Hercules. Grammar teaching: Recap punctuation of speech and introduce dialogue and need for new line, new speaker. Introduce the use of dialogue to move on action or show character. Adding clauses to add detail. <i>E.g "Dear brother, if you truly wish for freedom you must complete my next challenge," declared King Eurytheus, rubbing his hands together and pacing across the throne room.</i> <i>"Of course your highness, I will do anything you command. I am afraid of nothing!" Hercules replied, bowing low.</i> Grammar teaching: Recap and develop use of adverbials to build cohesion or link ideas through time, place or tense choice. <i>E.g After many days of journeying across the treacherous mountains of Alega, Hercules arrived at his destination. There before him, the giant pine trees stood, marking the entrance to Athena's Forest. Bravely holding his trusted sword, the courageous warrior sliced through the thick barrier of needles.</i>		
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		1 week unit. I do: Dating profile for Medusa You do: Dating profile for chosen monster or god Following history unit finding out about different Gods or monsters and what is specific about their powers, looks, traits, etc. Children to write a dating profile from a Greek Goddess or Monster. Grammar teaching: Introduce converting nouns and adjectives to verbs by adding -ate, -ise, -ify. <i>E.g Being naturally shy, it took me a while to <u>advertise</u> for a partner but being <u>desperate</u>, I decided to take the plunge. I have been told I have an intense stare which <u>captivates</u> those who look into my eyes. Please do not feel <u>pressurised</u> to reply as I <u>realise</u> my temper could be a challenge for some.</i> Grammar teaching: Build cohesion within a paragraph <i>E.g You can look me in the nose and mouth but never in the eye. <u>Alternatively</u>, you might want to remove your eyeballs fully so this will prevent any accidents. I don't want it to happen <u>but</u> sadly people that stare at me, inevitably turn to stone, which can be problematic when wanting to develop a close companionship.</i>		
Year5 Sp1	OUT OF THIS WORLD	Grammar teaching: Converting nouns and adjectives in to verbs using suffixes. Relative clauses. Use of commas to clarify meaning or avoid ambiguity. Modal verbs . Use of dialogue and use of punctuation within speech. Begin to get children to use speech to move on action. MAIN: Children to write a narrative setting description, building an atmosphere of desolation and abandonment. I do: Description of Narnia We do: Description of the garage (Skellig) You do: Description of a town/ area following an earthquake <i>E.g His stomach lurched and he instinctively looked around at his classmates, <u>who shared the same bewildered expressions of fear</u>. From outside in the corridor, Jason <u>could hear the sounds of chaos as windows began to smash and children cried out</u>. He <u>sprung to his feet</u>, quickly realising the room they were in was more dangerous than being outside. <u>"Run! We must escape!" yelled Jason, throwing open the door.</u></i> Grammar teaching: Recap pronouns for cohesion. Linking ideas within and across paragraphs using adverbials. Use of brackets and dashes to indicate parenthesis. Commas to add detail. Expanded noun phrases for complicated information. MAIN: I do: Scientific article on extreme weather We do: Scientific article on earthquakes and volcanoes You do: Scientific article on space and the solar system <i>E.g The solar system, <u>an extraordinary collection of planets</u>, revolves around our star – the Sun <u>a</u></i>	The Lion, the Witch and The Wardrobe - CS Lewis Skellig - David Almond The 1000 Year old Boy - Ross Welford	

		<u>massive ball of hot plasma</u>). <u>Primarily, there are eight planets that orbit the Sun, each unique in its characteristics. Jupiter, the largest planet, boasts a thick atmosphere filled with storms – such as the Great Red Spot – that rage continuously.</u> Grammar teaching: Adding subordinating clauses to a questions. Perfect form of verbs. Adverbs to indicate degrees of possibility. MAIN: I & we do: Interview and responses with Skellig for a podcast You do: Interview and responses as a time traveller Extension - different interviewers for different types of audience <i>E.g Q. <u>Given your recent trip to ancient Greece and the experiences you had there, where would you say your next trip will be?</u></i> <i>A. <u>Gosh that's a really good question as I have had so many incredible adventures across time and space.</u></i>		
Year5 Sp2		Grammar teaching: Dialogue to move on action. Inverted commas and other punctuation to show speech. Relative clauses. MAIN: I do: Journey narrative through the jungle We do: Journey narrative to the top of a mountain You do: Journey narrative to the the moon <i>E.g Professor Jansen and Captain Zoofhurst confidently entered the control cabin, <u>where they were to steer their journey into space.</u> Captain Zoofhurt, <u>who had been an astronaut for over 10 years,</u> had a strange feeling in the pit of his stomach.</i> <i>"Something doesn't quite feel right," he murmured, adjusting his seat belt.</i> <i>"Don't worry, it's just the nerves," reassured his colleague.</i> Grammar teaching: vocab and structures appropriate for formal speech and writing. Linking ideas and paragraphs through use of adverbials. Brackets and dashes for parentheses. MAIN: I do: Fallen angel discovery We do: Narnia based article - missing children found You do: Newspaper report on the moon landing <i>E.g <u>This evening at 8:17pm,</u> thousands of people around the world tuned in to watch the first human step foot on the moon. <u>Following a three day journey into space in the Saturn V rocket,</u> the astronauts <u>(alongside pilot Michael Collins)</u> finally reached the moon's orbit on the 19th July.</i>		

		Grammar teaching: Using range of conjunctions to extend and write multi clause sentences. Noun verb agreement. MAIN: Book synopsis and review I do: Impossible Creatures We do: Shadow of the Minotaur You do: Chosen one of the books from Spring term <i>E.g In the story, Michael was looking forward to his new house and neighbourhood <u>until</u> his infant sister became very ill. <u>Then</u> his parents become frantic and Michael becomes withdrawn <u>so</u> refuses to go to school. <u>When</u> he goes out into the old rickety garage, he comes across a mysterious being living beneath spider webs and eating flies for dinner. Michael calls him Skellig and over the weeks, he and his new friend Mina, bring Skellig out into the light <u>and</u> their worlds change forever.</i>		
Year 5 Su1 The Lion and the Unicorn	CONFLICT	Grammar teaching: Using dialogue to move on action and show character. Linking ideas across paragraphs using adverbials of time, place and number or verb choice. Brackets, dashes or commas to indicate parenthesis. MAIN: Children to write narrative of football match for truce held in WW1. I do: Narrative about the DDay landing in WW2 We do: Narrative about life in the trenches on arrival WW1 You do: Narrative of the football match on Xmas Day in WW1 <i>E.g On Christmas Day, 1914, the icy winds of the Western Front were momentarily silenced. Soldiers from both the British and German trenches looked at each other in disbelief. <u>"Is it really happening?"</u> whispered Tom, a young soldier with bright blue eyes, as he cautiously climbed out of his muddy trench. <u>The sight before him was awe-inspiring—his German enemies were emerging too, not with rifles in hand, but with makeshift footballs. "Come on, lads, let's play!"</u> shouted a German soldier, his voice booming across no man's land. <u>"We can't let this day go by without some fun!"</u></i> Grammar teaching: Relative clauses beginning with who, which, where, when, whose, that. Use of commas to clarify meaning or avoid ambiguity. Modal verbs. MAIN: Replying to a parent as an evacuee in a letter I do: Letter from parent to evacuee We do: Letter to parent from evacuee who has had a lovely time You do: Letter to parent from evacuee who is having a miserable time and wants to come home. <i>E.g The family I am staying with, <u>who are kind but stern</u>, have been doing their best to make me feel at home. However, their house feels cold and empty, which contrasts sharply with our warm living room. <u>Every night, I lie in bed, trying to escape the feelings of sadness and fear. I wish I could be with you, whose hugs always made me feel safe.</u></i>	Goodnight Mr Tom - Michelle Magorian Letters from the Lighthouse - Emma Carroll Welcome to Nowhere - Elizabeth Laird The Day War Came (PB) - Nicola Davies The Last Garden (PB) - Rachel Ip	

		Grammar teaching: Indicating degrees of possibility using adverbs or modal verbs. Linking ideas through adverbials and tense choice. Dashes, brackets and commas to indicate parenthesis. MAIN: Diary of Zara from the book <i>The Lost Garden</i> when she had to leave the city and her garden I do: Diary entry from Anne Frank We do: Diary as Zara when when she returns to her garden and finds it still there and growing You do: Diary of Zara from the book <i>The Lost Garden</i> when she had to leave the city and her garden <i>E.g Immediately we all stopped, stood still and held our breath. Mother went white as a sheet and made that face at me- like don't you dare make a sound! As if I would be so silly. This was our hiding place, our only chance of not being caught, our one secret that must never be told.</i>		
Year 5 Su2		Grammar teaching: Using dialogue and accurately punctuated direct speech to move on action. Linking ideas across paragraphs using adverbials. Relative clauses. MAIN: 1st person narrative of a night of the Blitz. I do: 1st person narrative of winning a gold in the Olympics We do: 1st person narrative of the morning following the Blitz You do: 1st person narrative of a night of the Blitz. <i>E.g I stood by the window, clutching my sister's hand, as the distant rumble of planes grew louder. "Do you think they'll come this way?" Lily whispered, her voice shaking slightly. I squeezed her hand tighter, trying to convey courage that I didn't quite feel. Suddenly, the air was filled with the piercing sound of sirens. "That's it! We need to head to the shelter!" I urged, my heart racing. Lily, who had been whimpering, began to sob.</i> Grammar teaching: Devices to build cohesion within a paragraph. Modal verbs and adverbs indicating degree of possibility. MAIN: Children to write a call to action or war speech to protect their right to freedom and their country/land. I do: George VI declaration of war speech We do: Martin Luther King speech You do: Children choose their own leader, people and country or land and write a call to action speech. <i>E.g We <u>must</u> courageously step forward and take responsibility for the decisions that <u>will</u> <u>surely</u> impact our children and generations to come. Let us pledge to support one another, to</i>		

		<i>listen earnestly, and to challenge ourselves to push our boundaries. Only then can we <u>definitely</u> build a brighter, more inclusive future.</i> Grammar teaching: Modal verbs and adverbs to show degrees of probability. Use of commas to clarify meaning or avoid ambiguity MAIN: Balanced argument about reintroduction of rationing. I do: Should animals be kept in captivity? We do: Should rationing be reintroduced into the UK? You do: Should children be allowed to bring their pets to school? <i>E.g If a pet misbehaves or disturbs the lesson, it <u>may disrupt</u> the learning experience for others. This disruption <u>could lead to</u> frustration among teachers and students alike, making it hard to maintain a focused learning atmosphere. <u>Pets love running, cuddles and playing</u> which <u>may not</u> be helpful when children need to concentrate.</i> Grammar teaching: Linking ideas across paragraphs using adverbials. Brackets, dashes or commas to indicate parenthesis. MAIN: Book summary and review of favourite book from the Destination Reader titles from summer term. Following the same format as those from the spring term unit.		
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