



GODINTON PRIMARY SCHOOL

# WRITING

YEAR 5 MEDIUM TERM OVERVIEW

WRITING OBJECTIVES





## English Medium Term Planning – Year 5

<u>Year</u>	<u>Genre of writing</u>	<u>Key Objectives</u>
	<p>Novels and stories by significant authors /</p> <p>Drama and drama conventions</p>	<p>To recognise how language illustrates setting and character.</p> <p>To be able to gather information and deduce information about characters.</p> <p>To be able to discuss a characters' personality based on evidence from part of a text.</p> <p>To be able to use reasoning, opinion and carefully considered evidence to describe a character more fully.</p> <p>To be able to write in role as a character using different sentence lengths for effect.</p> <p>To be able to use role-play to explore a key moment in the development of the plot.</p> <p>To enter into the feelings of a character through drama and to consider how this helps in understanding a character's inner feelings and motivations.</p> <p>To analyse characters in different ways, referring to the text.</p> <p>To use evidence from a text to support a point of view.</p> <p>To be able to write in the first person.</p> <p>To be able to use different effects to show how my character is feeling.</p> <p>To be able to use accurate sentence punctuation.</p> <p>To proof read, edit and improve my use of punctuation and vocabulary.</p> <p>To identify the key features of a script.</p> <p>To prepare a script including relevant features.</p> <p>To rehearse and perform a scripted scene making use of correct dramatic conventions</p> <p>To be able to compare and contrast a character's emotions and actions at different points of the book.</p>
	Explanation Texts	<p>To be able to identify the presentation features of an explanation text.</p> <p>To be able identify the language features of an explanation text.</p> <p>To be able to recognise technical vocabulary</p> <p>To be able to use temporal conjunctions.</p> <p>To be able to use causal conjunctions</p> <p>To create a draft explanation text which includes most of the features of an explanation text.</p> <p>To be able to write an explanation text with most of the key features.</p>

	<b>Persuasive Writing</b>	<p>To identify and evaluate the features of persuasion used in advertising.</p> <p>To identify the features of persuasive adverts.</p> <p>To write a catchy, persuasive radio advert for a chocolate product.</p> <p>To present a spoken argument sequencing points logically and make use of persuasive language.</p> <p>To plan a persuasive letter using several of the language features.</p> <p>To can identify modal verbs and use them in context.</p> <p>To use persuasive devices and effective sentence openers.</p> <p>To be able to evaluate, edit and improve my work.</p> <p>To plan my ideas for a persuasive letter.</p> <p>To write a persuasive letter making use of persuasive features.</p>
	<b>Stories presented in alternative ways</b>	<p>Identify and respond to the descriptive vocabulary used by the author.</p> <p>I can use description, action and dialogue to write a scene from a story.</p> <p>To be able to proof read, edit and improve my writing.</p> <p>To be able to refer to the evidence within the text to analyse a character.</p> <p>To be able to find examples in the text which show a characters' personality.</p> <p>To be able to empathise with a character and the way in which they are feeling.</p> <p>I can use description, action and dialogue to write a scene from a story.</p> <p>To be able to structure and use dialogue to show character and events.</p>
	<b>Older Literature</b>	<p>To predict the plot and characters of a story.</p> <p>To effectively choose and combine words to write in a concise manner.</p> <p>To be able to recognise what a mini saga is.</p> <p>To understand how to present dialogue in a story.</p> <p>To understand that there should be a mixed of explanation and dialogue.</p> <p>To describe and understand the role of characters within a story.</p> <p>To retell a historical story.</p> <p>To be able to describe a setting using relevant details.</p> <p>To be able to create a plan to organise my writing into sequential and well-structured paragraphs.</p> <p>To be able to choose appropriate and interesting adjectives to create noun phrases in order to expand the detail in sentences.</p> <p>I can evaluate the effectiveness of my own and others' writing; proof read, edit and revise.</p> <p>To write using more complex sentence structures.</p>
	<b>Instructional Writing</b>	<p>To evaluate instructions and their effectiveness.</p> <p>To be able to identify key features of instructions.</p>

		<p>To analyse instructional texts.</p> <p>To identify how the features of instructions impact on their effectiveness.</p> <p>To be able to create correctly punctuated bullet-pointed lists.</p> <p>To understand uses of colons and semi-colons.</p> <p>To create concise and clear lists of rules.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To be able to proof read, edit and revise my own work independently.</p> <p>To evaluate the effectiveness of my own and others' writing.</p>
	Poetry – free verse	<p>To be able to listen and respond appropriately to a range of performance poems.</p> <p>To be able to articulate and justify opinions in response to a range of performance poems.</p> <p>To be able to explain what features are important to a successful performance of poetry.</p> <p>To be able to recognise the language and structure used by a significant poet.</p> <p>To be able to recognise the language and structure used by a significant poet and make comparisons with other poets.</p> <p>To explore how writers use onomatopoeia.</p> <p>To perform a poem making use of dramatic conventions</p> <p>To be able to read and perform a poem out loud.</p> <p>To be able to work with others to achieve a good performance.</p> <p>To be able to recognise how volume, expression and gestures affect performance of poetry.</p> <p>To be able to recognise a poet's style</p> <p>To be able to use every day stimulus to develop ideas for their own poem.</p> <p>To be able to develop ideas to create a plan for a free verse poem.</p> <p>To be able to evaluate the effectiveness of their and other's work. To be able to suggest improvements.</p> <p>To perform their own compositions, using appropriate intonation &amp; volume so meaning is clear.</p> <p>To learn to use the language in a narrative text as a starting point for poetry writing</p>
	Additional Text based unit	<p>To use drama techniques to explore a key moment in a plot.</p> <p>To show that they understand points of view by writing in role.</p> <p>To understand a character's point of view and infer their motivation</p> <p>To use evidence from the text to collect information about a character and infer their feelings.</p> <p>To be able to skim and scan through text highlighting a characters thoughts and feeling.</p> <p>To be able to deduce from the text what a character may look like.</p> <p>To be able to use evidence from the text to back up my thoughts about a character.</p>

		<p>To learn the ways that a story map can help track a character's journey through a narrative</p> <p>To discuss historical events and to compare them to present day.</p> <p>To use persuasive devices and effective sentence structure.</p>
	Film Narrative	<p>To understand key features in a historical story.</p> <p>To have an understanding of a sequence of film events in chronological order.</p> <p>To be able to recall main events in a story.</p> <p>To be able to map out scenes of a film in a logical order.</p> <p>To be able to show an understanding of the structure of scenes.</p> <p>To show a character's feelings by writing in a role.</p> <p>To be able to use describing words/phrases.</p> <p>To be able to use different sentence lengths for effect.</p> <p>To be able to use different sentence starters to provide interest.</p> <p>To identify and use parenthesis.</p> <p>To use the features of an eye-witness account to write a report on something I have seen.</p> <p>To be able to write in the first person and past tense.</p> <p>To be able to write in chronological order.</p> <p>To be able to take on the persona of a character.</p> <p>To use drama to understand the feelings of a character.</p>
	Newspapers	<p>To identify &amp; explain the features of a newspaper.</p> <p>To plan a newspaper article using these key features.</p> <p>To consider how to write an opening paragraph to a newspaper recount.</p> <p>To be able to use witness dialogue/statements to move the recount forward.</p> <p>To be able to write a concluding paragraph to effectively close the story for the reader.</p> <p>To write a newspaper article that includes most key features.</p> <p>To be able to use a formal tone.</p>
	Kensuke's Kingdom	<p>To recognise and evaluate the features of the opening to a story.</p> <p>To be able to explain how a writer can hook a reader in to a story.</p> <p>To contribute ideas to a discussion.</p> <p>To explore characters' feeling through drama.</p> <p>To be able to write in the first person, exploring character perspective.</p> <p>To be able to write a recount in the correct verb tense.</p> <p>To be able to use temporal conjunctions</p>

		<p>To be able to write an informal letter.</p> <p>To recognise the effects of language choices.</p> <p>To contribute ideas to a discussion, to find evidence from a text.</p> <p>To investigate how characters are presented.</p> <p>To create a play script from a summarised section of a text.</p> <p>To write another text form (instructions) based on knowledge of a story.</p> <p>To identify shifts in formality.</p> <p>To be able to plan a persuasive leaflet.</p> <p>To be able to write persuasively.</p>
	<p><b>Narrative Poem</b></p>	<p>To recognise features of a narrative poem.</p> <p>To understand how characters are described effectively within a narrative poem.</p> <p>To recognise and use figurative language.</p> <p>To understand a character using information from a text.</p> <p>To demonstrate understanding of the characters with the answers they give to the questions.</p> <p>To understand that characters can have elements of goodness and bad.</p> <p>To justify their opinions with evidence from the text.</p> <p>To start a new paragraph when discussing a different character.</p> <p>To vary sentence openers.</p> <p>To use conjunctions to make links between paragraphs.</p>