

English Writing Long-Term Plan-Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Reader-Taken from reading spine						
Unit/Book						
Publish	History essay		History essay			
Spelling-Following SCODE -See National Curriculum Appendix (Link below)	<p>SCODE focus sound /f/ coded f, ff, ph, gh including curriculum words; familiar, foreign, forty, frequently, profession, sacrifice, sufficient, physical.</p> <p>Hip homophones; father/further, affect/effect, profit/prophet.</p>	<p>SCODE words ending ent/ant (plus ence/ance) including curriculum words; equipment, government, development, excellent, environment, parliament, convenient, apparent, ancient, sufficient, relevant.</p> <p>Hip homophones; complement/compliment.</p> <p>Superb suffixes; ment</p>	<p>SCODE words ending ency/ancy (plus ent/ant/ence/ance) including curriculum words; frequent, apparent, convenient, ancient, sufficient, existence, occurrence, convenience, hindrance, nuisance.</p> <p>Hip homophones; effect/affect,</p>	<p>SCODE focus sound /s/ coded s, ss including curriculum words; sentence, suppose, special, strength, consider, correspond, recognise, curiosity, desperate, controversy, secretary, sacrifice, signature, sincere, nuisance, restaurant,</p>	<p>SCODE focus sound /s/ continued coded c, -se, -ce, sc including curriculum words; bruise, conscience, existence, convenience, hinderance, muscle, conscious, disastrous, marvellous, mischievous.</p>	<p>SCODE focus sound /n/ coded n, nn, kn, gn including curriculum words; natural, naughty, notice, answer, necessary, neighbour, nuisance, language, guarantee, explanation, lightning, definite, determined, signature, bargain,</p>

		Powerful prefixes; ant	aloud/allowed, heard/herd Apostrophe Academy - Contractions including; contractions v's pronouns.	especially, suggest, persuade, soldier, system, symbol, stomach, sufficient, aggressive, embarrass, necessary, harass, cemetery. Hip homophones; past/passed, desert/dessert, guest/guessed.	Hip homophones; cereal/serial, advice/advise, practice/practise, device/devise. Superb suffixes; -ous	interrupt, interfere. Powerful prefixes; in, inter
Punctuation and Grammar	Use capital letters, full stops, question marks, exclamation marks to demarcate sentences. Use relative clauses with who, which, where, why or whose. Use commas to demarcate a relative clause in a sentence.	Use relative clauses with who, which, where, why or whose. Consistently Use capital letters, full stops, question marks, exclamation marks to demarcate sentences. Accurately use commas to demarcate a relative clause in a sentence. Use brackets, dashes and commas to indicate parenthesis.	Use inverted commas for direct speech and its associated punctuation. I can use more sophisticated conjunctions (for example, although, however, nevertheless). Use brackets, dashes, ellipsis and commas to indicate parenthesis.	Use nouns, pronouns and tenses accurately and consistently throughout. Indicate degrees of possibility using adverbs (for example, perhaps, surely).	Use commas to clarify meaning or avoid ambiguity in my writing. Let's eat Grandma. Let's eat, Grandma. Indicate degrees of possibility using modal verbs (for example, might, should, will, must).	Use nouns, pronouns and tenses accurately and consistently throughout. Use all taught punctuation effectively. I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).

	Use pronouns to avoid repetition.	Use inverted commas for direct speech and its associated punctuation				
Handwriting- Following Letter-join-see link below	Use diagonal and horizontal strokes needed to join letters. Understand which letters are best left unjoined.	Develop the fluency of joined script.	Maintain handwriting with fluency.			Write legibly, fluently and with increasing speed.
Text Structure and Organisation Plan writing to ensure clear, logical sequenced ideas.	Use paragraphs with clear themes to organise writing.	Consistently organise work into paragraphs in a range of text types. I can link clauses in sentence using a range of subordinating and coordinating conjunctions.	Build cohesion within a paragraph (for example, then, after that)	Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly).	Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. He had seen her before.)	I can accurately adapt sentence structure to text type.
Composition and Effect I can write for a range of purposes (myths, legends, stories, play-scripts,	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type.	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using	Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using

<p>instructions, recounts, persuasive writing, letters, leaflets, articles, debates and poetry).</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>organisational devices appropriate to the text type.</p> <p>Select appropriate vocabulary to enhance meaning.</p> <p>I can add expanded noun phrases to make sentences more precise and detailed.</p>	<p>Use a range of sentence openers -(e.g. – ed verbs, - ing starters, similes, fronted adverbials to tell the reader how, when or where)</p>	<p>organisational devices appropriate to the text type.</p> <p>Use a range of sentence openers - (e.g. – ed verbs, - ing starters, similes, fronted adverbials to tell the reader how, when or where)</p> <p>Select interesting strategies to move a story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts).</p>	<p>organisational devices appropriate to the text type.</p> <p>Select interesting strategies to move a story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts).</p> <p>Use linguistic features to make writing more interesting- metaphors/simile/ personification to make writing interesting.</p>	<p>organisational devices appropriate to the text type.</p> <p>Select interesting strategies to move a story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts).</p> <p>I can recognise vocabulary and structures that are appropriate for formal writing.</p> <p>Use a wider range of linguistic features.</p>	<p>organisational devices appropriate to the text type.</p> <p>Select interesting strategies to move a story forward (e.g. characterisation, dialogue with the audience, dialogue and negotiation within contexts).</p> <p>Use a range of sentence openers – judging the impact or effect needed.</p> <p>Use a wide range of linguistic features.</p> <p>Produce thoughtful and considered writing (uses simple explanation, opinion,</p>
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						justification and deduction).
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Spelling National Curriculum Appendix-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Letter-join- <https://www.letterjoin.co.uk/log-in.html>