



Year 5 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	<p>Narrative The Midnight Fox</p> <p>Write a 5 part story using language to evoke mood, atmosphere and develop characterisation</p> <p>Transform for GDS Change the atmosphere of the story with a focus on how language choices sentence structure and grammar will change to change the atmosphere</p>	<p>Narrative The Midnight Fox</p> <p>Write a 5 part story using language to evoke mood, atmosphere and develop characterisation</p> <p>Transform for GDS Change the atmosphere of the story with a focus on how language choices sentence structure and grammar will change to change the atmosphere</p>	<p>Narrative The Midnight Fox</p> <p>Write a 5 part story using language to evoke mood, atmosphere and develop characterisation</p> <p>Transform for GDS Change the atmosphere of the story with a focus on how language choices sentence structure and grammar will change to change the atmosphere</p>	<p>Narrative The Midnight Fox</p> <p>Write a 5 part story using language to evoke mood, atmosphere and develop characterisation</p> <p>Transform for GDS Change the atmosphere of the story with a focus on how language choices sentence structure and grammar will change to change the atmosphere</p>	<p>Discussion The Midnight Fox</p> <p>Plan, compose, edit and refine a balanced discussion; presenting two sides of argument. Use words and phrases that support the overall viewpoints of the discussion.</p> <p>Transform for GDS Combine the discussion text with another text</p>	<p>Recount The Midnight Fox</p> <p>Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p>Transform for GDS Write the same recount for two or three audiences, appealing to each</p>	<p>Recount The Midnight Fox</p> <p>Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p>Transform for GDS Write the same recount for two or three audiences, appealing to each one through managed shifts</p>



Year 5 Writing Overview

					type with a clear audience and form.	one through managed shifts of formality.	of formality.
Autumn 2	<p>Narrative There's a boy in the girl's bathroom</p> <p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>Transform for</p>	<p>Narrative There's a boy in the girl's bathroom</p> <p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>Transform for</p>	<p>Narrative There's a boy in the girl's bathroom</p> <p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>Transform for</p>	<p>Narrative There's a boy in the girl's bathroom</p> <p>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>Transform for</p>	<p>Persuasion There's a boy in the girl's bathroom</p> <p>Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same</p>	<p>Non Chronological Report Range of Non-Chronological Reports</p> <p>Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied</p>	<p>Non Chronological Report Range of Non-Chronological Reports</p> <p>Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied</p>



Year 5 Writing Overview

	<p>GDS Change the story to focus on a different technique looking at how the language choice changes.</p>	<p>GDS Change the story to focus on a different technique looking at how the language choice changes.</p>	<p>GDS Change the story to focus on a different technique looking at how the language choice changes.</p>	<p>GDS Change the story to focus on a different technique looking at how the language choice changes.</p>	<p>subject.</p> <p>Transform for GDS Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p>	<p>and language and grammatical features are used appropriately for a specific audience.</p> <p>Transform for GDS Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p>	<p>and language and grammatical features are used appropriately for a specific audience.</p> <p>Transform for GDS Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p>
--	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Year 5 Writing Overview



Year 5 Writing Overview