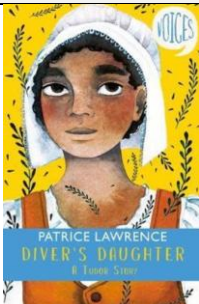
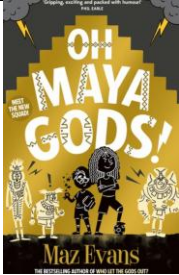


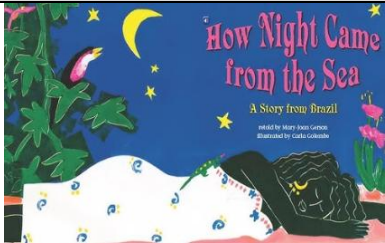
Nacton C of E Primary School

Writing Long Term Plan UKS2

Cycle A Year 5 and 6			
Autumn Term 1 (The Tudors)			
Book		Weeks	What the children will write
	Divers Daughter – a Tudor tale by Patrice Lawrence	3	Writing to Entertain Narrative Context: A retelling of the story in 1st person Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Describe settings, characters and atmosphere • Initiate dialogue to convey character and advance the action • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials of time, place and number • Use brackets, dashes or commas to indicate parenthesis
			Writing to Inform Information text Context: An information text on the Tudor Dynasty Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Use relative clauses beginning with who, which, where, when,

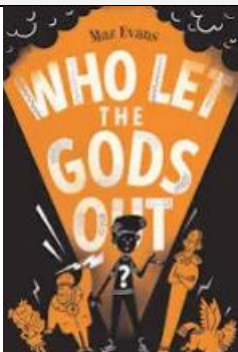
			whose, that or an omitted relative pronoun - Note and develop initial ideas, drawing on reading and research - Use organisational and presentational devices to structure text Use brackets, dashes or commas to indicate parenthesis
Autumn Term 2 (Local study Rivers)			
	The Explorer by Katherine Rundell	2	Writing to Entertain Narrative Context: 3rd Person narrative about children being stuck in the rainforest Objectives: - Link ideas across paragraphs using adverbials of time, place and number - Describe settings, characters and atmosphere - Initiate dialogue to convey character and advance the action - Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Link ideas across paragraphs using adverbials of time, place and number - Use brackets, dashes or commas to indicate parenthesis
		3	Writing to Discuss Balanced argument Context: on hydroelectric power Objectives: - Use modal verbs or adverbs to indicate degrees of possibility - Use devices to build cohesion within a paragraph

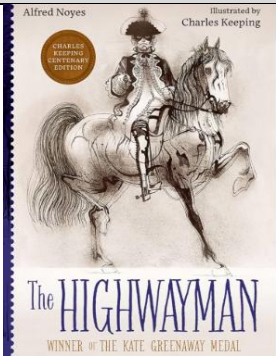
			• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use commas to clarify meaning or avoid ambiguity in writing • Identify the audience for and purpose of writing • Link ideas across paragraphs using a wide range of cohesive devices • Use organisational and presentational devices to structure text • Note and develop initial ideas, drawing on reading and research
Spring Term 1 (Mayans)			
	Oh Maya Gods by Katherine Rundell	2	Writing to Entertain Narrative Context: A narrative about an archaeologist child travelling back to Maya times. Objectives: • Describe settings, characters and atmosphere • Précis longer passages • Integrate dialogue to convey character and advance the action • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number • Link ideas using tense choices
		2	Writing to Inform Information text Context: The history of chocolate (link to Mayans) Objectives:

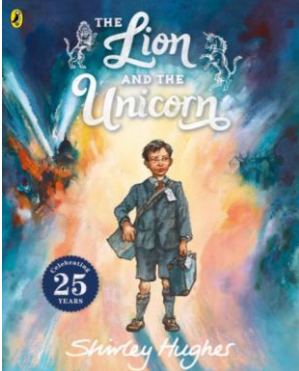
			• Link ideas across paragraphs using adverbials of time, place and number • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Note and develop initial ideas, drawing on reading and research • Use organisational and presentational devices to structure text • Use brackets, dashes or commas to indicate parenthesis
Spring Term 2 (Brazil)			
	How night came from the sea by Mary-Joan Gerson	3	Writing to Entertain Narrative Context: 3rd Person Narrative about being stranded on an island. Objectives: • To use fronted adverbial phrases • To use expanded noun phrases to describe setting and character • To use figurative language (similes, metaphors and personification) • To consistently use the correct tense
NON-FICTION		2	Writing to Persuade Informal letter Context: To persuade people to come to Brazil Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Use relative clauses beginning with who, which, where, when,

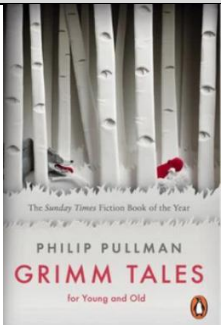
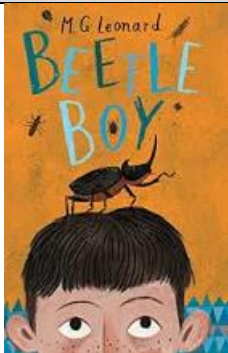
			whose, that or an omitted relative pronoun • Note and develop initial ideas, drawing on reading and research • Use brackets, dashes or commas to indicate parenthesis • Use modal verbs to show degree of possibility
Summer Term 1 (Vikings)			
	1000 Year Old Boy by Ross Welford	2	Writing to Entertain Narrative Context: Character description of the 1000 year old boy Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Describe settings, characters and atmosphere • Initiate dialogue to convey character and advance the action • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials of time, place and number • Use brackets, dashes or commas to indicate parenthesis
		2	Writing to Inform Information text Context: Informal information piece on how to be a Viking Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

			- Note and develop initial ideas, drawing on reading and research - Use organisational and presentational devices to structure text Use brackets, dashes or commas to indicate parenthesis
Summer Term 2 Galapagos			
	Darwin's dragons by Lindsey Galvin	2	Writing to Persuade Letter Context: A letter as Syms Covington Objectives: - Link ideas across paragraphs using adverbials of time, place and number - Describe settings, characters and atmosphere - Initiate dialogue to convey character and advance the action - Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Link ideas across paragraphs using adverbials of time, place and number - Use brackets, dashes or commas to indicate parenthesis
		2	Writing to Persuade Formal Persuasive letter Context: Letter to persuade to protect Galapagos Giant Tortoises Objectives: - Use modal verbs or adverbs to indicate degrees of possibility - Use devices to build cohesion within a paragraph - Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Use commas to clarify meaning or avoid ambiguity in writing

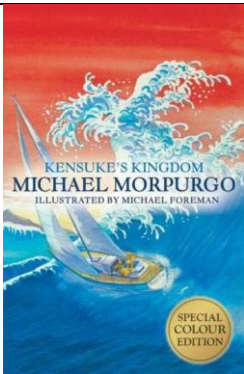
			- Identify the audience for and purpose of writing - Link ideas across paragraphs using a wide range of cohesive devices - Use organisational and presentational devices to structure text - Note and develop initial ideas, drawing on reading and research
Cycle B Year 5 and 6			
Autumn Term 1 (Greeks)			
Book		Weeks	What the children will write
	Who let the gods out by Maz Evans	4	Writing to Entertain Narrative Context: Diary Entry about the events of the first 6 chapters Objectives: - Link ideas across paragraphs using adverbials of time, place and number - Describe settings, characters and atmosphere - Initiate dialogue to convey character and advance the action - Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Link ideas across paragraphs using adverbials of time, place and number - Use brackets, dashes or commas to indicate parenthesis
			Writing to Inform Information text on Greek mythology Context Objectives: Link ideas across paragraphs using adverbials of time, place and number

			• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Note and develop initial ideas, drawing on reading and research • Use organisational and presentational devices to structure text • Use brackets, dashes or commas to indicate parenthesis
Autumn Term 2 (Climate Change)			
	The Highwayman by Alfred Noyes	3	Writing to Entertain Descriptive writing Context: A description of the highwayman A diary entry as Bess 3rd person narrative about a highwayman Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Describe settings, characters and atmosphere • Initiate dialogue to convey character and advance the action • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials of time, place and number • Use brackets, dashes or commas to indicate parenthesis
		2	Writing to Persuade Persuasive letter Context - recycling (Link to Geography)

			Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Note and develop initial ideas, drawing on reading and research • Use brackets, dashes or commas to indicate parenthesis • Use modal verbs to show degree of possibility
Spring Term 1 (Second World War)			
	The Lion and the Unicorn by Shirley Hughes	3	Writing to Entertain Historical narrative Context: character evacuated and returns home Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Describe settings, characters and atmosphere • Initiate dialogue to convey character and advance the action • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials of time, place and number • Use brackets, dashes or commas to indicate parenthesis
		2	Writing to Persuade Balanced argument Context – Evacuation Objectives:

			• Use modal verbs or adverbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use commas to clarify meaning or avoid ambiguity in writing • Identify the audience for and purpose of writing • Link ideas across paragraphs using a wide range of cohesive devices • Use organisational and presentational devices to structure text • Note and develop initial ideas, drawing on reading and research
Spring Term 2 (erosion)			
	Grimm Tales by Phillip Pullman	5	Writing to Entertain Narrative Context: Character description of the wolf from litter red riding hood Context: 3 rd person narrative of a twisted fairytale Objectives:
	Information Text	2	Writing to Inform Information text Context: on How to stay healthy (science link) Objectives:
Summer Term 1 (Windrush)			
	Beetle Boy by MG Leonard	3	Writing to Entertain Narrative Context: Character description on an antagonist with a mutation Context: 1 st Person Narrative with an antagonist with a mutation Objectives:

			• Link ideas across paragraphs using adverbials of time, place and number • Describe settings, characters and atmosphere • Initiate dialogue to convey character and advance the action • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials of time, place and number Use brackets, dashes or commas to indicate parenthesis
		2	Writing to Discuss Newspaper Report Context: A newspaper report on the Windrush Generation Objectives: • Identify the features of a newspaper report • Write in the third person • Use the past tense consistently • Write a clear opening paragraph • Organise ideas into paragraphs • Use direct and reported speech • Use formal, factual language • Select and vary sentence structures • Use fronted adverbials • Use relative clauses • Use punctuation accurately • Use ambitious vocabulary • Summarise events objectively • Proofread and improve writing
Summer Term 2 (Oceans)			

	The arrival by Shaun Tan	3	Writing to Entertain Context: Objectives: • Link ideas across paragraphs using adverbials of time, place and number • Describe settings, characters and atmosphere • Initiate dialogue to convey character and advance the action • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials of time, place and number Use brackets, dashes or commas to indicate parenthesis
	Kensuke's Kingdom	4	Writing to Discuss Recount Objectives: • Identify the purpose of a recount • Write in the first person • Use the past tense consistently • Organise writing chronologically • Include key detail and information • Use paragraphs to structure the recount • Select appropriate vocabulary • Use a range of sentence structures • Use adverbials of time and place • Include personal feelings and reflections • Maintain a clear and coherent style • Use punctuation accurately • Proofread and edit writing