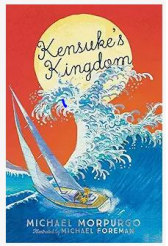
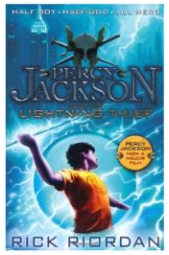
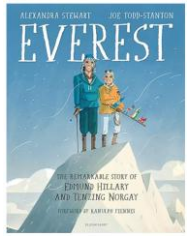
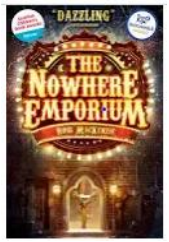
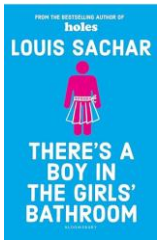
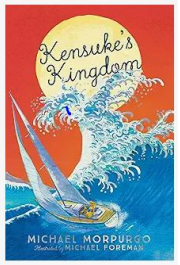
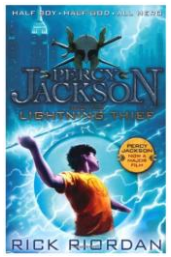
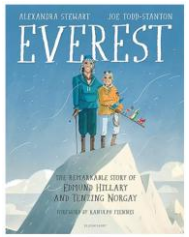
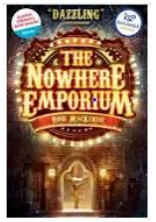
PDET Year Five Writing Medium Term Plan

Yr5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text 1	Persuasion	Diary recount	Build up, middle and climax. Different point of view	Beginning, Middle ,Climax	Creative non-chron	Short Story
						
	Skills • Use adverbs that indicate a strong possibility. Certainly, surely, definitely, clearly, obviously undoubtedly. • Use modal verbs with ahigh possibility: can, will, would, must, should • Uses linking ideas across paragraphs: secondly, Firstly it could be argued.	Skills • Uses a range of Tence choices to link ideas across paragraphs. • To use conjunctions where the second clause is cohesive to the first. while, before, after • To ensure that the description is multi layered (precise verbs ,adverbs and adjectives)	Skills • To use tenses or implied choices to recap prior knowledge of a character. • To use speech to communicate key or changing events in the story. • To ensure that the characters interact within a setting.	Skills • Speech to show that time is passing or has passed. • To ensure that the setting reflects the mood of the character and vice versa. • To use a dash to create pace and atmosphere	Skills • Use where as relative pronouns to talk about a location or events. • To use like and as to introduce a simile to create an atmosphere. • Use bullet points for a list of points or to highlight key issues	Skills • To vary the placement of relative clauses. • Integrate dialogue to convey character and advance the action. • Uses dashes to indicate parenthesis informally.
	Pupil Outcome Dad`s perspective. Persuade Michael and Mum to travel the world.	Pupil Outcome The day he discovers he`s not normal. Diary from Percy Jackson`s point of view.	Pupil Outcome To tell the story of reaching the summit from Tenzings (sherpa)point of view.	Pupil Outcome In the cinema- air raid and bombs hitting- Sukie gone.	Pupil Outcome Non-chron on the Emporium rooms.	Pupil Outcomes Best example book Boy in the girls bathroom
	Teacher Model text Persuade dad to stay at home.	Teacher Model Text Arriving at Camp Half Blood and finding out you are a demi God.	Teacher Model Text Tell the story of reaching the summit from Edwards point of view.	Teacher Model Text Own model- at a birthday party, air raid and dash into shelter- dad is gone	Teacher Model Text Non-Chron on Willy Wonka`s factory- the rooms.	Teacher Model text A bullying story based on the book.

PDET Year Five Writing Medium Term Plan

Text 2	Character Setting	Build up and climax	Discussion	Letter persuasion Formal tone	Build up, climax, resolution	Letter Recount
						
	Skills • Who Relative clauses. Use and punctuate. • Use locations as a linking idea across paragraphs. • To sustain an idea by using accurate pronouns.	Skills • Use relative pronouns which for objects and animals • Use adverbials of time to link ideas across paragraphs • To portray a characters personality through speech(uses by or about the,)	Skills • Using adverbs : maybe, possibly, perhaps, probably indicate a lower level of possibility. • Indicates degrees of lower possibility using modal verbs. may, might, could • To use brackets to record interesting facts in information texts	Skills • Sustain the degree of possibility cohesively (high or low) • Combine adverbs and model verbs cohesively • To sustain an authoritative, formal writing style.	Skills • Use Speech to introduce a location to move/advance the plot forward. • To use personification cohesively to enhance the character or setting atmosphere. • .To sustain additional cohesive information about a character or setting.	Skills • Choose and sustain the appropriate register. • To use common colloquialism and subtle informal language in speech. • Vary parenthesis ( ) Rhetorical questions
	Pupil Outcome Michael washed up on an Island and enters the forest.	Pupil Outcome Enter Medusa home. Cut off head.	Pupil Outcomes Should Sherpas be used to climb Everest?	Pupil Outcomes Queenie writing to persuade the villagers to accept refugees. Fairness- address fears etc	Pupil Outcome Nowhere Emporium is crumbling. Room – nothing. Daniel re-writes The Book of Wonders.	Pupil Outcomes Write to Carla about ……
	Teacher Model text Michael on a boat. A nice day turning into a storm.	Teacher Model text Enter forest- Minotaur chasing Percy Jackson Kills mum	Teacher Model Text Should visitors be allowed to climb Ben Nevis?	Teacher Model Text Letter to the Government to accept refugees from Ukraine. Include data	Teacher Model Text Based on Mr.Magorium`s Emporium build up to Mr Magorium leaves, shop dies. Molly believes and saves the shop.	Teacher Model Text Write to Carla about a different event
Text 3		Poetry (1 week)		Poetry (1 Week)		Poetry 1 week

PDET Year Five Writing Medium Term Plan

Continuous	Learning of Deconstruction of the model text (box up)	Generating Ideas and Vocab	Plan	Edit
Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Encapsulates what they want to say, sentence by sentence. a and an tenses determiners plural possession standard English Stand alone Grammar commas to clarify meaning or ambiguity omitted pronoun subject, verb agreement pronouns **Will be achieved as a result of the opportunities presented by the teacher:** Writes for different purposes (e.g. narratives, poetry, real events) Writes narratives about personal experiences and those of others (real and fictional)	Being introduced to non-fiction books that are structured in different ways Become increasingly familiar with and retelling a wider range of stories e.g. fairy stories and traditional tales discussing the sequence of events in books and how items of information are related	Says out loud what they are going to write about. Generates ideas and/or key words, including new vocabulary.	Plans what they are going to write about. Writes down ideas and/or key words, including new vocabulary.	Makes simple additions, revisions and corrections to their own writing by evaluating their work with teacher and peers. Re-reads to check for sense and that verb tenses are used consistently, including in the continuous form. Proof reads for errors in spelling, grammar and punctuation. Reads aloud what they have written with appropriate intonation to make the meaning clear.