**Ghyllgrove Community Primary School**

**Year**  **Writing - Medium Term Planning**

**AUTUMN TERM 2023**

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| **Writing outcome** | **Duration**  | **National Curriculum Key objectives - WALTS** | **Class Text** **Book Stimulus** |
| Week 1 & 2Narrative | 2 weeks | **OUTCOME:** Narrative – Character description Objectives covered:Genre – WALT: Identify how a character description is structured.Vocabulary – WALT: Use exciting and interesting adjectives appropriate for a character descriptionSkill – WALT: Recognise and use expanded noun phrasesSkill – WALT : Recognise and use similesPlanning – WALT: Generate ideas for writing.  Extended writing x2 – WALT: Create writing which is organised, imaginative and clearEdit and review – WALT: Edit and improve our work. Review, edit or present – WALT: present our work using neat, fluent and legible handwriting. | Eurydice and OrpheusMinotaur |
| Week 3 & 4  Narrative | 2 weeks | **OUTCOME:** Narrative – Write a myth based on what is found in Pandora’s box.<https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zgwwr2p>https://www.pontefractacademiestrust.org.uk/wp-content/uploads/2020/12/Year-5-English-Greek-Myths-Overview.pdfObjectives covered:Genre – WALT: Identify how a myth is structured.Vocabulary – WALT: Use exciting and interesting vocabulary appropriate for a mythSkill – WALT: Recognise adverbial phrases and clausesSkill – WALT: Use adverbs and/or adverbials for cohesion across a text e.g. however, meanwhile, beforePlanning – WALT: Plan a myth to entertain an audienceExtended writing x2 – WALT: Write a myth to entertain an audience.Edit and review – WALT: Edit and improve our work.Review, edit or present – WALT perform our writing to an audience varying voice for dramatic effect. | Pandora’s Box |
| Week 5 & 6Recount | 2 weeks | **OUTCOME:** Diary Entry – to record and reflect emotions on constellation crash – PoV diary entry (Elliot or Virgo)<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z4qtqfr><https://teachers.thenational.academy/lessons/to-identify-the-features-of-a-diary-entry-cngp6d>Objectives covered:Genre – WALT: Identify how a diary entry is structured – time connectivesVocabulary – WALT: Recognise and use emotive words.Skill – WALT: Use relative clauses to add detail to sentencesExperiment with clause position in complex sentencesSkill – WALT: Orchestrate a range of sentence structuresPlanning – WALT: Plan and organise our writing into paragraphs. Extended writing x2 – WALT: Communicate feelings, emotions and opinions within a diary entry.Edit and review – WALT: Edit and improve our work.Review, edit or present – WALT: present our work using neat, fluent and legible handwriting | Who Let The Gods OutChapter 5 Strangers in the Night (page 36 – 47). |
| **Half term** |
| Week 1 & 2Non Chronological Report | 2 weeks |  **OUTCOME –** Non-Chronological reports- categories of immortals – Deities/ Constellations/ Elementals/ Neutrals and DaemonsObjectives covered:Genre – WALT Vocabulary – WALT: Identify how a Non-Chronological Report is structuredSkill – WALT: Use devices for cohesion within a paragraphSkill – WALT: Use devices for cohesion within a paragraphPlanning – WALT: Plan and organise our writing into paragraphs. Extended writing x2 – WALT: Structure and organise writing in well linked paragraphsEdit and review – WALT: Edit and improve our work.Review, edit or present – WALT Evaluate the work of others and suggest improvements | Who Let The Gods OutChapter 6 The Swimming Lesson (page 48 – 66 but especially **pages 59 and 60).** |
| Week 3 & 4 Recount | 2 weeks | **OUTCOME –** Recount – Newspaper report, to inform – readers of the near theft of Crown Jewels.Objectives covered:Genre – WALT: Identify the features of a newspaper report.Vocabulary – WALT: know the difference between fact and opinion.Skill – WALT: Use the features of a newspaper reportSkill – WALT: Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) - CLARITYPlanning – WALT: Plan and organise our writing into paragraphs. Extended writing x2 – WALT: Develop our ideas using additional detail and explanation in our paragraphs.Edit and review – WALT: Change vocabulary and grammar to enhance effects and clarify meaning.Review, edit or present – WALT experiment with layout and structure to present writing in an engaging way.  | Week 3 & 4 Who Let The Gods OutChapters 21 -25 (Pages 253 -304 but especially **pages 274 -287).** |
| Week 5 & 6Persuasive Letter | 2 weeks | **OUTCOME –** Persuasive – Persuasive letter to encourage people to visit Greece. Cross Curricular link with topic.Objectives covered:Genre – WALT: Identify the features of a persuasive letterVocabulary – WALT: Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, willSkill – WALT: Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, thatSkill – WALT: Use relative clauses to add detail to sentencesPlanning – WALT: Plan and organise our writing into paragraphs. Extended writing x2 – WALT: Write a persuasive letterEdit and review – WALT: Edit and improve our work.Review, edit or present – WALT: Revise their work to ensure that the content and style of writing accurately reflects the purpose. |  |
| Week 7  | 1 Week | **OUTCOME –**Objectives covered:Genre – WALT: Explore a range of poetry about WinterVocabulary – WALT: Carefully select words to create effects and create vivid descriptionsPlanning – WALT Plan and organise our writing into stanzas. Extended writing x2 – WALT:Edit and review – WALT: Edit and improve our work.Review, edit or present – WALT: Perform our work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear | Poetry - figurative languageTo entertain and excite – with language |