

WRITING MEDIUM TERM PLANNING - YEAR 5

ADVENT 2025-26

CONTEXT FOCUS:

Narrative – Descriptive Setting

When writing narratives, consider ways in which settings can be developed referring to books have read, listened to, seen performed.

PURPOSE:

To describe the sights and sounds of a garden.

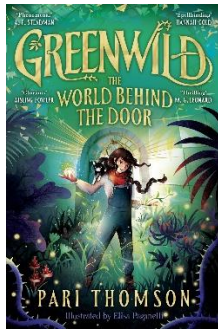
FINAL WRITTEN OUTCOME:

To write paragraphs of correctly punctuated sentences describing a garden setting.

- **Sentences to include a subject and verb.**
- **Sentences to begin with a capital letter.**
- **Sentences to end with a full stop.**
- **Sentences to include an expanded noun phrase.**
- **Sentences to include a fronted adverbial.**
- **Sentences to include conjunction to join clauses.**
- **Sentences are written in past tense.**

KEY TEXTS / IMAGES

Greenwild: The Wild Behind the Door – paragraph 1 the forest (p61-62), paragraph 2 the people in front of the glasshouse (p67), paragraph 3 the glasshouse (p68); images and clips of video and sounds of a forest. Images of the glasshouse (AI generated and real similar images), sounds of a crowd chattering, images of a crowd standing in front of something.



COMPOSITION SKILLS

GRAMMAR

Write a range of sentence structures which are grammatically accurate.

Identify and select determiners (understand articles as specific determiners (an, the, a)

subject, verb, adverbial, fronted adverbial, expanded noun phrase (prior learning)

cohesion, determiner

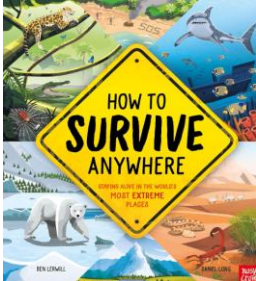
Maintain the correct tense.

	eg. Beneath the ancient canopy of twisted branches, shafts of light shimmered across the radiant glasshouse, where a peculiar and expectant crowd whispered in hushed voices.
PUNCTUATION	<i>Demarcate sentences correctly – use a comma for a pause in complex sentences.</i> Eg. The towering trees swayed gently in the stillness, while shadows crept beneath the canopy like silent watchers.
VOCABULARY	P1 - The Forest (pp. 61–62) • Nouns: canopy, undergrowth, shafts of light • Verbs: whispered, loomed • Adjectives: towering, shadowy, ancient • Adverbials: beneath the canopy, in the stillness P2 - The People on the Lawn (p. 67) • Nouns: crowd, lanterns, expressions • Verbs: murmured, clustered • Adjectives: peculiar, expectant, colourful • Adverbials: in hushed voices, shoulder to shoulder P3 - The Glasshouse (p. 68) • Nouns: glasshouse, dome, reflections • Verbs: shimmered, beckoned • Adjectives: intricate, radiant, vast • Adverbials: under the moonlight, within its walls
PLANNING	<i>Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop.</i> Annotate a picture of the setting with expanded noun phrases. Choose a handful of vocabulary that we want to include from the word bank.
DRAFTING	<i>Organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs.</i> Split writing into 3 paragraphs and focus on 1 paragraph per cluster.
EDITING	<i>Evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning.</i>

	<i>Proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation.</i> Use peer edit and self editing.
SHARING	<i>Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience.</i> Read aloud to the class when complete – record and put on server. Use QR to put in books.

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CONTEXT FOCUS: Information report – non-chronological report	PURPOSE: To inform the reader of ways to survive in the wilderness.	FINAL WRITTEN OUTCOME: To write paragraphs of correctly punctuated factual statements about how to survive in the wilderness. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include an expanded noun phrase. • Sentences to include a fronted adverbial. • Sentences to include conjunction to join clauses. • Sentences to include an imperative verb.
KEY TEXTS / IMAGES	How To Survive Anywhere – non-fiction book about how to survive in different climates/biomes. 	
COMPOSITION SKILLS		
GRAMMAR	<i>Write a range of sentence structures which are grammatically accurate.</i> <i>Identify and select determiners (understand articles as specific determiners (an, the, a)</i> <i>subject, verb, adverbial, fronted adverbial, expanded noun phrase (prior learning)</i> <i>cohesion, determiner</i> <i>Maintain the correct tense.</i>	
PUNCTUATION	<i>Demarcate sentences correctly – use a comma for a pause in complex sentences.</i> Eg. To survive in the wilderness, you must forage for food, build a shelter, show endurance.	

VOCABULARY	Forage, Shelter, Navigation, Purify, Signal, Sustenance, Resilient, Camouflage, Resourceful, Endurance
PLANNING	<i>Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop.</i> Decide on the 4 sections together based on our stimulus text and then decide what to include.
DRAFTING	<i>Organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs.</i> Split writing into 4 sections and focus on 1 section per cluster.
EDITING	<i>Evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning.</i> <i>Proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation.</i> Use peer edit and self editing.
SHARING	<i>Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience.</i> Handout our survival guides to other classes.

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CONTEXT FOCUS: Narrative – Character description	PURPOSE: To describe a character’s appearance and personality.	FINAL WRITTEN OUTCOME: To write paragraphs of correctly punctuated sentences about a fictional character. • Sentences to include a subject and verb. • Sentences to begin with a capital letter. • Sentences to end with a full stop. • Sentences to include an expanded noun phrase. • Sentences to include a fronted adverbial. • Sentences to include a relative clause. • Sentences to include conjunction to join clauses.
KEY TEXTS / IMAGES	Matilda by Roald Dahl – description of Miss Trunchbull. 	
COMPOSITION SKILLS		
GRAMMAR	<i>Write a range of sentence structures which are grammatically accurate.</i> <i>Identify and select determiners (understand articles as specific determiners (an, the, a)</i> <i>subject, verb, adverbial, fronted adverbial, expanded noun phrase (prior learning)</i> <i>cohesion, determiner, relative clause</i> <i>Maintain the correct tense.</i>	
PUNCTUATION	<i>Demarcate sentences correctly – use a comma for a pause in complex sentences.</i>	

VOCABULARY	Harsh, intimidating, cruel, powerful, terrifying – Miss Trunchbull Gentle, kind, caring, patient, modest – Miss Honey
PLANNING	<i>Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop.</i> Write 2 extended paragraphs about the character – one about appearance, one about personality. 1 paragraph per cluster. Brainstorm ideas first.
DRAFTING	<i>Organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs.</i> Split writing into 2 paragraphs and focus on 1 per cluster.
EDITING	<i>Evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning. Proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation.</i> Use peer edit and self editing.
SHARING	<i>Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience.</i> Read aloud using intonation to show whether character is good or bad.