

WRITING MEDIUM TERM PLANNING – YEAR 5

ADVENT 2026-27

CONTEXT FOCUS:

Narrative – Descriptive Setting

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

PURPOSE:

To describe the sights and sounds of a meadow.

FINAL WRITTEN OUTCOME:

To write a paragraph of correctly punctuated sentences describing a meadow setting.

- **Sentences to include a subject and a predicate.**
- **Sentences to begin with a capital letter.**
- **Sentences to end with a full stop.**
- **Sentences to include expanded noun phrases.**
- Use fronted adverbials to give information about where, when or how.
- Use commas after fronted adverbials.
- Use prepositions to join noun phrases to create a double noun phrase.
- Use a range of sentence structures to create an effective description.

KEY TEXTS / IMAGES

Varmints by Helen Ward – stimulus text – pictures from the book

Teacher written modelled example

Images of real nearby/British meadows

Sounds of a meadow with bees https://www.youtube.com/watch?v=5n_Kza9dOWA



COMPOSITION SKILLS

GRAMMAR	<i>Write a range of sentence structures which are grammatically accurate.</i> Capital letters, full stops. Expanded noun phrases use a comma where necessary. Prepositions join two noun phrases to create a double noun phrase. Eg. Bumbling bees buzzed noisily through the luscious, fragrant meadow. The exultation of larks soared gracefully over the meadow.
PUNCTUATION	<i>Demarcate sentences correctly.</i> Use of capital letters, full stops and commas. Eg. Bumbling bees buzzed noisily through the luscious, fragrant meadow.
VOCABULARY	<i>Use vocabulary which is becoming more precise.</i> <i>Begin to use a thesaurus to expand vocabulary.</i> Using word banks and thesauruses to find more precise nouns, eg. names of birds, and uplevel verbs. Eg. The exultation of larks soared gracefully over the meadow.
PLANNING	<i>Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop.</i> Brainstorming on big paper in groups to then refine and create their own written notes, planning out their writing.
DRAFTING	<i>Describe characters, setting and plot with growing precision.</i> Using word banks and thesauruses to find more precise vocabulary to describe the meadow. Eg. A tranquil meadow stretches out beneath the open sky, carpeted with swaying grasses and vibrant wildflowers, where bees hum gently and a soft breeze ripples through the lush, sunlit landscape.
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> Taking part in self-editing and peer review after initial drafting, using purple pen to edit mistakes.

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> Reading work aloud during the writing process and once polished to share with others.				
WEEKLY OVERVIEW					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 wc. 7.9.26 First cluster – focus on dreary setting of the meadow at the beginning of the book	Branch of Writing Clusters: Knowledge Learning Intention: To know that writers can use other texts to inspire ideas for their own writing. Handwriting Focus: Pencil grip, basic writing patterns for cursive handwriting, pencil control	Branch of Writing Clusters: Rainbow Grammar – expanded/double noun phrases Learning Intention: To know that expanded noun phrases add detail to a noun. Handwriting Focus: Pencil grip, basic writing patterns for cursive handwriting, pencil control	Branch of Writing Clusters: Word Learning Intention: To know that vocabulary choices can improve our writing. Handwriting Focus: Pencil grip, basic writing patterns for cursive handwriting, pencil control	Branch of Writing Clusters: Sentence Learning Intention: I can use precise vocabulary in sentences. Handwriting Focus: Pencil grip, basic writing patterns for cursive handwriting, pencil control	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus: Pencil grip, basic writing patterns for cursive handwriting, pencil control
WEEK 2 wc. 14.9.26	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus:	Branch of Writing Clusters: Magpie / Edit / Review Learning Intention: I can edit and improve my writing. Handwriting Focus:	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus:	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus:	Branch of Writing Clusters: Present Learning Intention: I can read my writing aloud clearly. Handwriting Focus:

	Join to and from the letter r	Join to and from the letter r	Join to and from the letter r	Join to and from the letter r	Join to and from the letter r
WEEK 3 wc. 21.9.26 Second cluster – focus on the brighter setting towards the end of the book when the animals start to return	Branch of Writing Clusters: Knowledge Learning Intention: I can use texts to plan my writing. Handwriting Focus: Consistency in height and size of letters	Branch of Writing Clusters: Rainbow Grammar – fronted adverbials Learning Intention: I can use fronted adverbials. Handwriting Focus: Consistency in height and size of letters	Branch of Writing Clusters: Word Learning Intention: I can choose precise vocabulary. Handwriting Focus: Consistency in height and size of letters	Branch of Writing Clusters: Sentence Learning Intention: I can use taught grammar in sentences. Handwriting Focus: Consistency in height and size of letters	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus: Consistency in height and size of letters
WEEK 4 wc. 28.9.26	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus: Developing fluency	Branch of Writing Clusters: Magpie / Edit / Review Learning Intention: I can edit and improve my writing. Handwriting Focus: Developing fluency	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Developing fluency	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Developing fluency	Branch of Writing Clusters: Present Learning Intention: I can read my writing aloud clearly. Handwriting Focus: Developing fluency

WRITING MEDIUM TERM PLANNING – YEAR 5
ADVENT 2026-27

CONTEXT FOCUS: Non-Chronological Report	PURPOSE: To inform the reader about space and our Solar System.	FINAL WRITTEN OUTCOME: To write a non-chronological report of correctly punctuated paragraphs to
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		inform the reader about space and the Solar System. • Sentences to include a subject and a predicate. • Sentences to begin with a capital letter. • Sentences to end with appropriate punctuation. • Use paragraphs to organise information around a theme. • Use headings and subheadings to organise information. • Use expanded noun phrases to add detail. • Use relative clauses to add additional information about a noun. • Use parenthesis to add additional information, using a range of punctuation (brackets, commas, dashes) • Select appropriate and precise technical vocabulary. • Use fronted adverbials where appropriate. • Use commas after fronted adverbials.
KEY TEXTS / IMAGES	Space Encyclopedia by DK Model text written by teacher	



COMPOSITION SKILLS

GRAMMAR

Write a range of sentence structures which are grammatically accurate.

Capital letters, full stops. Expanded noun phrases used to add precise detail. Relative clauses used to add information about a noun. Parenthesis used to add additional factual information. Previously taught grammatical structures, including fronted adverbials, used where appropriate.

Eg. Mars, which is the fourth planet from the Sun, is a cold, rocky planet.

PUNCTUATION

Demarcate sentences correctly.

Use of capital letters, full stops and commas accurately. Use commas to mark relative clauses and punctuation to indicate parenthesis.

Eg. Jupiter (the largest planet in our Solar System) is a gas giant.

VOCABULARY

Use vocabulary which is becoming more precise.

Begin to use a thesaurus to expand vocabulary.

Using word banks, stimulus texts and thesauruses to select precise and topic-specific vocabulary.

Eg. Orbit, celestial, terrestrial, atmosphere, gravitational, gaseous

PLANNING

Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop.

Organise paragraphs around a theme.

Gather relevant factual information about the Solar System, Sun and planets and organise facts under appropriate subheadings before writing.

DRAFTING	<i>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i> Use plans, factual information, word banks and the writer's toolkit to draft informative paragraphs about space. Eg. The Sun, which lies at the centre of our Solar System, is an enormous sphere of extremely hot gas.
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> Take part in self-editing and peer review after initial drafting, using purple pen to correct errors and make improvements to vocabulary, grammar and punctuation.
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> Reading work aloud during the writing process and once polished to share with others.

WEEKLY OVERVIEW

	MONDAY 1	MONDAY 2	TUESDAY	THURSDAY	FRIDAY
WEEK 5 wc. 5.10.26 First cluster – focus on gathering and writing factual information about the Solar System	Branch of Writing Clusters: Knowledge Learning Intention: I can gather relevant facts. Handwriting Focus: Height of the letter t	Branch of Writing Clusters: Rainbow Grammar – relative clauses Learning Intention: I can use relative clauses. Handwriting Focus: Height of the letter t	Branch of Writing Clusters: Word Learning Intention: I can choose precise vocabulary. Handwriting Focus: Height of the letter t	Branch of Writing Clusters: Sentence Learning Intention: I can use precise vocabulary in sentences. Handwriting Focus: Height of the letter t	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus: Height of the letter t
WEEK 6 wc. 12.10.26	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Magpie / Edit / Review	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Present

	Learning Intention: I can draft a paragraph. Handwriting Focus: Forming and joining the letter s	Learning Intention: I can edit and improve my writing. Handwriting Focus: Forming and joining the letter s	Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Forming and joining the letter s	Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Forming and joining the letter s	Learning Intention: I can read my writing aloud clearly. Handwriting Focus: Forming and joining the letter s
WEEK 7 wc. 19.10.26 Cluster 2 – The Sun	Branch of Writing Clusters: Knowledge Learning Intention: I can gather relevant facts. Handwriting Focus: Break letters	Branch of Writing Clusters: Rainbow Grammar – parenthesis Learning Intention: I can use parenthesis. Handwriting Focus: Break letters	Branch of Writing Clusters: Word Learning Intention: I can choose precise vocabulary. Handwriting Focus: Break letters	Branch of Writing Clusters: Sentence Learning Intention: I can construct effective sentences. Handwriting Focus: Break letters	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus: Break letters
WEEK 1 wc. 2.11.26	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph Handwriting Focus: Consolidation	Branch of Writing Clusters: Magpie / Edit / Review Learning Intention: I can edit and improve my writing. Handwriting Focus: Consolidation	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Consolidation	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Consolidation	Branch of Writing Clusters: Present Learning Intention: I can read my writing aloud clearly. Handwriting Focus: Consolidation
WEEK 2 wc. 9.11.26 Cluster 3 – The Planets	Branch of Writing Clusters: Knowledge Learning Intention:	Branch of Writing Clusters: Rainbow Grammar – recap FAs, ENPs, RCs and parenthesis	Branch of Writing Clusters: Word Learning Intention:	Branch of Writing Clusters: Sentence Learning Intention:	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph.

	I can gather relevant facts. Handwriting Focus: Practising writing a play script	Learning Intention: I can select appropriate grammar. Handwriting Focus: Practising writing a play script	I can choose precise vocabulary. Handwriting Focus: Practising writing a play script	I can construct effective sentences. Handwriting Focus: Practising writing a play script	Handwriting Focus: Practising writing a play script
WEEK 3 wc. 16.11.26	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus: Practising printing	Branch of Writing Clusters: Magpie / Edit / Review Learning Intention: I can edit and improve my writing. Handwriting Focus: Practising printing	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Practising printing	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Practising printing	Branch of Writing Clusters: Present Learning Intention: I can read my writing aloud clearly. Handwriting Focus: Practising printing

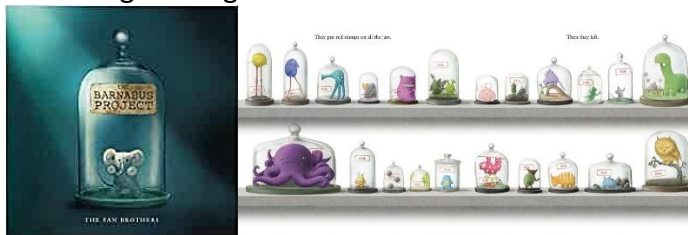
WRITING MEDIUM TERM PLANNING – YEAR 5
ADVENT 2026-27

CONTEXT FOCUS: Narrative - Character Description	PURPOSE: To describe a character's appearance, actions and behaviour.	FINAL WRITTEN OUTCOME: To write paragraphs of correctly punctuated sentences describing a character's appearance, actions and personality. • Sentences to include a subject and a predicate. • Sentences to begin with a capital letter.
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- Sentences to end with appropriate punctuation.
- Use expanded noun phrases to describe a character precisely.
- Use precise verbs and adverbs to describe actions.
- Use subordinate clauses to add detail to sentences.
- Select precise vocabulary to describe appearance and behaviour.
- Use fronted adverbials where appropriate.
- Use relative clauses to add information about the character.
- Use commas to clarify meaning.

KEY TEXTS / IMAGES

- *The Barnabus Project* by The Fan Brothers — stimulus text
- Illustrations from *The Barnabus Project* — character stimulus images
- Teacher-written model character description
- Enlarged images of Barnabus and the other Failed Projects for vocabulary gathering and character comparison



COMPOSITION SKILLS

GRAMMAR	<i>Write a range of sentence structures which are grammatically accurate.</i> Use expanded noun phrases to describe appearance. Use precise verbs and adverbs to describe actions. Use subordinate clauses to add detail. Previously taught grammatical structures used where appropriate. <i>Eg. Although his enormous ears drooped beside his face, Barnabus shuffled nervously across the cold floor.</i>
PUNCTUATION	<i>Demarcate sentences correctly.</i> Use capital letters, full stops and commas accurately. Use commas to separate subordinate clauses where necessary. <i>Eg. As Barnabus peered through the glass, his tiny paws began to tremble.</i>
VOCABULARY	<i>Use vocabulary which is becoming more precise.</i> <i>Begin to use a thesaurus to expand vocabulary.</i> Use word banks, stimulus texts and thesauruses to select precise vocabulary to describe appearance, actions and behaviour. <i>Eg. drooped, shuffled, timid, enormous, trembling, cautiously</i>
PLANNING	<i>Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop.</i> Gather vocabulary and ideas about the character’s appearance, actions and personality before organising these into a plan.
DRAFTING	<i>Describe characters, setting and plot with growing precision.</i> Use plans, stimulus images, word banks and the writer’s toolkit to draft precise descriptions of the character’s appearance and actions. <i>Eg. Barnabus’s enormous, silky ears drooped beside his tiny face as he shuffled cautiously across the laboratory floor.</i>
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>

	Take part in self-editing and peer review after initial drafting, using purple pen to correct errors and improve vocabulary, grammar and punctuation.				
SHARING	Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience. Reading work aloud during the writing process and once polished to share with others.				
WEEKLY OVERVIEW					
	MONDAY 1	MONDAY 2	TUESDAY	THURSDAY	FRIDAY
WEEK 4 wc. 23.11.26 First cluster – describe Barnabus	Branch of Writing Clusters: Knowledge Learning Intention: I can use a text to develop ideas. Handwriting Focus: Form ascenders correctly	Branch of Writing Clusters: Rainbow Grammar – uplevelling predicate Learning Intention: I can use precise verbs and adverbs. Handwriting Focus: Form ascenders correctly	Branch of Writing Clusters: Word Learning Intention: I can choose precise vocabulary. Handwriting Focus: Form ascenders correctly	Branch of Writing Clusters: Sentence Learning Intention: I can construct effective sentences. Handwriting Focus: Form ascenders correctly	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph. Handwriting Focus: Form ascenders correctly
WEEK 5 wc. 30.11.26	Branch of Writing Clusters: Draft Learning Intention: I can draft a paragraph Handwriting Focus: Practising presentation	Branch of Writing Clusters: Magpie / Edit / Review Learning Intention: I can edit and improve my writing. Handwriting Focus: Practising presentation	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Practising presentation	Branch of Writing Clusters: Draft Learning Intention: I can redraft an improved paragraph. Handwriting Focus: Practising presentation	Branch of Writing Clusters: Present Learning Intention: I can read my writing aloud clearly. Handwriting Focus: Practising presentation

WEEK 6 wc. 07.12.26 Cluster 2 – Another failed project	Branch of Writing Clusters: Knowledge	Branch of Writing Clusters: Rainbow Grammar – subordinate clauses	Branch of Writing Clusters: Word	Branch of Writing Clusters: Sentence	Branch of Writing Clusters: Draft
	Learning Intention: I can use a text to develop ideas.	Learning Intention: I can use subordinate clauses.	Learning Intention: I can choose precise vocabulary.	Learning Intention: I can construct effective sentences.	Learning Intention: I can draft a paragraph.
	Handwriting Focus: More practise with presentation	Handwriting Focus: More practise with presentation	Handwriting Focus: More practise with presentation	Handwriting Focus: More practise with presentation	Handwriting Focus: More practise with presentation
WEEK 7 wc. 14.12.26	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Magpie / Edit / Review	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Draft	Branch of Writing Clusters: Present
	Learning Intention: I can draft a paragraph	Learning Intention: I can edit and improve my writing.	Learning Intention: I can redraft an improved paragraph.	Learning Intention: I can redraft an improved paragraph.	Learning Intention: I can read my writing aloud clearly.
	Handwriting Focus: Practising presentation	Handwriting Focus: Practising presentation	Handwriting Focus: Practising presentation	Handwriting Focus: Practising presentation	Handwriting Focus: Practising presentation