Year 5

Long Term Curriculum Coverage

Term Text Non-Fiction Narrative

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| Autumn 1 | Street Child | **Persuade**  **Either** Adapt a piece of writing for different audiences, shifting levels of formality, e.g. formal / informal speech **or** Draft and write a persuasive letter for a purpose | Write a five-part story using language to evoke mood and atmosphere (and develop characterisation). |
| Autumn 2 | A Midsummer Night’s Dream | **Explanation**  Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style | Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense |
| Spring 1 | Dragon Rider | **Non-chronological Report**  **Either** Write a report in which two or more subjects are compared **or**  Plan, compose and edit a report focusing on clarity and conciseness | Plan and tell a story to explore narrative viewpoint, e.g. retell a familiar story from the point of view of another character |
| Spring 2 | The Highwayman | **Discussion**  Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument | Write in the style of a particular author, organised into chapters. Extend ways to link paragraphs using adverbs and adverbial phrases |
| Summer 1 | The Highwayman | **Recount: Either** Write a recount based on the same subject such as an historical event, for contrasting audiences, shifting levels of formality **or** Write with word limits, so that pupils consider the precise level of formality required | Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward |
| Summer 2 | Cogheart | **Instructions**  Write a non-linear procedural manual with choices for the reader. Interweave the use of diagrams and illustrations to make them easier to follow | Plan and write a non-linear story e.g flashbacks and parallel narratives, where events are portrayed simultaneously |