

Writing Medium Term Plan Owl Class (Y5/6)

Term 5 Summer 2024

Ongoing Y5:

1. I can use legible joined writing consistently
2. I can use a dictionary and thesaurus effectively
5. I can proof read and edit my writing effectively
7. I can write for a range of purposes and audiences based on personal experiences and high quality texts.
4. I meet the Y5 expectations for our chosen spelling scheme (SCODE)
26. I can evaluate my writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Year 5 grammar and spelling expectations.

Ongoing Y6:

- 1a. I can write for a range of purposes and audiences, selecting language that shows good awareness of reader.
- 3a. Use verb tenses consistently and accurately.
- 12a. Use the range of punctuation taught at KS2 mostly correctly.
- 17a. Use a dictionary and thesaurus effectively.
- 18a. Evaluate their writing through discussion and make improvements through revising the grammar in relation to the Year 6 grammar and spelling expectations.
- 19a. Proof read and edit their writing.
- 22a. Meet the Y6 spelling expectations in the National Curriculum.
- 23a. Use legible, joined writing consistently when writing at speed.

Fiction: Street Child

Outcome: Character description

Outcome: Dialogue between characters

Non-fiction:

Outcome: Diary entry from Street Child

Outcome: Non-chronological report on Victorian childhood

Week	Learning Objectives	SPaG	Spelling Focus - Scode
1 15th Apr	<p>To explore the features of a character description.</p> <p>To use a range of expanded noun phrases to describe Grimy Nick.</p> <p>To use varied sentence structures to describe Grimy Nick.</p> <p>To write a paragraph describing Grimy Nick.</p> <p>To independently write a character description of Jim.</p>	Word class, dashes	<p>Year 5: Baseline test /s/ coded s</p> <p>Year 6: Baseline test Word endings – ture/sure</p>
2 22nd Apr	<p>To use drama to re-enact the key events in Chapters 1 and 2 of Street Child.</p> <p>To explore the features of a diary entry.</p> <p>To understand how commas help the meaning of writing become clearer.</p> <p>To use subordinating conjunctions to create multi clause sentences.</p> <p>To use co-ordinating conjunctions to create multi clause sentences.</p>	Colons, semi-colons, conjunctions	<p>Year 5: /s/ coded -se</p> <p>Year 6: Word endings – ture/sure</p>

3 29th Apr	<p>To plan a diary entry to recount Chapters 1 and 2.</p> <p>To write the diary entry.</p> <p>To explore the features of successful dialogue.</p> <p>To use drama and technology to re-enact a conversation between Jim and Grimy Nick.</p> <p>To understand how to use inverted commas.</p>	Pronouns, hyphens, contractions	<p>Year 5: /s/ coded -ce</p> <p>Year 6: Hip Homophones</p>
4 6th May (4 days)	<p>To revise relative clauses using a range of relative pronouns in sentences.</p> <p>To use relative clauses to add additional information to dialogue.</p> <p>To write a piece of dialogue between two characters.</p> <p>To edit and revise the dialogue.</p>	Tenses, prepositions, active/passive voice	<p>Year 5: /s/ coded sc</p> <p>Year 6: -ly and -ally suffixes</p>
5 13th May SATs week			<p>Year 5: Hip Homophones</p> <p>Year 6:</p>
6 20th May (3 days)	<p>To explore the features of non-chronological reports.</p> <p>To plan a non-chronological report on Victorian childhoods.</p> <p>To write a non-chronological report on Victorian childhood.</p>	Past progressive, past perfect	<p>Year 5: Suffixes</p> <p>Have you cracked the code?</p> <p>End of unit test</p> <p>Year 6: Have you cracked the code?</p> <p>End of unit test</p>