

# Year 5 and 6 Writing Long Term Overview- Cycle A

Persuade

Inform

Entertain

Discuss

The American Dream		Endless Forms Most Beautiful		Extreme Environments	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>
<p>Text: <i>Holes</i></p>  <p><b>Outcome:</b> Informal Letter - Writing home to tell them about his experiences at Camp Green Lake</p> <p><i>Application piece:</i> Instructions – how to dig a hole.</p>	<p>Text: <i>There's a boy in the girls' bathroom</i></p>  <p><b>Outcome:</b> Diary entry – from the perspective of Bradley</p> <p><i>Application piece:</i> Balanced Argument – was it OK for Bradley to be in the Girls' toilets?</p>	<p>Text: <i>The Explorer</i></p>  <p><b>Outcome:</b> Narrative text – Character backstories adding in complexity of plot and description – using dialogue to move action forward</p> <p><i>Application piece:</i> Diary Entry – The Crash</p>	<p>Text: <i>The Land of Neverbelieve</i></p>  <p><b>Outcome:</b> Captain's Log (semi-formal recount) – background story to one of the events referred to in the text</p> <p><i>Application piece:</i> Narrative including dialogue - when Norman met the islanders</p>	<p>Text: <i>Floodland</i></p>  <p><b>Outcome:</b> Persuasive Speech – in role as Dooby persuading the islanders to let him lead them</p> <p><i>Application piece:</i> Informal letter to advise Zoe</p>	<p>Text: <i>Tin</i></p>  <p><b>Outcome:</b> Broadsheet Newspaper Article - The Break-in at The Agency</p> <p><i>Application piece:</i> Persuasive Letter to Cormier persuading him to help rescue Christopher</p>
<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>
<p>Text: <i>Holes</i></p>  <p><b>Outcome:</b> Balanced Argument – Should Stanley follow Zero?</p> <p><i>Application piece:</i> Narrative – retell the story of Kate and Sam (setting and character descriptions)</p>	<p>Text: <i>There's a boy in the girls' bathroom</i></p>  <p><b>Outcome:</b> Medical Profile of Bradley written by his counsellor. Part recount (Bradley's experienced in his own words), part NCR (counsellors opinion) Encourage shifts in formality.</p> <p><i>Application piece:</i> Informal letter from Bradley to his peers</p>	<p>Text: <i>The Explorer</i></p>  <p><b>Outcome:</b> Narrative Poetry - retelling the story through poetry</p> <p><i>Application piece:</i> Narrative writing – What happened next to the Explorer?</p>	<p>Text: <i>The Land of Neverbelieve</i></p>  <p><b>Outcome:</b> Non-Chronological Report – in same style based upon their own fantasy land</p> <p><i>Application piece:</i> Semi-formal recount</p>	<p>Text: <i>Flood</i></p>  <p><b>Outcome:</b> Formal letter - to Environment Secretary about the need for action on climate change in the UK</p> <p><i>Application piece:</i> Persuasive leaflet to persuade residents to leave their homes</p>	<p>Text: <i>I am Malala</i></p>  <p><b>Outcome:</b> Autobiography - celebrating their time in School for a class Yearbook.</p> <p><i>Application piece:</i> Newspaper article - my school highlight</p>

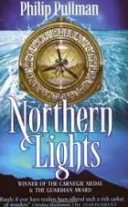
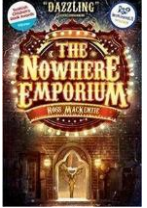

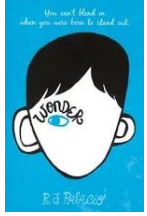
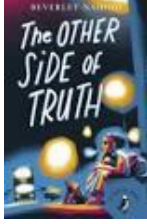
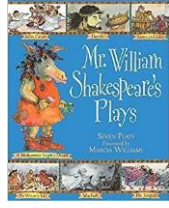
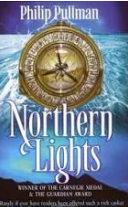
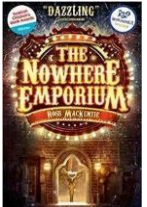
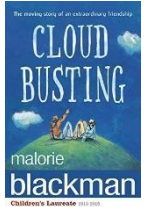

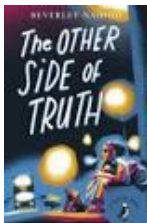

# Year 5 and 6 Writing Long Term Overview- Cycle B

Persuade

Inform

Entertain

Discuss

Into the Unknown		The Same... but different		Far From Home	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>
<p>Text: <i>The Northern Lights</i></p>  <p><b>Outcome:</b> Tabloid Newspaper report - lorek Byrnison wins back control</p> <p><i>Application piece:</i> Developing part of the story into a narrative - what happened when Lyra stole Ma Costar's Boat?</p>	<p>Text: <i>The Nowhere Emporium</i></p>  <p><b>Outcome:</b> Suspense Narrative - based on the work of Ross Mackenzie</p> <p><i>Application Piece:</i> Newspaper Report -</p>	<p>Text: <i>Goldfish Boy</i></p>  <p><b>Outcome:</b> Newspaper report - the missing boy Write in style of tabloid and broadsheet</p> <p><i>Application Piece:</i> Letter – from School to Mrs Corbin about Matthew's attendance</p>	<p>Text: <i>Wonder</i></p>  <p><b>Outcome:</b> Diary of Auggie - recurrent diary entries considering, developing and refining the genre</p> <p><i>Application Piece</i> Poetry written by Auggie to address his bullies / an experience he has found troubling of their choice.</p>	<p>Text: <i>The other side of Truth</i></p>  <p><b>Outcome:</b> In role as a Social worker – can you write a child report to persuade someone to foster Sade and Femi thinking about their backgrounds and personalities.</p> <p><i>Application piece:</i> Rewriting part of the story including dialogue and internal monologue.</p>	<p>Text: <i>The Tempest</i></p>  <p><b>Outcome:</b> Retelling - the story of The Tempest to younger year groups as part of a Shakespeare day</p> <p>Write and rehearse using storytelling approaches</p> <p><i>Application piece:</i></p>
<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>	<b>Learning Journey 2</b>
<p>Text: <i>The Northern Lights</i></p>  <p><b>Outcome:</b> Biography - Lyra Belacqua</p> <p><i>Application piece:</i> Newspaper report - The breakout at Bolvangar</p>	<p>Text: <i>The Nowhere Emporium</i></p>  <p><b>Outcome:</b> Non Chronological Report about the Nowhere Emporium – origins, rooms, power source etc. For display outside the classroom – to inform future owners of the emporium</p> <p><i>Application piece:</i> Biography - Lucien Silver</p>	<p>Text: <i>Cloud Busting</i></p>  <p><b>Outcome:</b> Anthology of Poetry for a book launch event. On the same theme of relationships and bullying</p> <p><i>Application piece:</i> Letter to the bullies</p>	<p>Text: <i>Little Freak (Video Driver)</i></p>  <p><b>Outcome:</b> Narrative including an internal monologue Incorporating dialogue to advance action</p> <p><i>Application piece:</i> Further entry into Auggie's diary</p>	<p>Text: <i>The Other Side of Truth</i></p>  <p><b>Outcome:</b> Debate: Should we allow uncontrolled immigration to the UK?</p> <p><i>Application piece:</i> Persuasive letter to Priti Patel (formal tone) to argue for/against uncontrolled immigration</p>	<p>Text: <i>The Tempest</i></p>  <p><b>Outcome:</b> Playscript - about a time during their School career that has stuck with them in Shakespearean style.</p> <p><i>Application piece:</i> Review a performance of The Tempest - challenge to include shifts in formality.</p>