



English LTP 2023-24

Milestone 3: Year 5

Intent:

At Reynolds Academy, we believe that writing is an essential aspect of the curriculum which will support our children in developing into articulate and imaginative communicators, who are well-equipped with the basic skills that they need in order to become life-long learners. Through the exploration of high-quality texts, pupils from Foundation Stage through to Year 6 become increasingly more knowledgeable about the writing process and become more competent writers. The children develop their skills by exploring a range of genres; building upon their knowledge linked to a chosen text type. In order to achieve this, our children develop their knowledge of genre features, language and effective composition enabling them to apply their understanding across the English curriculum and into other curriculum areas. There are opportunities in other curriculum areas for the children to revisit previously taught units of writing. Through the editing and revising process, we encourage our children to be reflective learners and to have high expectations of their own writing. As the children reach the end of their time at Reynolds Academy, our aim is that they are competent, enthusiastic writers who have the ability to turn their voices, thoughts, knowledge, opinions and artistry into powerful writing.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Text focus	Street Child		The Secret Garden		Room 13	
English NB. Text in red offers suggestions for writing.	<p><u>Discussion text - balanced Argument</u> Write a balanced argument about Victorian workhouses and then apply to a topic that the children feel strongly about.</p> <p><u>Poetry – Choral and Performance</u></p> <p><u>Narrative – Stories set in historical contexts</u> Write descriptions of settings and characters based on Street Child. Children feed this into a narrative based on the events leading up to Jim entering the workhouse.</p> <p><u>Narrative – Retell a story in a different way</u> Explore the story of how Jim escaped from the workhouse. This could then be turned into a playscript.</p> <p><u>Non-fiction - Report</u> Describe aspects of daily life in history.</p>		<p><u>Non-Fiction - Explanation Text</u> A text to explain how a Venus fly trap works or how sunflowers grow. Children could write about how to look after your garden.</p> <p><u>Poetry – Classic narrative poetry</u> Children could explore ‘Daffodils’ by William Wordsworth and then write their own version based on their own choice of flower/plant.</p> <p><u>Narrative – Stories with flashbacks</u></p> <p><u>Narrative – Retelling part of a story in a different way</u> Same event, different perspective. Children could write from the perspective of Colin.</p> <p><u>Recount – Diaries and journals</u> Children could write from the perspective of either Mary or Colin. Could write about Mary’s experiences in India or her arrival in Yorkshire.</p>		<p><u>Non-Fiction – Instruction text</u> How to defeat a vampire/use a vampire detection kit.</p> <p><u>Persuasive text – tourist brochure for Whitby.</u> Children could explore their local area and collect ideas for a tourist brochure for Cleethorpes. Apply this to a tourist brochure for Whitby.</p> <p><u>Narrative – Stories with familiar settings</u> Begin with familiar setting such as Cleethorpes then use visuals and clues from the text to help write a description of Whitby. Write their own ‘spooky’ setting.</p> <p><u>Narrative - Stories in fantasy settings</u> Children could explore a variety of fantasy settings, choosing their own to develop their own story.</p>	



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