



## Narrative – retell in the form of diary entry

**Autumn 1**

**YEAR 5**

Text: Bubble Boy

To write a diary entry from the perspective of a hospital patient SO THAT the reader can empathise with their experience.

Words from Year 5/6  
spelling list

awkward, breathing, conscious, criticise, disinfectant, existence, familiar, identity, positive, privilege

Handwriting  
expectations

- I can write with **increased speed**, choosing the best join style for fluency and legibility.
- I can choose **whether to join or not** depending on the purpose (e.g. neat presentation vs. quick notes).
- I maintain **consistent letter size and spacing** throughout my writing.
- I use **joined handwriting** confidently and neatly in all writing tasks.
- I can write with **legible, fluent, and personal style**.
- I ensure my handwriting is **suitable for the task**, whether it's a final draft, note-taking, or a display piece

Spelling Objectives

- LO: To spell most words from the Y3/4 word list and make phonically plausible attempts at the words from the Y5 list

Learning Objectives

**Immersion**

- LO: To select language and vocabulary that shows awareness of the purpose and audience

**Analysing Author Choice**

- LO: To write considering the audience for and purpose of the writing and select the appropriate form

**Skills**

- **LO: To use expanded noun phrases to convey complicated information concisely**  
So that the reader can clearly visualise people, objects, and emotions.  
e.g. "awkward, beeping machines"
- **LO: To use capital letters and sentence punctuation mostly accurately**  
So that the writing is clear, grammatically correct, and easy to read.  
e.g. "Today felt like every other day."



	<ul style="list-style-type: none"> <li>• <b>LO: To use apostrophes for contraction and possession (secured from Y4)</b> So that the writing shows ownership and uses shortened forms correctly. e.g. "Mum's lasagne"</li> </ul>
	<p><b>Analyse Features</b></p> <ul style="list-style-type: none"> <li>• LO: To use some organisational devices for writing (e.g. paragraphs, bullet points, subheadings etc)</li> <li>• LO: To select language and vocabulary that shows awareness of the purpose and audience</li> </ul>
	<p><b>Plan</b></p> <ul style="list-style-type: none"> <li>• LO: To plan my writing by discussing and recording ideas, and by organising content for the audience and purpose.</li> </ul>
	<p><b>Write</b></p> <ul style="list-style-type: none"> <li>• LO: To use some organisational devices for writing (e.g. paragraphs, bullet points, subheadings etc)</li> <li>• LO: To select language and vocabulary that shows awareness of the purpose and audience</li> <li>• <i>LO: To use some organisational devices for writing - paragraphs</i></li> </ul>
	<p><b>Review and Edit</b></p> <ul style="list-style-type: none"> <li>• LO: To proofread their own writing for spelling and punctuation errors</li> <li>• LO: To propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning</li> </ul>
	<p><b>Publish</b></p> <ul style="list-style-type: none"> <li>• LO: To maintain legibility in joined handwriting</li> </ul>



## WAGOLL

Monday, 9th October

Dear Diary,

Today felt like every other day. The same four walls, the same awkward, beeping machines, the same view through the thick glass window. I know people outside are going to school, playing games, breathing fresh air but for me, it's just another day inside this bubble.

The nurses say I'm doing well, and Dr Shah gave me a thumbs-up when he walked past this morning. But it's hard to feel positive when everything stays the same. The air smells of disinfectant, and the lights above me never stop buzzing. I sometimes wonder if they've forgotten I'm not just a patient, I'm a boy with thoughts, dreams, and a desperate need to feel normal.

Mum visited again today. She brought a photo of the dog we used to have, Buddy. I used to walk him every morning before school, and I remember how proud I felt when he learned to sit on command. That memory feels like a privilege now like it happened to someone else.

She also brought me lasagne, her familiar recipe that she says is still the best in the world. I agree, although I couldn't taste much. Everything here feels a bit dull like life is in black and white and identity is something for other people to have.

Jake sent another message. He said the football team won their match, 3-1, and he scored twice. I'm happy for him, but part of me wishes I could have been there just to cheer him on or even trip over my own shoelaces. I miss laughing with him in person. A video call isn't the same. It's better than nothing, but it still feels like I'm watching life from behind a screen.

I try to be brave, but some days I'm just tired. Not the kind of tired that sleep fixes, a deeper kind, like I'm carrying something heavy all the time. I don't always talk about it because I don't want Mum to worry. She already looks tired, even when she smiles.

Anyway, I'd better go. They're about to run more tests, and I need to pretend I'm not nervous. I just hope that one day, I'll walk outside this room without gloves, without wires, without fear. I want my life to have meaning, not just existence.

Until tomorrow,

Joe



## Teaching Sequence for Writing

### IMMERSION

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Plan up to five lessons with a clear purpose and audience</li> <li>Include drama, role-play, and vocabulary development</li> <li>Use high-quality texts and model shared/guided reading</li> <li>Teach key vocabulary and display it for reference</li> <li>Link lessons to previous and current learning</li> </ul>	<ul style="list-style-type: none"> <li>Engage actively in reading activities</li> <li>Ask questions and make connections to their own experiences</li> <li>Visualise, evaluate, and explore characters in depth</li> <li>Take part in discussions and group tasks</li> <li>Reflect on learning and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Photos of drama or role-play</li> <li>Mind maps showing ideas and understanding</li> <li>Character thoughts and reflections</li> <li>Captions and activity descriptions</li> <li>Annotated examples of learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>Clear purpose displayed using “so that...” statements</li> <li>Genre, audience, and purpose for tasks clearly shown</li> <li>Key vocabulary with child-friendly definitions</li> <li>Arrows or timelines to show the learning journey</li> <li>Evidence of past and current learning on display</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>I know how to generate vocabulary</li> <li>I know how to debate</li> <li>I know how to discuss</li> <li>I know how to empathise</li> <li>I know how to infer thoughts and feelings</li> <li>I know how to research</li> <li>I know how to retell a story</li> <li>I know how to retell an event</li> <li>I know how to make notes</li> <li>I know how to gather ideas</li> <li>I know how to listen to a story</li> <li>I know how to role play</li> <li>I know how to ask questions to improve my understanding</li> </ul>		<ul style="list-style-type: none"> <li>Watch videos and explore artefacts and pictures</li> <li>Retell stories through speaking, drawing, and writing</li> <li>Take part in class discussions and simple debates</li> <li>Make predictions about what might happen next in a story</li> <li>Generate new vocabulary as a class or in groups</li> <li>Describe characters and settings using words and pictures</li> <li>Write simple book reviews</li> <li>Write for real-life purposes (e.g. invitations for a class event)</li> <li>Act out different parts of the story Freeze frame</li> <li>Take children on trips and visits</li> <li>Use experiences such as now press play</li> </ul>	



IMMERSION		
Learning objective and key vocabulary	Activity Ideas	Key Resources



## ANALYSE AUTHOR CHOICE

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Define success criteria clearly</li> <li>Analyse presentation and language choices in the text</li> <li>Provide interactive, engaging tasks</li> <li>Be confident in the genre's structure and language features</li> <li>Share WAGOLs (What A Good One Looks Like)</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features in texts</li> <li>Use and explore new vocabulary</li> <li>Explain and reason author's language and presentation choices</li> <li>Discuss ideas and complete paired tasks to apply learning</li> </ul>	<ul style="list-style-type: none"> <li>Texts with features highlighted or underlined (e.g. capital letters, adjectives)</li> <li>Drawings or pictures with labels showing understanding</li> <li>Simple sentence explanations (e.g. "The author used big letters to show it's loud")</li> <li>Word banks or mini glossaries with new vocabulary</li> <li>Matching or sorting activities glued into books (e.g. words to meanings or pictures)</li> <li>Speech bubbles or thought bubbles for characters</li> </ul>	<ul style="list-style-type: none"> <li>BUSC</li> <li>Annotated WAGOLs</li> <li>Vocabulary lists with child-friendly definitions and dual coding</li> <li>Examples of layout and language</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>I know why authors choose certain vocabulary</li> <li>I know why texts are presented in different ways</li> <li>I know why vocabulary is powerful</li> </ul>		<ul style="list-style-type: none"> <li>Annotate a WAGOLL</li> <li>Analyse quotes from the text</li> <li>Vocabulary lists</li> <li>Glossaries</li> </ul>	



## ANALYSE AUTHOR CHOICE

Learning objective and key vocabulary	Activity Ideas	Key Resources



## SKILLS AND SPAG

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Plan up to five lessons where grammar skills are taught through real writing purposes in context</li> <li>Select model texts and writing tasks that demonstrate the grammar focus (e.g. using fronted adverbials in a recount).</li> <li>Model how grammar choices affect meaning, tone, and clarity in context.</li> <li>Include sentence combining, shared writing, and editing to apply grammar and punctuation.</li> <li>Differentiate tasks to meet grammar, spelling, and transcription needs within writing.</li> </ul>	<ul style="list-style-type: none"> <li>Apply grammar and punctuation skills in full writing tasks (not just isolated sentences).</li> <li>Use the grammar focus (e.g. conjunctions, expanded noun phrases, commas) in their own writing.</li> <li>Reflect on how grammar changes meaning or improves their writing.</li> <li>Edit and improve grammar and punctuation with support tools (e.g. checklists, peer feedback, word banks).</li> <li>Take part in games, challenges, and dictation that practise grammar in sentences or short texts.</li> </ul>	<ul style="list-style-type: none"> <li>Writing tasks (e.g. letters, stories, reports) showing grammar focus used in context.</li> <li>Marked-up or annotated drafts with grammar/punctuation improvements.</li> <li>Short grammar activities linked to current writing (e.g. "Improve this sentence" tasks).</li> <li>Edits showing improvement of sentence structure, tense, or punctuation.</li> <li>Dictation or short paragraph tasks using grammar features taught that week.</li> </ul>	<ul style="list-style-type: none"> <li>Current grammar focus linked to the writing genre (e.g. dialogue punctuation for narrative).</li> <li>Annotated WAGOLLs highlighting grammar choices (e.g. adverbial phrases, commas, sentence types).</li> <li>Modelled shared writing with grammar features added in real time.</li> <li>Grammar reminders written in pupil-friendly language with examples.</li> <li>Editable sentence starters or examples children can use in their own writing.</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>Teach SPaG in context, e.g. capital letters, full stops, finger spaces, and simple conjunctions (like <i>and</i>, <i>but</i>)</li> <li>Focus on phonics-based spelling and transcription, using known graphemes and tricky words</li> <li>Reinforce spelling through dictation, guided writing, and independent application</li> <li>Support children to understand how grammar and punctuation help make writing clear and readable</li> </ul>		<ul style="list-style-type: none"> <li>Create and practise simple sentences using vocabulary and grammar from shared texts</li> <li>Innovate sentences or short paragraphs based on a familiar story (e.g. changing characters or settings)</li> <li>Practise writing sentences using focus sounds or tricky words from phonics lessons</li> <li>Use grammar games, sentence building, and oral rehearsal to build fluency</li> <li>Apply practised sentence structures in independent or final writing pieces (e.g. captions, story endings, invitations)</li> </ul>	



## SKILLS AND SPAG

Learning Objective	Activities	Resources



## ANALYSE AND FEATURE FIND

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>Show a strong example of the type of writing (WAGOLL).</li> <li>Help you spot what makes it work well (e.g. capital letters, full stops, paragraphs, time adverbials).</li> <li>Create a success checklist with the class to help you remember key features.</li> </ul> <p>Plan fun and active tasks to help you explore how good writing is put together.</p>	<ul style="list-style-type: none"> <li>Look carefully at the example and talk about what you notice.</li> <li>Work with a partner to find features in the writing (e.g. where it begins, how it ends, how it's organised).</li> <li>Share ideas about what makes the writing clear, interesting, or powerful.</li> <li>Use what you've found to help improve your own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Success checklists created with the class.</li> <li>Writing with colour-coded or highlighted features (e.g. punctuation, openers, conjunctions).</li> <li>Notes, drawings or labels that show understanding of structure or grammar use.</li> <li>Sentences or reflections showing purpose, e.g. <i>"I used a fronted adverbial so that my writing flows better."</i></li> </ul>	<ul style="list-style-type: none"> <li>BUSC</li> <li>WAGOLLS with labelled features (e.g. adjectives, conjunctions, paragraph breaks).</li> <li>Word banks or grammar feature lists with examples.</li> <li>Shared or modelled writing with grammar and punctuation highlighted.</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>I know which features to include in my writing (e.g. capital letters, time words, story openers)</li> <li>I can spot features in a piece of writing (like where it starts, where it ends, or what words are used)</li> <li>I understand how writing is put together, like the order of instructions or the parts of a story</li> <li>I can help make a checklist for good writing (success criteria)</li> </ul>		<ul style="list-style-type: none"> <li>Annotate a WAGOLL by highlighting or underlining features like capital letters, openers, or adjectives</li> <li>Create success criteria as a class using simple language and visual aids (e.g. "Start with a big letter")</li> <li>Annotate a real-life text (e.g. a menu, letter, or sign) by spotting parts they recognise</li> <li>Sort features (e.g. matching sentence types, punctuation marks, or story parts)</li> <li>Order parts of a text like instructions or a recount (e.g. what happened first, next, last)</li> </ul>	



<b>ANALYSE AND FEATURE FIND</b>		
Learning objective	Activity Ideas	Key resources



PLAN			
Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>• Model how to plan writing using an example (e.g. boxed-up plan, mind map, bullet points).</li> <li>• Use drama, oral rehearsal, or questioning to help pupils generate their own ideas.</li> <li>• Refer to success criteria and model how to include key features in an independent plan.</li> <li>• Provide planning templates, sentence starters, vocabulary lists, and visual prompts to support individual planning.</li> <li>• Support pupils through conferencing or guided group work as they plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate and organise ideas independently using a planning format (e.g. story mountain, report layout, paragraph planner).</li> <li>• Use oral rehearsal to explore vocabulary, sentence structure, and sequencing.</li> <li>• Refer to success criteria to make sure important features are included.</li> <li>• Choose vocabulary, phrases, or grammar structures they plan to use.</li> <li>• Use visual aids and resources to support their independent plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual writing plans showing structure (e.g. beginning, middle, end; introduction and conclusion).</li> <li>• Annotated plans with vocabulary choices, sentence ideas, or language features noted.</li> <li>• Vocabulary banks or boxed-up grids</li> </ul>	<ul style="list-style-type: none"> <li>• Modelled examples of completed plans (teacher-created, not shared).</li> <li>• Planning scaffolds (e.g. boxed-up structures, sentence stems) visible for reference.</li> <li>• Key vocabulary and grammar prompts to support independent use.</li> <li>• Success criteria linked to planning outcomes (e.g. “Your plan should include time adverbials and a clear ending”).</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>• I know how to plan...</li> </ul>		<ul style="list-style-type: none"> <li>• Oral rehearsal</li> <li>• Story maps</li> <li>• Boxing up</li> <li>• Mind maps</li> <li>• Planning grids</li> <li>• Plan structure (who, what, where, when, why)</li> <li>• Plan in SPAG</li> <li>• Plan in genre feature</li> </ul>	



PLAN		
Learning objective	Activity Ideas	Key resources



WRITE			
Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>• Use shared, guided, and modelled writing to demonstrate writing techniques</li> <li>• Refer to WAGOLLs to highlight genre structure and language features</li> <li>• Integrate SPaG (Spelling, Punctuation and Grammar) into writing instruction</li> <li>• Provide clear success criteria and model how to use it</li> <li>• Offer feedback checkpoints and opportunities for editing and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Write extended pieces across sessions (e.g. a story, letter, report)</li> <li>• Use success criteria and WAGOLLs to guide structure and content</li> <li>• Apply SPaG knowledge throughout writing</li> <li>• Assess their own and a partner's writing, making clear improvements</li> <li>• Use teacher and peer feedback to redraft and refine writing</li> </ul>	<ul style="list-style-type: none"> <li>• Extended written drafts showing planning, writing, and improvements</li> <li>• Use of editing tools (e.g. underlining changes, colour-coded improvements)</li> <li>• Self and peer assessment notes or checklists</li> <li>• Evidence of SPaG skills applied in longer writing</li> </ul>	<ul style="list-style-type: none"> <li>• BUSC</li> <li>• Annotated modelled writing examples with clear structure and language use</li> <li>• Visible success criteria linked to the genre</li> <li>• Key SPaG reminders and vocabulary for use in writing tasks</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>• I know how to draft (genre)</li> </ul>		<ul style="list-style-type: none"> <li>• Shared or guided writing</li> <li>• Independent write</li> <li>• Cross-curricular opportunities</li> </ul>	



WRITE		
Learning objective	Activity	Key resources



## REVIEW REVISE EDIT

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>• Provide specific feedback linked to the success criteria (covering both content and SPaG)</li> <li>• Highlight next steps for improvement in structure, vocabulary, and accuracy</li> <li>• Offer additional writing time or tasks for redrafting and editing</li> <li>• Model how to edit and revise writing effectively (e.g. sentence rephrasing, punctuation fixes)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on teacher or peer feedback and identify what to improve</li> <li>• Revise content (e.g. add detail, improve clarity, re-order ideas)</li> <li>• Edit for SPaG (e.g. fix punctuation, correct spellings, improve grammar)</li> <li>• Work in pairs to peer review writing and give constructive suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Edited drafts showing visible improvements and corrections</li> <li>• Peer review notes or checklists</li> <li>• Highlighted or colour-coded changes</li> <li>• Redrafted sections or full rewritten versions</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of edited writing before and after</li> <li>• Step-by-step redraft process displayed (e.g. Read → Reflect → Improve)</li> <li>• Display editing symbols, reminders, or improvement prompts</li> </ul>
<b>Skills</b>		<b>Activities</b>	
<ul style="list-style-type: none"> <li>• I know how to edit and improve a text</li> <li>• I know how to redraft a text</li> </ul>		<ul style="list-style-type: none"> <li>• Edit and improve – independently, peer, with teacher or TA               <ul style="list-style-type: none"> <li>• Redraft own work</li> <li>• Redraft work of others</li> <li>• Refer back to audience and purpose</li> </ul> </li> </ul>	



## REVIEW REVISE EDIT

Learning objective

Activity

Key resources

Learning objective	Activity	Key resources



## PUBLISH/ PERFORM

PUBLISH/ PERFORM			
Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> <li>1 session</li> <li>Provide inspiring publishing or performance opportunities, showcase student work, where possible provide a real audience</li> </ul>	<ul style="list-style-type: none"> <li>Publish work according to the so that intention, take pride in presentation, perform pieces for audience.</li> </ul>	<ul style="list-style-type: none"> <li>Final published work.</li> </ul>	<ul style="list-style-type: none"> <li>Published pieces on display, anthologies, shared performances.</li> </ul>
Skills		Activities	
<ul style="list-style-type: none"> <li>I know how to publish a text</li> <li>I know how to perform a genre of writing</li> <li>I know how to write a (genre)</li> </ul>		Publish pieces on learning wall/in anthology/on 'fancy' paper <ul style="list-style-type: none"> <li>Make books/diaries</li> <li>Make leaflets/letters</li> <li>Visit another class to read their work</li> <li>Share with HT</li> <li>Share with audience</li> </ul>	



## PUBLISH/ PERFORM

Learning objective	Activity	Key resources



**ASSESSMENT CHECKLIST \*\* All objectives in Autumn are covered\*\***

JB	To be completed with support from TRUST
ARE	
GD	



## Y5 Autumn Term

Write taking into account the audience for and purpose of the writing and select the appropriate form.

Select language and vocabulary that shows awareness of the purpose and audience

In narratives, describe settings or characters

Use capital letters and sentence end punctuation mostly accurately and apostrophes for contraction and possession (secured from Y4)

Use some organisational devices for writing (e.g paragraphs, bullet points, subheadings etc)

Use expanded noun phrases to convey complicated information concisely

Spell most words from the Y3/4 word list and make phonically plausible attempts at the words from the Y5 list (school specific)

Proofread their own writing for spelling and punctuation errors  
(editing)

Propose changes to vocabulary, grammar and punctuation to enhance the effects and clarify meaning. (revising)

Maintain legibility in joined handwriting

