

Year group: 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Type (guidelines)	Traditional tales (3 weeks)	Non-fiction report (3 weeks)	Suspense and mystery fiction (4 weeks)	Poetry Rap/spoken word (3 weeks)	Classic literature (3 weeks)	Autobiographies (3 weeks)
	Recount (2 weeks)	Explanation (2 weeks)				
	Free verse Poetry (3 weeks)	Instructions (2 weeks)	Persuasion (3 weeks)	Newspaper journalism (3 weeks)	Discussion (2 weeks)	Advertisements (3 weeks)
Recommended Text	Robin of Sherwood by Michael Morpurgo The Firework Maker's Daughter by Philip Pullman. War Game by Michael Foreman Ship by David Macaulay. 100 Fantastic Things to Make, Do and Play by Lucy Painter. The Young Ice Skater by Peter Morrissey. The Works – a selection of poems by Paul Cookson.		Funky Chickens by Benjamin Zephaniah Doesn't Frighten Me at All by Maya Angelou Bad, Bad Cats by Roger McGough. Refugee Boy by Benjamin Zephaniah Holes by Louis Sachar Beowulf by Michael Morpurgo The Frog Who Thought She Was an Opera Singer by Jackie Kay		Kensuke's Kingdom by Michael Morpurgo The Lion, the witch and the wardrobe by C.S Lewis. Charlotte's Web by E.B.White Stig of the Dump by Clive King. Write here, Write now – persuasive writing examples. Advertisements, leaflets, etc.	
Suggested Outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives. Compose a biographical account based on research. Read, write and perform free verse. Experiment with writing their own.		Develop skills of building up atmosphere in writing e.g. passages building up tension. Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes. Detailed instructions with clear introduction and conclusion.		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version. Write a report, in the form of an information leaflet, in which two or more subjects are compared. Write up a balanced discussion presenting two sides of an argument, following a debate	

<p>Punctuation Grammatical Terminology</p> <p><i>Words in bold are those that need to be taught and learnt.</i></p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later],</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p>	<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>modal verbs [for example, might, should, will, must]</p> <p>number [for example, secondly]</p> <p>Brackets</p>	<p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>modal verbs [for example, might, should, will, must]</p> <p>number [for example, secondly]</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>place [for example, nearby]</p> <p>tense choices [for example, he had seen her before]</p> <p>Brackets</p>	<p>dashes or commas to indicate parenthesis.</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p>	<p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis,</p> <p>bracket</p> <p>dash</p>
<p>Punctuation Grammatical Terminology <i>Next steps covered in grammar.</i></p>	<p>I can distinguish between the language of speech and writing and use appropriate style when writing.</p> <p>I use a range of conjunctions and adverbials to link and extend ideas. (ITP15)</p>	<p>My sentences are detailed by including relative clauses beginning with ‘whom’, which, where, when, whose e.g. It was a Year 6 event <u>which</u> no one wanted to miss</p> <p>I can convert nouns or adjectives into verbs, e.g. frightful – frighten</p>	<p>I understand and begin to use the perfect form of verbs e.g. I have, I had, I will have.</p> <p>I can use commas effectively to make my meaning clear and to avoid confusion. (ITP14)</p>	<p>I ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>I ensure subject and verb agreement when using singular and plural e.g. He is, They are.</p>	<p>I can use hyphens to make sure my meaning is clear e.g. <i>recover/recover</i>. (ITP15)</p> <p>I use brackets, dashes or commas to indicate parenthesis e.g. Mr O’Neill, is a football fan, has a season ticket for Birmingham City. (B14)</p>	<p>I understand and begin to use the perfect form of verbs e.g. I have, I had, I will have.</p> <p>I use brackets, dashes or commas to indicate parenthesis e.g. Mr O’Neill, is a football fan, has a season ticket for Birmingham City. (B14)</p>

<p>Next Steps Covered</p>	<p>I can describe settings, characters and atmosphere within narrative.</p> <p>I vary the pace of my writing by changing sentence lengths, moving from direct to reported speech or altering verb strings e.g. he dashed to the waiting limo, wrenched the door open and leapt into the driver’s seat.</p> <p>I choose to add language to give extra detail in my sentences e.g. modifying before and after the noun – a <u>shy</u> boy <u>with blond hair</u></p> <p>I use adverbials of time to indicate place, time or number e.g. ‘We met <u>briefly</u> at the park’, ‘There are mountains <u>nearby</u>’ and ‘We have <u>numerous</u> balls in the PE cupboard’.</p>	<p>I begin to make notes when developing initial ideas for my writing.</p> <p>I develop effective introductions and conclusions in non-fiction text openings and endings in narrative</p> <p>I can use model verbs (e.g. might, should) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.</p> <p>I use devices (e.g. headings, subheadings, numbers, titles, bullet points and more) to structure my text and guide the reader. (B15)</p> <p>I identify the audience and purpose of my writing so that I select the best model to use. (ITP14)</p>	<p>I begin to summarize a longer piece of writing.</p> <p>I can include dialogue to convey a character’s history or emotion.</p> <p>I proofread for spelling and punctuation errors.</p> <p>I develop characters through what they say and do (showing not telling)</p> <p>In narrative, I introduce a problem that will engage the reader to a suitable point of climax</p> <p>I build cohesion within and across my paragraphs by planning in connectives or key vocabulary to use. (ITP14)</p>	<p>I choose vocabulary, sentence length and punctuation for effect. (ITP14)</p> <p>I experiment with writing cinquains and raps.</p> <p>I make use of appropriate features including graphic devices such as charts and diagrams</p>	<p>I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I select an appropriate level of sentence complexity</p> <p>I confidently use a thesaurus</p> <p>I experiment with non-linear forms in narrative writing e.g. flashbacks</p>	<p>I develop effective introductions and conclusions in non-fiction text openings and endings in narrative</p> <p>I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I choose vocabulary, sentence length and punctuation for effect. (ITP14)</p>
<p>Presentation</p>	<p>I make choices about handwriting e.g. unjoined script for captions, capital print for filling in a form</p> <p>I begin to develop my own legible, joined handwriting style. (ITP14/15)</p> <p>I choose the writing implement that is best suited for a task.</p>					