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| Year 5 | Autumn 1  Topic: Anglo-Saxons | Autumn 2  Topic: Biomes and the Rainforest | Spring 1  Topic: Victorians | Spring 2  Topic: Space | Summer 1  Topic: Space | Summer 2  Topic: Life is a Journey |
| Reading Texts | The Nothing to See Here Hotel (6/7 weeks) | The Explorer (with non-fiction included – World Explorer)/ picture book (7 weeks) | Incredible Journey (1 week)  Explore (2 weeks)  Oliver/Pinch of Salt (2 weeks)  Poetry week  Colour Monster (1 week picture book) | Orion Lost – Fluency project **afternoon reading** (6 weeks)  Blackberry Blue (3 weeks)  Robot Girl (3 weeks)  Orion Lost (2 weeks) | Orion Lost – (6 weeks) | The Lion, the Witch and the Wardrobe – (6 weeks) |
| Writing text driver | Beowulf – Michael Morpurgo translation  Beowulf – feminist translation  The Undefeated (Poetry Day) | The Vanishing Rainforest and The Explorer | The Sleeper and the Spindle (approx. 5 weeks) | Hidden Figures (4 weeks)  The Lion and the Mouse (2 weeks) | Curiosity – Mars Rover (4 weeks) | The Raven (2 weeks)  A Different Boy (4 weeks) |
| Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics) | Viking video clip  Film extracts  Examples of online reviews  Examples of newspaper articles  Examples of letters  Song lyrics | Youtube clips  QR codes linked to deforestation  Non-fiction piranha sloths examples  Extracts with colons  Extracts with semi colons | Maz Evans author extracts  BBC – audio link  YouTube clips  Adverts for castles online | Eulogy  Film clips of Hidden Figures  Aladdin film clips  Motivational speeches  Song lyrics  Travel adverts  Vlog | NASA informational text/website  YouTube clips/interviews with astronauts  Research on rovers  Song lyrics  Robert Burns poetry  Astronaut Texts (History link)  Clips of the movie | Gothic ghost story extracts  Monsters Inc. clips  YouTube sound clips  Newspaper articles  Anthony Lee Harris poem |
| Purpose and audience  Form | Review to persuade- Viking warriors  Recount of feast- contrasting viewpoints (guests and monsters like Grendel), including setting description- older children  Formal advertisement- Young adults  Narrative from a different perspective  Emotive monologue (from the perspective of Grendel’s mother) | Description of the rainforest – figurative language  Persuasive argument  Description from unique perspective  Non chronological information leaflet – Sloths | News bulletin- the general public  Diary- character from the story  Description and dialogue in narrative - older children  Estate agent’s description- prospective buyers  Letters – character in the text | Narrative, including dialogue  Persuasive speech  Interview transcript  Informational report  News article  A warning text  Narrative – changing tense (extended)  Instructions- inhabitants  Recount- inhabitants | Job application  Poem  Letter of complaint  Monologue (unique perspective)  Short diary entries from different POV | Love letter  Tension description  Need instructions and extended narrative  Narrative (extended)- ghost story  Missing person report  Biased newspaper report  Emotive letter  Unique perspective (walls of ship)  Description  Unique perspective (puppet) |
| Grammar opportunities | Nouns and noun phrases  Verb and adjective choices  Sentence structures  Formal/ informal language  Show not tell  Short sentences  Prepositions/prepositional phrases  Conjunctions for cohesion  Rhetorical questions  Fronted adverbials (keep working on punctuation)  Clauses and punctuation  Cohesive conjunctions through sentence and paragraph  Adverbials  Emotive language (for this point in the year – language as a year group is low and needs plugging) | Speech (story)  Bullet points (instructions)  Colons (instructions)  Relative pronouns  Embedded clauses and appropriate punctuation  Relative clauses  Dashes  Brackets  Tag questions  Repetition  Modal verbs  Figurative language  Inverted commas  Speech punctuation  Technical vocabulary  Antonyms  Appropriate simile use  Colons and semi-colons (detailed lists) | Expanded noun phrases  Figurative language  Homophones  Direct speech  Author’s style  Cohesive devices  Synonyms/ Antonyms  Descriptive/ figurative language (comparative adjectives, similes etc)  Subjunctive mood  Modal verbs  Imperative verbs  Commands | Expanded noun phrases  Similes  Relative clauses  Repetition  Suffixes  Structure of a text/ paragraphing  Third person voice  Imperative verbs  Bullet points  Technical vocabulary  Non-fiction layout | Adverbials  Time and cause verbs  Cohesion  Relative Pronouns  Prefix and suffix  Subordinate clauses  Prepositions  Formal language | Personficiation  Relative pronouns  Parenthesis  Complex sentence structures  Advanced punctuation  Cohesion  Passive voice  Third person voice  Indirect speech  Direct speech |
| **KPIs covered** | | | | | | |
| **Phase 1** | * Identifies the audience for, and purpose of the writing * Selects appropriate grammar and vocabulary and understands how such choices can change and enhance meaning * In narratives can describe settings, characters and atmosphere proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * Ensures the consistent and correct use of subject/verb agreement * Proof-reads for spelling and punctuation * Indicates degrees of possibility using adverbs or modal verbs | | | | | |
| **Phase 2** | * Uses further organisational and presentational devices to structure texts to guide the reader ( head, bullet points, underlining) * Links ideas across paragraphs using adverbials for time, place and number or tense choice * Uses relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun * Writes legibly, with increased fluency and speed | | | | | |
| **Phase 3** | * Uses the perfect form of verbs to mark relationships of time and cause * Uses devices to build cohesion within a paragraph * Uses brackets, dashes and commas to indicate parenthesis * Uses further prefixes and suffixes and understands the guidance for adding them * Continues to distinguish between homophones and other words which are often confused (words with silent letters) | | | | | |