

	Year 5																																				
	Spoken Word (To be taught throughout Y5)		Pupils should be taught to ask relevant questions to extend their understanding and knowledge. Pupils should be taught to use relevant strategies to build their vocabulary. Pupils should be taught to articulate and justify answers, arguments and opinions. Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Pupils should be taught to speak audibly and fluently with an increasing command of Standard English. Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates. Pupils should be taught to gain, maintain and monitor the interest of the listener(s). Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others. Pupils should be taught to select and use appropriate registers for effective communication																																		
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Term 1	The Nowhere Emporium by Ross Mackenzie Narrative (Mystery)	Writ ng comp ositio n	<p>Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning.</p> <p>Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.(Y4)</p> <p>Pupils should be taught to draft and write by precisising longer passages.</p> <p>Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4)</p> <p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others’ writing.</p> <p>Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2).</p> <p>Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y3)</p> <p>Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2)</p>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Sequence of plot may be disrupted for effect, e.g. flashback.</td><td>Sentence length varied, e.g. short/long.</td><td rowspan="3">Year 5 ambitious vocabulary used</td><td><u>Noun</u> Locate and identify expanded noun phrases.</td><td>Consolidate all previous learning.</td></tr><tr><td>Opening and resolution shape the story.</td><td>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.</td><td><u>Verbs</u> Use modal verbs. 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Convert adjectives into verbs using suffixes; ate, ise, ify.</td><td>Brackets Dashes Colons Semi-colons</td></tr><tr><td>Structural features of narrative are included, e.g. repetition for effect.</td><td>Wide range of subordinate connectives, e.g. whilst, until, despite.</td><td><u>Adjectives</u> Choose appropriate adjectives.</td><td></td></tr><tr><td>Paragraphs varied in length and structure.</td><td>Embedded subordinate clauses are used for economy or emphasis.</td><td><u>Connectives/conjunctions</u> Use a wide range of connectives.</td><td></td><td></td></tr><tr><td>Pronouns used to hide the doer of the action, e.g. it crept into the woods.</td><td>Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</td><td><u>Tense</u> Change tense according to features of the genre.</td><td></td><td></td></tr><tr><td></td><td>Repetition is used for effect, e.g. the boys ran and ran until they could run no more.</td><td><u>Adverbs</u> Know what an adverbial phrase is. 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Word / sente nce / text	<p>Verb prefixes [for example, dis–, de–, mis–, over– and re–</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)(Y3)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.](Y4)</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] (Y4) or tense choices [for example, he had seen her before]</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.] (Y4)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4)</p>																																				
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			<div>Nouns and noun phrases</div> <div><ul style="list-style-type: none">I can use relative clauses beginning with <i>who, which, where, when, whose, that</i>.I use a wide range of synonyms purposefully.I can create noun phrases using hyphens, <i>e.g. man-eating-shark man eating shark</i><ul style="list-style-type: none">I use a range of determiners accurately.<div>Must haves...</div><div><ul style="list-style-type: none">I use a wide range of synonyms purposefully.I can use relative clauses beginning with <i>who, which, where, when, whose, that</i>.</div></div>																											
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Term 3	Gorilla by Anthony Browne Narrative (Story)	Writ ng comp ositio n	<p>Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning.</p> <p>Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.(Y4)</p> <p>Pupils should be taught to draft and write by precisising longer passages.</p> <p>Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4)</p> <p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others’ writing.</p> <p>Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2).</p> <p>Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y3)</p> <p>Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2)</p>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Sequence of plot may be disrupted for effect, e.g. flashback.</td><td>Sentence length varied, e.g. short/long.</td><td rowspan="3">Year 5 ambitious vocabulary used</td><td><u>Noun</u> Locate and identify expanded noun phrases.</td><td>Consolidate all previous learning.</td></tr><tr><td>Opening and resolution shape the story.</td><td>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.</td><td><u>Verbs</u> Use modal verbs. 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			<div>Verbs</div> <div><ul style="list-style-type: none">I identify and use modal verbs in my speech and writing, e.g. <i>will, would, could, may, shall, should, must and ought.</i>I change an active sentence to a passive sentence.I can choose to use the passive for effect, e.g. <i>I broke the window in the greenhouse (active). The window in the greenhouse was broken by me (passive).</i>I choose verbs which are suitably formal or informal. They suit the context of my writing, e.g. <i>find out – discover; ask for – request; go in – enter.</i>I can use the subjunctive form, e.g. <i>for speech writing – If I were to become head girl...</i></div> <div>Must have...</div> <div><ul style="list-style-type: none">I identify and use modal verbs in my speech and writing.</div> <div>I change an active sentence to a passive sentence.</div>																										
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	Grammar Focus		
		<div>Cohesion</div> <div><ul style="list-style-type: none">I use a wide range of strategies to make my writing flow,e.g. <i>adverbs, conjunctions, adverbials with different levels of formality,</i> e.g. formal – on the other hand, in contrast, as a consequence.I can use adverbials of time to link ideas across paragraphs, <i>Including: place – nearby, number – secondly, tense choices – he had seen her before.</i>Must have...<ul style="list-style-type: none">I use a wide range of strategies to make my writing flow.</div>	

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Term 6	The Explorer by Katherine Rundell Narrative (Adventure)	Writ ng comp ositio n	<p>Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary(Y3), understanding how such choices can change and enhance meaning.</p> <p>Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.(Y4)</p> <p>Pupils should be taught to draft and write by precisising longer passages.</p> <p>Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.(Y4)</p> <p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others’ writing.</p> <p>Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing (Y2).</p> <p>Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.(Y3)</p> <p>Pupils should be taught to evaluate and edit by performing their own compositions, using appropriate intonation, volume and movement so that meaning is clear(Y2)</p>	<table><tr><th>Text Structure</th><th>Sentence</th><th>Useful Vocabulary</th><th>Word Classes</th><th>Punctuation</th></tr><tr><td>Sequence of plot may be disrupted for effect, e.g. flashback.</td><td>Sentence length varied, e.g. short/long.</td><td rowspan="3">Year 5 ambitious vocabulary used</td><td><u>Noun</u> Locate and identify expanded noun phrases.</td><td>Consolidate all previous learning.</td></tr><tr><td>Opening and resolution shape the story.</td><td>Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer.</td><td><u>Verbs</u> Use modal verbs. 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Pronouns used to hide the doer of the action, e.g. it crept into the woods.	Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.		<u>Tense</u> Change tense according to features of the genre.																																		
	Repetition is used for effect, e.g. the boys ran and ran until they could run no more.		<u>Adverbs</u> Know what an adverbial phrase is. Fronted adverbials. Comma after fronted adverbials. Adverbials of time, place and number.																																		
Word / sente nce / text	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)(Y3)</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.](Y4)</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] (Y4)</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly (Y4) or tense choices [for example, he had seen her before]</p>																																				
Punc tuati on	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Y1)</p> <p>Commas to separate items in a list (Y2)</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name (Y2)</p> <p>Use of inverted commas(Y3) and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”](Y4)</p> <p>Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] (Y4)</p> <p>Use of commas after fronted adverbials (Y4)</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>																																				
	The Malfeasance by Alan Bold Poetry	Writ ng comp ositio n	<p>Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary,(Y3) understanding how such choices can change and enhance meaning</p> <p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others’ writing.</p> <p>Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors (Y3).</p> <p>Pupils should be taught to evaluate and edit by perform their own compositions(Y2), using appropriate intonation, volume and movement so that meaning is clear.</p>																																		
		Word / sente nce / text	<p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p>																																		

		Punc tuati on		
	Grammar Focus			
			<p><u>Punctuation</u></p> <ul style="list-style-type: none">• I can use dashes, brackets and commas to mark parenthesis.• I can use commas to list adverbials and clauses, <i>e.g. If you're really sorry, if you really feel bad, if you really want to make it up to me, then prove it.</i>• I punctuate speech correctly, including the layout of dialogue.• I use colons to formally introduce a list, <i>e.g.</i> <i>Rather than – I like: bananas, apples and pears.</i> <i>I like the following fruits: bananas, apples and pears.</i>• I can use semi-colons to divide items in a complex list, particularly if commas have already been used, <i>e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably fusilli and a jar of black olives.</i> <p>Must haves...</p> <ul style="list-style-type: none">• I punctuate speech correctly, including the layout of dialogue. <p>I use colons to formally introduce a list.</p>	
			Summer Assessment Points	
			<ul style="list-style-type: none">• Using the perfect form of verbs to mark relationships of time and cause• Assessing the effectiveness of their own and others' writing• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun• Using a colon to introduce a list• Punctuating bullet points consistently• write legibly, fluently and with increasing speed by:<ul style="list-style-type: none">- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters- choosing the writing implement that is best suited for a task.	