










	Year 5-Spring										
	<b>Week 1</b> 	<b>Week 2</b> 	<b>Week 3</b> 	<b>Week 4</b> 	<b>Week 5</b> 	<b>Week 6</b> 	<b>Week 7</b> 	<b>Week 8</b> 	<b>Week 9</b> 	<b>Week 10</b> 	<b>Week 11</b> 
Grammar and Punctuation	<p><b>Writing (Composition)</b> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Consider how authors have developed characters and settings in what has been read, listened to or seen performed. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Assess the effectiveness of their own and others’ writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative Pronoun. Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. Brackets, dashes, or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Use of expanded noun phrases to convey complicated information concisely. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly.]</p> <p><b>Writing Transcription:</b> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with ‘silent’ letters. Continue to distinguish between homophones and other words which are often confused. Use dictionaries to check the spelling and meaning of words. Use a thesaurus.</p>					<p><b>Writing (Composition)</b> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Assess the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Proof-read for spelling and punctuation errors. Performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b> Verb prefixes [dis-, de-, mis-, over- and re-]. Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Linking ideas across paragraphs using adverbials of time, place [for example, nearby] and number, or tense choices. Brackets, dashes, or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]. How words are related by meaning as synonyms. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?]. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. How hyphens can be used to avoid ambiguity.</p> <p><b>Writing Transcription:</b> Use further prefixes and suffixes and understand the guidance for adding them. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. Use a thesaurus.</p>				<p><b>Writing (Composition)</b> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Develop initial ideas, drawing on reading and research where necessary. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Assess the effectiveness of their own and others’ writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b> Recognise vocabulary and structures that are appropriate for formal speech and writing. Use passive verbs to affect the presentation of information in a sentence. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or</p>	

										with an implied (i.e. omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing. Punctuate bullet points consistently. Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading. <b>Writing Transcription:</b> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.	
Alan Peat	Two-pair sentences, P.C sentences, Alan Peat Sentences – 3ed Noun, which/where/who sentence, 4A sentences					Noun who/which/when, noun – (adjective pair), Emotion word (commas) sentences, Sentence – BOYS Sentence, Sentence – If, if if, then sentences,				3ed sentences, Noun – (adjective pair), 3 bad – (Dash) question?	
Spelling Spelling Shed.	Week 1- Words ending in ‘-able’, where the ‘e’ from the root word remains. Week 2- Words that are adverbs of time. Week 3 - Words with suffixes where the base word ends in ‘-fer’. Week 4 - Words with ‘silent’ first letters Week 5 - Words with ‘silent’ letters					Week 6 - Challenge Words Week 7 - Words with ‘ie’ after ‘c’ Week 8 - Words where ‘ei’ can make an /ee/ sound. Week 9 - Words where ‘ough’ makes an /or/ sound.				Week 10 – Words containing ‘ough’ Week 11 – Adverbs of possibility and frequency	
Handwriting	Letter ‘h’ Focus on grip, letter formation, letter size consistency.	Letter ‘b’ Focus on grip, letter formation, line into and out of letter.	Letter ‘p’ Focus on grip, letter formation; line into and out of letter and letter size consistency.	Letter ‘u’ Focus on grip, letter formation; line into and out of letter and letter size consistency.	Letter ‘j’ a Focus on grip, letter formation, line into and out of letter and letter size consistency.	Letter ‘f’ a Focus on grip, letter formation; line into and out of letter and letter size consistency.	Letter ‘k’ a Focus on grip, letter formation; line into and out of letter and letter size consistency	Letter x a Focus on grip, letter formation, line into and out of letter and letter size consistency.	Letter ‘w’ model using year 5/6 spellings.	Letter ‘l’ a Focus on grip, letter formation; line into and out of letter and letter size consistency.	Letter ‘c’ a Focus on grip, letter formation; line into and out of letter and letter size consistency .
VIPERS	Spring 2: ‘The Explorer’ by Katherine Rundell, A range of non-fiction texts.					Spring 2: Poetry: ‘The Tyger’ by William Blake, ‘The Road Not Taken’ by Robert Frost, A range of non-fiction texts.					
VIPERS Sequence	See separate Reading VIPERS progression document.										
Class reading books		‘The Last Bear’ by Hannah Gold.									
Writing outcomes	Outcomes: prediction, poetry using personification, debate, opinion piece, holiday brochure  Final Outcome: travel brochure (assessed piece).			Outcomes: character description, narrative  Final outcome: narrative (assessed piece)		Outcomes: letter, persuasive speech, balanced argument, simple poem  Final Outcome: discussion text				Outcomes: character profile, figurative descriptions, dialogue  Final Outcome: narrative sequel	
Writing Sequence	Lesson 1. LO: To develop prediction skills.  Lesson 2. LO: To choose words and	Lesson 1. LO: To use a range of sentence structures in writing.  Lesson 2.	Lesson 1. LO: To edit writing.  Lesson 2. LO: To independently plan a travel	Lesson 1. LO: To write a character description.  Lesson 2. LO: To plan a narrative.	Lesson 1. LO: To independently plan a narrative (AP).  Lesson 2. LO: To independently	Lesson 1. LO: To use emotive verbs to express an opinion.  Lesson 2. LO: To create sentences that	Lesson 1. LO: To use the language of persuasion.  Lesson 2. LO: To create a plan for a discussion text	Lesson 1. LO: To create a plan for a discussion text (balanced argument) (AP).  Lesson 2.	Lesson 1. LO: To use a poem structure to create figurative questions.  Lesson 2.	Lesson 1. LO: To use figurative phrases to describe a character.  Lesson 2.	Lesson 1. LO: To plan a narrative.  Lesson 2. LO: To write a narrative.  Lesson 3.

	<p>language that contribute to meaning.</p> <p>Lesson 3. LO: To use personification for effect.</p> <p>Lesson 4. LO: To justify opinions and ideas.</p> <p>Lesson 5. LO: To write an opinion piece.</p>	<p>LO: To plan a brochure</p> <p>Lesson 3. LO: To plan a holiday brochure.</p> <p>Lesson 4. LO: To write a holiday brochure.</p> <p>Lesson 5. LO: To write a holiday brochure.</p>	<p>brochure. (AP).</p> <p>Lesson 3. LO: To independently write a travel brochure. (AP).</p> <p>Lesson 4. LO: To independently write a travel brochure. (AP).</p> <p>Lesson 5. LO: To independently edit writing. (AP).</p>	<p>Lesson 3. LO: To write a narrative.</p> <p>Lesson 4. LO: To write a narrative.</p> <p>Lesson 5. LO: To peer and self- assess a narrative.</p>	<p>write a narrative (AP).</p> <p>Lesson 3. LO: To independently write a narrative (AP).</p> <p>Lesson 4. LO: To independently write a narrative (AP).</p> <p>Lesson 5. LO: To peer and self-assess a narrative (AP).</p>	<p>begin with the subordinate clause.</p> <p>Lesson 3. LO: To identify when words can be used as prepositions and conjunctions within a sentence.</p> <p>Lesson 4. LO: To describe using creative expanded noun phrases</p> <p>Lesson 5. LO: To write an explanatory text</p>	<p>(balanced argument)</p> <p>Lesson 3. LO: To use oracy to rehearse balanced argument.</p> <p>Lesson 4. LO: To develop a consistent argument, supported by evidence</p> <p>Lesson 5. LO: To write a conclusion and peer assess writing</p>	<p>LO: To develop a consistent argument, supported by evidence (AP).</p> <p>Lesson 3. LO: To develop a consistent argument, supported by evidence (AP).</p> <p>Lesson 4. LO: To edit and peer assess writing (AP).</p> <p>Lesson 5. LO: To write a discussion piece (AP).</p>	<p>LO: To justify opinions using a range of multi-clause sentence structures.</p> <p>Lesson 3. LO: To make inferences to describe a character (The Last Bear).</p> <p>Lesson 4. LO: To write a character description.</p> <p>Lesson 5. LO: To edit using self and peer assessment.</p>	<p>LO: To use dialogue punctuation to record an interaction.</p> <p>Lesson 3. LO: To explore a character through role-play.</p> <p>Lesson 4. LO: To plan and write a narrative.</p> <p>Lesson 5. LO: To write a narrative.</p>	<p>LO: To write a narrative.</p> <p>Lesson 4. LO: To edit and peer assess a narrative.</p> <p>Lesson 5. LO: To write a narrative sequel.</p>
--	---	--	--	--	---	---	---	---	--	--	--