	Year 5-Autumn													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	<u>Week 10</u>	Week 11	Week 12	Week 13	
	OTO 200	OTOLOUS OTOLOUS CURIOSITY Virginia		Radora	Radora Sector	Pandora		HIDDEN IGURES	HIDDEN FIGURES	WITHER	YHER M	PENERS -	THE STREET	
Grammar and Punctuation	 Writing (Composition): Identify the audience and purpose of the writing, selecting, and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how choices can enhance meaning. Use a wide range cohesive devices across paragraphs. Use organisational devices to structure text [for example, headings, bullet points, underlining]. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar, and punctuation to enhance/ clarify meaning. Ensure the consistent and correct use of tense throughout writing. Proof-read for spelling/ punctuation errors. Vocabulary, Grammar & Punctuation: Use expanded noun phrases to convey information concisely. Indicate degrees of possibility using adverbs and modal verb. Relative clauses beginning with who, which, where, or that. Use commas to clarify meaning/ avoid ambiguity. Brackets, dashes, or commas for parenthesis. Writing Transcription (Spelling and Handwriting): Use of prefixes and suffixes. Use knowledge of morphology and etymology in spelling. Use dictionaries to check the spelling 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. 			purpose of the similar writing a appropriate gra understanding Use a wide rang paragraphs. Use structure text [1 points, underlin nouns within ar repetition. Link place, and num their own and o vocabulary, gra enhance/ clarifi and correct use Proof-read for se Proof-read for se Proof-read for se Pr	osition): Identify ti writing, selecting, as models for their immar and vocabu how choices can ei ge cohesive device e organisational de for example, headi ding]. Secure the u: d across a senten- ideas using advert ber. Assess the eff thers' writing. Pro mmar, and punctu y meaning. Ensure of tense throughd punctuati ammar & Punctua phrases to contex codal verbs. Relative who, which, where ensure meaning is mas for clarity. ription : Use of prei d previously taugh 6 words in context and etymology in s check the spelling ; iesaurus. Use of joi	and using other own. Select lary, hance meaning. s across evices to ings, bullet se of pronouns or ce to avoid oils of time, iectiveness of opose changes to lation to the consistent out writing. on errors. titon : Use y information sibility using e clauses e, or that. Use of . clear, fixes and suffixes, t homophones. t. Use knowledge spelling. Use and meaning of	Writing (Composition): Identify the audience and purpose. Propose changes to vocabulary, grammar, punctuation to enhance meaning. Proofread spelling/ punctuation errors. Vocabulary, Grammar & Punctuation select appropriate grammar and vocabulary. Use of figurative language to enhance meaning. Use expanded noun phrases to concisely convey information. Relative clauses beginning with who, which, where, or that. Punctuation to ensure meaning is clear, particularly commas for clarity. Use of adverbial phrases and change of clause structures.	purpose of th Consider how developed ch settings in wi read, listened performed. Select approp and vocabula settings, char atmosphere. range of devit cohesion with charges to voc grammar, and enhance effect meaning. Vocabulary, (Punctuation: beginning wit where, when, Indicate degri using adverbs verbs. Linking paragraphs us of time. Brack commas to in parenthesis. I to clarify mea ambiguity. US	udience for and e writing. v authors have aracters and nat has been lto, or seen vriate grammar ry to describe acters, and Using a wide ces to build nin and across sussessing the of their own and g. Proposing cabulary, d punctuation to cts and clarify Grammar & Relative clauses th who, which, ees of possibility a and modal sideas across sing adverbials cets, dashes, or dicate Use of commas inning or avoid e of expanded to concisely nation. Use of ces. How words y meaning ntonyms)	 Writing (Composition): Identify the audience and purpose of the writing, selecting, and using other similar writing as models for their own. Consider how authors have developed characters and settings in what has been read or listened to. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Using a wide range of devices to build cohesion within and across paragraphs. Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Vocabulary, Grammar & Punctuation Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicating degrees of possibility using adverbs or modal verbs. Linking ideas across paragraphs using adverbials of time and place, 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. The difference between structures typical of informal speech and formal speech. Use of inverted commas and other punctuation to indicate direct speech. Use of topic-specific vocabulary. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. Apostrophes to mark plural possession [for example, the girf's name, the girf's names]. Writing Transcription: Use of prefixes and suffixes, Y3/4 words, and previously taught homophones. Inclusion of Y5/6 words in context. Use knowledge of morphology and etymology in spelling. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Use of joined legible handwriting. 				

Alan Peat Spelling Spelling Shed.	Noun, which/where/who, 4A sentences Week 1- Words ending in '-tious' and '-ious' Week 2- Words ending in '-cious'			Week 4 - Word	here/who sentence s ending in '-tial' s ending in '-cial' ar	·	Writing Transcription: Use of prefixes and suffixes, previously taught words, and homophones. Inclusion of Y5/6 words. Use a thesaurus. Use of joined legible handwriting. 4A sentences. Week 7 - Words ending in '-ant'.	Use further pre suffixes. Use kr morphology ar spelling. Use di check the spell meaning of wo Use a thesauru 3 bad – (dash) -ly sentences Week 8 - Word ance' and '-anc	nowledge of d etymology in ctionaries to ing and rds. s. question? s ending in '-	Two pair sentences, emotion word, (comma) sentences, noun, which/where who sentence. Week 10 - Words ending in '-able' and '-ible' Week 11 – Words ending in '-ably' and '-ibly'				
	Week 3 - Word	ls ending in '-cia	ıl'	Week 6- Challenge words				Week 9 - Words ending in '- ent' and '-ence'		Week 12 – Challenge words Week 13 - Words ending in '-able', where the 'e' from the root word				
Handwriting	Letter 'c'. Focus on grip, letter formation; line into and out of letter and letter size consistency.	Letter 'o' model using year 5/6 spellings	Letter 'd' and modelled paragraph. Focus on join and sitting letters on line.	Letter 'g' and modelled paragraph. Focus on increased quality with speed.	Letter 'q' and modelled paragraph. Focus on improving stamina.	Letter 'e' and modelled paragraph. Focus on improving stamina with quality.	Letter s and modelled paragraph.	Letter 'u' model using year 5/6 spellings.	Letter 'r' model using year 5/6 spellings.	remains Letter 'w' model using year 5/6 spellings.	Letter 'e' model using year 5/6 spellings.	Letter m, model using year 5/6 spellings.	Letter 'n' model using year 5/6 spellings	
VIPERS VIPERS Sequence		rriet Versus the	Galaxy' by Samant	ha Baines			Autumn 2: 'The Kid \	he Kid Who Came from Space' by Ross Welford						
Class reading	-	-					Reading for Ple	asure.						
books Writing outcomes	proposal, explanation text. chronolo							description, role play, persuasive letter, newspaper opinion piece. Main outcome: newspaper opinion piece.			ialogue, setting description, retellings. ne: fantasy sequel narrative.			
Writing Sequence	INSET. Lesson 1. LO: To ask questions and speculate answers. Lesson 2. LO: To speculate answers using modal verbs. Lesson 3.	Lesson 1. LO: To write multi-clause sentences. Lesson 2 LO: To convert informal to formal language Lesson 3. LO: To sequence events using adverbs.	devices. Lesson 2. LO: To use SURPRISES to edit. Lesson 3. LO: To use expanded noun phrases to	Lesson 1. (Curiosity) LO: To edit my explanation text (AP) Lesson 2. (Curiosity) LO: To present my explanation text (AP) Lesson 3.	Lesson 1. LO: To use cohesive devices. Lesson 2. LO: To uses a range of cohesive devices. Lesson 3. LO: To uses a range of cohesive devices.	Lesson 1. LO: To write a non- chronological report (AP) Lesson 2. LO: To write a non- chronological report (AP) Lesson 3. LO: To write a non- chronological report (AP).	Lesson 1. LO: To write a list poem. Lesson 2. LO: To use figurative language in poetry. Lesson 3. LO: To use expressive language in poetry. Lesson 4	Lesson 1. LO: To write a report. Lesson 2. LO: To describe a character using noun phrases. Lesson 3. LO: To explore a character through role play.	Lesson 1. LO: To write a diary entry. Lesson 2. LO: To gather evidence to form an opinion. Lesson 3. To plan an opinion piece.	Lesson 1. LO: To make predictions about the theme and events in a story. Lesson 2. LO: To write a recount using noun phrases. Lesson 3. LO: To use the	Assessment Week Lesson 1. LO: To identify the main events of a story. Lesson 2. CELT Writing Day. Lesson 3. LO: To use paragraphs.	Lesson 1. LO: To use paragraphs. Lesson 2. LO: To self and peer edit my narrative. Lesson 3. LO: To write a narrative sequel (AP). Lesson 4.	Add assessed pieces to blue folders. Use themes of story to create debate.	

LO: To write			Space dome	Lesson 4.		LO: To compose		Lesson 4.	conventions	LO: To write	
a proposal.	Lesson 4.	Lesson 4.	session.	LO: To write	Lesson 4.	my final poem.	Lesson 4.	LO: To	of speech to	a narrative	
	LO: To use	LO: To wite		an	LO: To edit		LO: To write	complete	show a	sequel (AP).	
Lesson 4.	cohesive	explanation	Lesson 4.	introduction	my non-	Lesson 5.	a formal	and edit my	character's		
LO: To use	devices.	text. (AP)	LO: To use a	(AP)	chronological	LO: To edit and	persuasive	opinion	feelings.	Lesson 5.	
clauses to			range of		report (AP).	present my poem.	letter.	piece.		To complete	
clarify	Lesson 5.	Lesson 5.	clause	Lesson 5.					Lesson 4.	and edit my	
meaning.	LO: To use	LO: To wite	structures	LO: To	Lesson 5.		Lesson 5.	Lesson 5.	LO: To	narrative	
	cohesive	explanation		develop a	LO: To		LO: To edit	LO: To	identify and	sequel (AP).	
	devices.	text (AP).	Lesson 5.	character	present my		my formal	conclude	use noun		
			LO: To use	(AP).	non-		letter.	unit	phrases.		
			expanded		chronological			watching			
			noun		report (AP).			'Hidden	Lesson 5.		
			phrases.					Figures'.	LO: To		
									identify the		
									main events		
									of a story		