

	Year 5 – Autumn												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
													
Grammar and Punctuation	Writing - composition Plan their writing by: • identifying the audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • 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 • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring 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-reading for spelling and punctuation errors. Writing - Vocabulary, Grammar & Punctuation • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Use and understand the grammatical			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 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.			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.	Writing (Composition) Identify the audience for and purpose of the writing. Consider how authors have developed characters and settings in what has been read, listened to or seen performed. Select appropriate grammar and vocabulary to describe settings, characters and atmosphere. 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. Indicate degrees of possibility using adverbs and modal verbs. Linking ideas across paragraphs using adverbials of time. Brackets, dashes, or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Use of expanded noun phrases to concisely convey information. Use of cohesive devices. How words are related by meaning (synonyms/ antonyms) Writing Transcription:		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 girl's name, the girls' 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.			

	terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.						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.	Use further prefixes and suffixes. Use knowledge of morphology and etymology in spelling. Use dictionaries to check the spelling and meaning of words Use a thesaurus					
Alan Peat	Some; others sentences, the more, the more sentences			Noun, which/where/who sentence, 4A sentences			4A sentences.	3 bad – (dash) question? -ly sentences		Two pair sentences, emotion word, (comma) sentences, noun, which/where who sentence.			
Spelling Spelling Shed.	Week 1- Words ending in ‘-tious’ and ‘-ious’ Week 2- Words ending in ‘-cious’ Week 3 - Words ending in ‘-cial’			Week 4 - Words ending in ‘-tial’ Week 5 –Words ending in ‘-cial’ and ‘-tial’ Week 6- Challenge words			Week 7 - Words ending in ‘-ant’	Week 8 - Words ending in ‘-ance’ and ‘-ancy’ Week 9 - Words ending in ‘-ent’ and ‘-ence’		Week 10 - Words ending in ‘-able’ and ‘-ible’ Week 11 – Words ending in ‘-ably’ and ‘-ibly’ Week 12 – Challenge words Week 13 - Words ending in ‘-able’, where the ‘e’ from the root word remains			
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.	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	Autumn 1: ‘The Kid Who Came from Space’ by Ross Welford						Autumn 2: ‘The Kid Who Came from Space’ by Ross Welford						
Class reading books	The Jamie Drake Equation Christopher Edge												
Writing outcomes	Main Outcomes: reports, poems, summaries, letters of advice, badges, a section of dialogue, a bid, an own version narrative / narrative from an alternate perspective. Main outcome: Main outcome: Independent write- a narrative from an alternate perspective.			Outcomes: Written speculative response, proposal, explanation text. Main outcome: Explanation text (assessed piece).			Outcomes: Exploration of poetry styles. Main Outcome: Complete poem about Rosa Parks	Outcomes: Report, character description, role play, persuasive letter, newspaper opinion piece. Main outcome: Newspaper opinion piece.		Outcomes: Dialogue, setting description, retellings. Main outcome: Fantasy sequel narrative.			
Writing Sequence	Lesson 1. LO: To research and write about ideas in a report. Lesson 2. LO: To write a descriptive poem. Lesson 3. LO: To summarise and make inferences about a text.	Lesson 1: LO: To explore themes within a text Lesson 2. LO: To be able to plan a story with a similar theme to what has been read Lesson 3. LO: To use a range of structures and devices to write a narrative_	Lesson 1: LO: To plan a narrative from an alternate perspective Lesson 2 and 3 LO: To write a narrative from an alternate perspective Lesson4: To edit and peer assess writing	Lesson 1. LO: To speculate answers using modal verbs. Lesson 2. LO: To write a proposal. Lesson 3. LO: To use clauses to clarify meaning. Lesson 4.	Lesson 1 LO: To sequence events using adverbs. Lesson 2. LO: To use cohesive devices. Lesson 3. LO: To use cohesive devices. Lesson 4.	Lesson 1. LO: To write explanation text. (AP) Lesson 2. LO: To write explanation text (AP). Lesson 3. LO: To edit my explanation text (AP) Lesson 4. LO: To present my	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 LO: To compose my final poem.	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 4.	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 4.	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 conventions of speech to	Lesson 1. LO: To identify the main events of a story. Lesson 2. LO: To use paragraphs. Lesson 3. LO: To use paragraphs. Lesson 4. LO: To self and peer edit my narrative.	Assessment Week Lesson 1. LO: To write a narrative sequel (AP). Lesson 2. LO: To write a narrative sequel (AP). Lesson 3. To complete and edit my narrative sequel (AP).	Add assessed pieces to blue folders. Use themes of story to create debate.

	Lesson 4. LO: To give advice to a character in the form of a letter. Lesson 5. LO: develop characters and create written dialogue.	<u>Lesson 4.</u> LO: To use a range of structures and devices to write a narrative Lesson 5. LO: To use a range of structures and devices to write a narrative	Lesson 5: To independently write a narrative from an alternate perspective	LO: To write multi-clause sentences. Lesson 5. LO: To convert informal to formal language	LO: To use SURPRISES to edit. Lesson 5. LO: To use expanded noun phrases to create labels.	explanation text (AP) Lesson 5. INSET	Lesson 5. LO: To edit and present my poem.	LO: To write a formal persuasive letter. Lesson 5. LO: To edit my formal letter.	LO: To complete and edit my opinion piece. Lesson 5. LO: To conclude unit watching 'Hidden Figures'.	show a character's feelings. Lesson 4. LO: To identify and use noun phrases. Lesson 5. LO: To identify the main events of a story	Lesson 5. LO: To plan a narrative sequel (AP).		
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