



Year 5 Summer

| | 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 |
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| Grammar and Punctuation | <p>Writing (Composition): Identify the audience and 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. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use a range of devices to build cohesion within and across paragraphs. Assess 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. Ensure correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Vocabulary, Grammar & Punctuation: 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 the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. Use commas to clarify meaning or avoid ambiguity in writing. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.</p> <p>Writing Transcription: Use further prefixes and suffixes and understand the guidance for adding them. 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.</p> | | | <p>Writing (Composition): Plan by note taking, developing initial ideas by drawing on reading and research where necessary. Identify the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action -precising longer passages. Using 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. Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Vocabulary, Grammar & Punctuation: Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs. Brackets, dashes or commas top indicate parenthesis. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]. Link ideas across paragraphs using adverbials of time, place and number or tense choices [for example, he had seen her before]. How words are related by meaning as synonyms and antonyms. The difference between structures typical of informal speech and structures appropriate for</p> | | | <p>Writing (Composition) Use a wide range of devices to build cohesion within and across paragraphs. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Note and 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 further organisational and presentational devices to structure text and to guide the Reader. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Assess the effectiveness of their own and others' writing. Proof-reading for spelling and punctuation errors.</p> <p>Vocabulary, Grammar & Punctuation: Indicating degrees of possibility using adverbs or modal verbs. Brackets, dashes or commas top indicate parenthesis. Devices to build cohesion within a paragraph using adverbials of time, place and number, or tense choices [for example, he had seen her before]. How words are related by meaning as synonyms and antonyms. 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?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech].</p> <p>Writing Transcription: 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 (where words are spelt differently in UK English to American English).</p> | | | <p>Writing (Composition) Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 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>Vocabulary, Grammar & Punctuation Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. 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]. 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</p> | | | |

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| | | | | formal speech and writing [for example, the use of question tags: He's your friend, isn't he?] Writing Transcription: 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. Y5/6 words in context. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Use of joined, legible handwriting. | | | | | | | 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. Writing Transcription: 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. | | |
| Alan Peat | 3 bad – (dash) sentences, noun- adjective pair- sentences, emotion word, (comma) sentences, | | | Noun-adjective pair- sentences, 3ed sentences, noun which/who/where sentences, if, if, if then sentences. | If, if, if then sentences, emotion word (comma) sentences, BOYS Sentences, noun – adjective pair – sentences, 3 ed sentences, | | | | | If, if, if then sentences | | | |
| Spelling Spelling Shed. | Week 1- Words that are homophones or near homophones Week 2- Words that are homophones Week 3- Words that are homophones | | | Week 4 - Words that are homophones or near homophones Week 5 –Words that are homophones or near homophones | Week 6- Challenge Words Week 7 - Words that are homophones or near homophones Week 8 – Words with hyphens Week 9- Challenge Words Week 10- Revision words | | | | | Week 11- Revision words Week 12 - Revision words Week 13 – Revision words | | | |
| Handwriting | Focus on the letter t. Progression throughout the week to joining the letters tt, tl and te | Focus on the letter z. Progression throughout the week to joining the letters zz, ze and zi. | Focus on the letter p. Progression throughout the week to joining the letters pp, pi. | Focus on the letter e. Progression throughout the week to joining the letters e, ed and de. | Focus on the letter g. Progression throughout the week to joining the letters g, gg and gi. | Focus on the letter r. Progression throughout the week to joining the letters ro, ra and re | Focus on the letter s. Progression throughout the week to joining the letters ss, se and sh | Focus on the letter b. Progression throughout the week to joining the letters bb, be and br | Focus on the letter k. Progression throughout the week to joining the letters kk, ck and kw. | Focus on the letter s. Progression throughout the week to joining the letters ss, si and se. | Focus on the letter d. Progression throughout the week to joining the letters d, di and de | Wellness Week | Transition |
| VIPERS | Summer 1: 'Asha and The Spirit Bird' by Jasminder Bilan | | | | | Summer 2: 'Pig Heart Boy' by Malorie Blackman | | | | | | | |
| Class reading books | 'The Boy Who Made Everyone Laugh' by Helen Rutter. | | | | | | | | | | | | |
| Writing outcomes | Outcomes: welcome guide, description, letter of advice, analysis, comparison, diary entry in role, imagined conversation Main outcome: Narrative sequel from a different character's perspective | | | Outcomes: character descriptions, flashbacks, diary entries in role, short autobiographies Main outcome: analytical essay on what we can learn from other generations | | Outcomes: fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech Main outcome: biography | | | | | Outcomes: debate, persuasive speech Main outcome: persuasive language | | |
| Writing Sequence | Lesson 1. LO: To use modal verbs to indicate degrees of possibility. Lesson 2. LO: To use inference to describe a setting. Lesson 3. LO: To recognise vocabulary and structures used for formal writing Lesson 4. | Lesson 1. LO: To use dialogue that conveys the character and advances action Lesson 2. LO: To plan writing by developing ideas from reading. Lesson 3. LO: To use expanded noun phrases to convey information concisely. | Lesson 1. Bank Holiday Lesson 2. LO: To plan a writing by developing ideas from reading (AP). Lesson 3: LO: To write a narrative sequel (AP). Lesson 4: LO: To write a narrative sequel (AP). | Lesson 1. LO: To use modal verbs to create question tags Lesson 2. LO: To use synonyms and antonyms to write a character description. Lesson 3. LO: To use dashes to create an emotional interruption to a sentence. Lesson 4. | Lesson 1. LO: To plan an analytical essay. Lesson 2.: LO: To write an introductory paragraph to an essay. Lesson 3. LO: To develop a consistent argument, supported by evidence. Lesson 4. LO: To develop a consistent | Lesson 1. LO: To ask a range of investigative questions. Lesson 2. LO: To develop cohesion across paragraphs. Lesson 3. LO: To use pronouns and noun phrases to build cohesion. Lesson 4. | Lesson 1. LO: To write a formal interview transcript. Lesson 2. LO: To write quotations in a journalistic style. Lesson 3. LO: To write in a journalistic style. Lesson 4. LO: To use model verbs to | Lesson 1. LO: To use adverbials of time for cohesion. Lesson 2. LO: To insert quotations into factual paragraphs. Lesson 3. LO: To use a change in tense to maintain cohesion. Lesson 4. | INSET Lesson 1. LO: To use a change in tense to maintain cohesion. Lesson 2. LO: To research for a biography (AP). Lesson 3. LO: To plan a biography (AP). Lesson 4. LO: To write a biography (AP). | Assessment Week Lesson 1. LO: To write a biography (AP). Lesson 2. LO: To write a biography (AP). Lesson 3. LO: To edit an peer edit a biography (AP). | Lesson 1. LO: To write up final biography (AP). Lesson 2. Oracy debate session linked to Pig Heart Boy. Lesson 3. Oracy debate session linked to Pig Heart Boy. Lesson 4. | Wellness Week | Transition |

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| | <p>LO: To summarise a text, discussing the meaning of words in context.</p> <p>Lesson 5. LO: To make comparisons within and across books.</p> | <p>Lesson 4. LO: To use dialogue to advance the action.</p> <p>Lesson 5. LO: To use a range of cohesive devices.</p> | <p>Lesson 5: LO: To edit and peer assess writing (AP).</p> | <p>LO: To plan a short autobiography.</p> <p>Lesson 5. LO: To write a short autobiography.</p> | <p>argument, supported by evidence.</p> <p>Lesson 5. LO: To edit and peer assess writing.</p> | <p>LO: To write a letter of advice.</p> <p>Lesson 5. LO: To use expanded noun phrases in a diary entry.</p> | <p>write a persuasive speech.</p> <p>Lesson 5. LO: To plan a biography.</p> | <p>LO: To write an introductory of concluding paragraph.</p> <p>Lesson 5. INSET</p> | <p>Lesson 5. LO: To write a biography (AP).</p> | | <p>LO: To research organ donation.</p> <p>Lesson 5. To develop argument through oracy.</p> | | |
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