







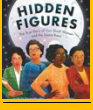








# Year 5 – Autumn

	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
													
<b>Grammar and Punctuation</b>	<p><b>Writing (Composition):</b> Plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2), organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices [for example, headings and subheadings]. Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><b>Vocabulary, Grammar &amp; Punctuation:</b> Place Value of Punctuation and Grammar unit for the first half term. This runs alongside: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using passive verbs to affect the presentation of information in a sentence, using the perfect form of verbs to mark relationships of time and cause, 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, using commas to clarify meaning or avoid ambiguity in writing, using brackets, dashes or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, use and</p>			<p><b>Writing (Composition):</b> 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 of 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.</p> <p><b>Vocabulary, Grammar &amp; Punctuation:</b> 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.</p> <p><b>Writing Transcription (Spelling and Handwriting):</b> 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.</p>			<p><b>Writing (Composition):</b> Identify the audience and purpose. Propose changes to vocabulary, grammar, punctuation to enhance meaning. Proofread spelling/ punctuation errors.</p> <p><b>Vocabulary, Grammar &amp; Punctuation:</b> 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.</p>	<p><b>Writing (Composition)</b> 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.</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 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].</p> <p><b>Writing Transcription:</b> 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.</p>					

	understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.						<b>Writing Transcription:</b> 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						
<b>Alan Peat</b>	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.			
<b>Spelling Spelling Shed.</b>	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			
<b>Handwriting</b>	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	
<b>VIPERS</b>	<b>Autumn 1:</b> ‘The Kid Who Came from Space’ by Ross Welford						<b>Autumn 2:</b> ‘The Kid Who Came from Space’ by Ross Welford							
<b>Class reading books</b>	<b>The Jamie Drake Equation Christopher Edge</b>													
<b>Writing outcomes</b>	Outcomes: Writing in role, including diary entries, dialogue, persuasive pleas and non-chronological reports  Main outcome: Report(assessed piece).			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.					
<b>Writing Sequence</b>	Lesson 1. LO: To make predictions  Lesson 2. LO: To make inferences and make comparisons  Lesson 3. LO: To write an imagined conversation  Lesson 4. LO: To create questions	Lesson 1. LO: To write to inform and persuade  Lesson 2. LO: To explore and use literary language  Lesson 3. LO: To examine several pieces of evidence and present this in a formal report.  Lesson 4.	Lesson 1. LO: To independently examine several pieces of evidence to assist in planning a report.  Lesson 2. LO: To use independent ly use notes to write in full sentences to	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. LO: 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.	<b>Assessment Week</b>  Lesson 1. LO: To write a narrative sequel (AP).  Lesson 2. LO: To write a narrative sequel (AP).  Lesson 3. LO: To complete and edit my narrative sequel (AP).	Add assessed pieces to blue folders.  <b>Use themes of story to create debate.</b>	

	<p>and find solutions to a problem.</p> <p>Lesson 5. LO: To write in role.</p>	<p>LO: To begin writing an explanation or a report</p> <p>Lesson 5. LO: To conclude a report.</p>	<p>form a report.</p> <p>Lesson 3. LO: To independently use notes to write in full sentences to form a report.</p> <p>Lesson 4. LO: To edit and peer assess writing.</p> <p>Lesson 5. LO: To independently write a report.</p>	<p>LO: To write multi-clause sentences.</p> <p>Lesson 5. LO: To convert informal to formal language</p>	<p>LO: To use SURPRISES to edit.</p> <p>Lesson 5. LO: To use expanded noun phrases to create labels.</p>	<p>explanation text (AP)</p> <p>Lesson 5. <b>INSET</b></p>	<p>Lesson 5. LO: To edit and present my poem.</p>	<p>LO: To write a formal persuasive letter.</p> <p>Lesson 5. LO: To edit my formal letter.</p>	<p>LO: To complete and edit my opinion piece.</p> <p>Lesson 5. LO: To conclude unit watching 'Hidden Figures'.</p>	<p>show a character's feelings.</p> <p>Lesson 4. LO: To identify and use noun phrases.</p> <p>Lesson 5. LO: To identify the main events of a story</p>	<p>Lesson 5. LO: To plan a narrative sequel (AP).</p>		
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