



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 Wellness Week	Week 14 Transition
														
Grammar and Punctuation	<p>Writing (Composition): Identify the audience 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.</p> <p>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.</p> <p>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.</p> <p>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</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 -précising 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 formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]</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. Y5/6 words in context. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Use of joined legible handwriting.</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.</p> <p>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. 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 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 need 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 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,</p>				

	and etymology in spelling. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Use of joined legible handwriting.											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 Week 14- 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 p, pp and pi.	Focus on the letter p. Progression throughout the week to joining the letters p, pp and pi.	Focus on the letter g. Progression throughout the week to joining the letters g, gg and gi.	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 r. Progression throughout the week to joining the letters ro, ra and re	Focus on the letter b. Progression throughout the week to joining the letters bb, be and br	Focus on the letter p. Progression throughout the week to joining letters pp, pe and op.	Focus on the letter s. Progression throughout the week to joining letters ss, si and se.	Focus on the letter d. Progression throughout the week to joining 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							
VIPERS Sequence	See separate Reading VIPERS document.													
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. LO: Lesson 2. To use inference to describe a setting. LO: Lesson 3. To write a character description. LO: Lesson 4. To recognise features of formal	Lesson 1. LO: To make comparisons within and across books. Lesson 2. LO: To use dialogue that conveys the character and advances action. Lesson 3. LO: To plan writing by noting and developing initial ideas, drawing on reading.	Lesson 1. LO: To plan writing by noting and developing initial ideas, drawing on reading. (AP) Lesson 2. LO: To use a wide range of devices to build cohesion within and across paragraphs. (AP) Lesson 3.	Lesson 1. Bank Holiday. Lesson 2. LO: To use modal verbs to create question tags. Lesson 3. LO: To use synonyms and antonyms to write a character description. Lesson 4. LO: To use dashes to create an emotional	Lesson 1. LO: To plan a short autobiography . Lesson 2. LO: To write a short autobiography . Lesson 3. LO: To plan an analytical essay. Lesson 4. LO: To write an introductory	Lesson1: LO: To develop a consistent argument, supported by evidence. (AP) Lesson 2. LO: To develop a consistent argument, supported by evidence. (AP) Lesson 3. LO: To develop a consistent argument, supported by evidence. (AP) Lesson 4.	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 write a	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. LO: To write an	Lesson 1. LO: To research for a biography (AP). Lesson 2. LO: To plan a biography (AP). Lesson 3. LO: To write a biography (AP). Lesson 4. LO: To write a biography (AP). Lesson 5.	Lesson 1. LO: To write a biography (AP). Lesson 2. LO: To edit a peer edit a biography (AP). Lesson 3. LO: To write up final biography (AP). Lesson 4. Oracy debate session linked	Lesson 1. LO: To research organ donation. Lesson 2. LO: To develop argument through oracy. Lesson 3: LO: To write a constructive argument. Lesson 3. LO: To write a constructive argument.	Wellness Week	Transition

	<p>speech and writing.</p> <p>Lesson 5. LO: To summarise a text, discussing the meaning of words in context.</p>	<p>Lesson 4. LO: To use expanded noun phrases to convey complicated information concisely.</p> <p>Lesson 5. LO: To use a range of devices to build cohesion within and across paragraphs.</p>	<p>LO: To use a wide range of devices to build cohesion within and across paragraphs. (AP)</p> <p>Lesson 4. LO: To write a narrative sequel. (AP)</p> <p>Lesson 5. LO: To self and peer edit. (AP)</p>	<p>interruption to a sentence.</p> <p>Lesson 5. LO: To write a flashback.</p>	<p>paragraph to an essay.</p> <p>Lesson 5. LO: To use oracy to develop consistent argument.</p>	<p>LO: To develop a consistent argument, supported by evidence. (AP)</p> <p>Lesson 5. LO: To edit and peer assess writing. (AP)</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>persuasive speech.</p> <p>Lesson 5. LO: To plan a biography.</p>	<p>introductory of concluding paragraph.</p> <p>Lesson 5. LO: To use a change in tense to maintain cohesion.</p>	<p>LO: To write a biography (AP).</p>	<p>to Pig Heart Boy.</p> <p>Lesson 5. Oracy debate session linked to Pig Heart Boy.</p>	<p>Lesson 4. To write a constructive argument.</p> <p>Lesson 5. LO: To edit a peer assess my arugment.</p>		
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