
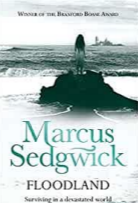

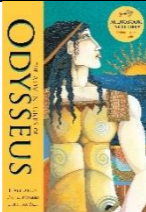
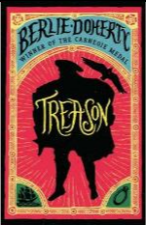

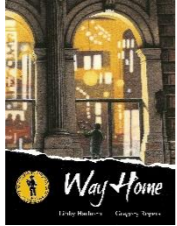
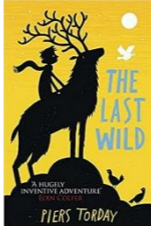



Year 5				Autumn Term				
Text	Cosmic 			Floodland 			Cosmic Disco Poetry  Study of a long poem	
Writing Outcomes	Letter to persuade	Narrative- description of rocket	Recount- Diary	Narrative- write the ending	Letter	Newspaper report	Narrative- retelling the story	Write a new verse for an existing poem Write own poems
Vocabulary, Grammar and Punctuation Outcomes	-Indicating degrees of possibility using adverbs or modal verbs -Use of paragraphs to organise ideas around a theme	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Apostrophes to mark plural possession	-Correct choice and consistent use of past tense throughout writing -Devices to build cohesion within a paragraph -Linking ideas across paragraphs using adverbials of time	-Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Use of inverted commas and other punctuation to indicate direct speech -Adverbs (ly)	-Brackets to indicate parenthesis -Use of the present perfect form of verbs instead of the simple past -Use of paragraphs to organise ideas around a theme	-Using fronted adverbials, using commas after fronted adverbials -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - <i>Reported speech</i> - <i>Formal language</i>	-Using expanded noun phrases to convey complicated information concisely -Use of inverted commas and other punctuation to indicate direct speech -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	-Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 5							
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 5							
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document							
Timescale	8 weeks				6 weeks			1 week

Year 5			Spring Term				
Text	Odysseus 		Treason 			Cosmic Disco Poetry Nature description 	
Writing Outcomes	Non-chronological report (Greek gods)	Balanced argument (should he have sacrificed his men or warned them of the danger they faced? Should they have been given their own choice to decide on the danger?)	Narrative (retelling)	Diary (write in the role of Will)	Letter to persuade/persuasive speech (persuade Aunt Carew to change their mind about Margery's wedding)	Narrative (retelling)	Write prose in response to poetry Write own poems in the style of existing poetry
Vocabulary, Grammar and Punctuation Outcomes	-Correct choice and consistent use of present tense and past tense throughout writing -Headings and sub-headings to aid presentation -Bullet points -How the grammatical patterns in a sentence indicate its function as a statement and question -Question marks	-How the grammatical patterns in a sentence indicate its function as a statement, question, and exclamation -Question marks -Exclamation marks -Apostrophes for contracted forms -Use of paragraphs to organise ideas around a theme -Linking ideas across paragraphs using adverbials of number -Indicating degrees of possibility using adverbs or modal verbs	-Linking ideas across paragraphs using adverbials of place -Devices to build cohesion within a paragraph -Use of inverted commas and other punctuation to indicate direct speech -Adverbs (ly)	-Using the perfect form of verbs to mark relationships of time and cause -Use a thesaurus -Use of commas to clarify meaning or avoid ambiguity -Using fronted adverbials, using commas after fronted adverbials	-Indicating degrees of possibility using adverbs or modal verbs -Using the perfect form of verbs to mark relationships of time and cause -Dashes to indicate parenthesis -Use of paragraphs to organise ideas around a theme -Linking ideas across paragraphs with adverbials of time	-Using expanded noun phrases to convey complicated information concisely -Expressing time, place and cause using conjunctions, adverbs and prepositions -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Apostrophes to mark plural possession	-Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 5						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 5						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks		1 week	

Year 5			Summer Term				
Text	Way Home 			The Last Wild 			Cosmic Disco Poetry Personification and performance 
Writing Outcomes	Narrative <i>(write from Shane's point of view)</i>	Balanced argument <i>(reasons for and against Shane going home)</i>	Newspaper report <i>(Shane going missing)</i>	Diary	Report <i>(police report- Kester's escape)</i>	Narrative <i>(Write the ending/ new ending)</i>	Compose a class poem Write own poems
Vocabulary, Grammar and Punctuation Outcomes	-Use of the progressive form of verbs in the past tense to mark actions in progress -Use of commas to clarify meaning or avoid ambiguity -Devices to build cohesion within a paragraph -Linking ideas across paragraphs using adverbials of time, place and number or tense choices -Apostrophes for contracted forms	-How the grammatical patterns in a sentence indicate its function as a question and exclamation -Question marks -Exclamations -Indicating degrees of possibility using adverbs or modal verbs - Use of paragraphs to organise ideas around a theme -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Apostrophes to mark plural possession	- <i>Reported speech</i> -Using the perfect form of verbs to mark relationships of time and cause -Headings and sub-headings to aid presentation -Linking ideas across paragraphs using adverbials of time, place and number - <i>Formal language</i> -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	-Using the perfect form of verbs to mark relationships of time and cause -Use of the progressive form of verbs past tense to mark actions in progress -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Apostrophes for contracted forms -How the grammatical patterns in a sentence indicate its function as an exclamation -Exclamation marks	-Brackets, dashes or commas to indicate parenthesis -Devices to build cohesion within a paragraph -Linking ideas across paragraphs using adverbials of time and place - <i>Reported speech</i>	-Using expanded noun phrases to convey complicated information concisely -Use of inverted commas and other punctuation to indicate direct speech -Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -Using fronted adverbials, using commas after fronted adverbials -Devices to build cohesion within a paragraph	-Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Spelling	Application of spelling skills: see Spelling Long Term Plan for Year 5						
Handwriting	Application of handwriting skills: see Handwriting Progression document and long term plan for handwriting in Year 5						
Oracy	Listening skills, following instructions, asking and answering questions, drama, performance and confidence, vocabulary building and use of standard English, speaking for a range of purposes and participating in discussion are taught throughout all English units of work: see progression document						
Timescale	6 weeks			6 weeks		1 week	