

Year 5												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	The Tear Thief by Carol Ann Duffy (Narrative)	The Sea by James Reeves (Poetry)	Jungle Survival (Instructions)	A Thief in the Village (Narrative)	Inside a Villain (Narrative)	Dragonology by Dugald Steer, Helen Ward, et al. (Non-chronological Report)	Shackleton's Journey (Biography)	Is This a Poem? (Poetry)	Where My Wellies Take Me (Recount)	Paraphernalia - Sabrina Cutugno (Narrative)	Varjak Paw (Narrative)	Are Humans Damaging the Atmosphere? by Catherine Chambers from the Earth Debates series (Information Text)
Links to Wider Curriculum	Link to PSHE – emotions.	Link to local environment.	Link to geography - exploring the world	Link to geography - exploring the world	DT moving toys (fairy tales).	Science – living things, including animals.	History – explorers. Science - Earth and Space.	Art and Geography - linked to art and local environment (water colours).	Geography - link to local environment – welly walk/ flip flop walk.			Art - link to recycling art. PSHE - link to environmental issues and looking after the planet.
Independent Purposeful Writing Outcomes	Write a whole story of their own emotions' thief. Write and decorate a quality poem using an extended metaphor.		Write a set of instructions to survive an extreme place. Write your own short story about something that you really want.		Write a detailed character description about a fairy tale villain. To become a 'dragonologist' on your own dragon.		Write a book about a significant event in Sir Fraces Drake's life. Write an original poem making choices about form and content.		Write a recount following a welly (flipflops) walk. To write the story surrounding a film.		Write the next chapter of Varjak's adventures. To write your own information text - Can Recycling Save the Planet?	
Strategic End Points	Assessment Unit – revision Narrative plot Description writing - expanded noun phrases (Y34 expectations)	Understanding of metaphor and personification	Hybrid Text Precise instructional writing with information paragraphs. Impersonal/formal. Revision and consolidation of complex sentences.	Showing characterisati on through dialogue.	Traditional Tale. Characterisati on woven throughout plot. Ensuring cohesion from description into plot.	Use a range of sentence constructions and vocabulary to communicate meaning effectively. Use layout to guide the reader through the information. Expanded noun phrases to convey complicated information. Brackets, dashes or commas to indicate parenthesis.	Retell a significant/historical event in time. Modal verbs to indicate degrees of possibility. Revisit relative clauses and gain a deeper understanding of how to use these. Use a range of cohesive devices to organise writing chronologically.	Understand different poetic forms. Draft and edit skills to fully engage with the process of crafting poems. Make bold and precise use of vocabulary to create images. Use commas to clarify meaning or avoid ambiguity in writing	Past progressive tense. Convey atmosphere and emotion of the walk through vocabulary choice, range of punctuation and length of sentences. Expanded noun phrases. Multi-clause sentences to elaborate ideas. Use semi-colons, colons or dashes to mark boundaries	Create a coherent telling of the narrative creating appropriate atmosphere. Convey character and setting effectively. Maintain a voice and tense consistently throughout. noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	Use action, description and dialogue to create the effect of tension. Use expanded noun phrases to convey complex information. Link ideas across paragraphs using a wider range of cohesive devices.	Write an extended text about an issue of environmental importance. Use clause and phrase constructions suitable for the degree of formality in the text. Use devices to build cohesion within a paragraph. Focus and drive the reader's interest through the use of questions for

										between independent clauses. Use relative clauses beginning with who, which, where, when, whose and that or with an implied (i.e. omitted) relative pronoun.		text cohesion.
Termly End Points	By the end of the Autumn Term: Whimsical/poetical story writing and writing in a more modern context. Understanding of different plot structures and development of character. Consolidation of multiclaue sentences with a limited range. Introduction to understanding more formal writing. Introduction to showing character through dialogue. Secure punctuation for dialogue.				By the end of the Spring Term: Character description Formal factual writing Use expanded noun phrases to convey complicated information concisely Use brackets, dashes, or commas to indicate parenthesis				By the end of the Summer Term: Recount writing Narrative writing focusing on tension and pace. Consolidation of expanded noun phrases. Consolidation of multiclaue sentences. Introduction of relative clauses. Introduction to link ideas across paragraphs using a wider range of cohesive devices.			
Grammar and punctuation	Y4 Express time, place and cause using prepositions. (1) Use commas after fronted adverbials. (1) Expand noun phrases by modifying adjectives, nouns and prepositional phrases. (1) Revision of dialogue (1). Terminology Y4 revision: adverb, preposition,	Y4 Choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition.(1) Paragraphs to organise ideas around a theme. (1) Y5 Using commas to clarify meaning or avoid ambiguity in writing. (1)	Y5 Link ideas across paragraphs (2) using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly), or tense choices (e.g. he had seen her before) (1). Indicate degrees of possibility, using adverbs or modal verbs. (1) Y6 Use layout devices (e.g.	Y4 Extend the range of sentences with more than one clause (this sequence focuses on the use of single-clause sentences in contrast). Y5 Use commas to clarify meaning and for emphasis. (2) Terminology Y5: inverted commas, ambiguity	Y5 Using commas to clarify meaning or avoid ambiguity in writing. (3) Using brackets, dashes or commas to indicate parenthesis. (1) Link ideas across paragraphs (3) using adverbials of time, place and number or tense choices (1).	Y5 Use expanded noun phrases to convey complicated information concisely. (2) Relative clauses (1) Use brackets, dashes or commas to indicate parenthesis. (2) Terminology Y5: dash, parenthesis	Y5/6 Use modal verbs to indicate degrees of possibility. (2) Use colons (1) and brackets (3). Use relative clauses.(2) Terminology Y5: modal, relative clause	Y5 Using commas to clarify meaning or avoid ambiguity in writing. (4) Learning about hyphens (Y6), (1) brackets, dashes or commas to indicate parenthesis (4) (Y5), semi-colons, colons or dashes (Y6) if important features of poetry choices (2). Y6	*** Recognise vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags: He's your friend, isn't he?) (1) Y5 Use relative clauses beginning with who, which, where, when, whose, that, or with	Y3/4 Use the present perfect form of verbs instead of the simple [or progressive] past tense (e.g. He has gone out to play contrasted with He went out to play) (Y3) (1) Use ... adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause (Y3) (4)	Y4 Use expanded noun phrases to convey complex information. (4) Y6 Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections) (5). Terminology	Y5 Recognise vocabulary and structures that are appropriate for formal speech and writing. (2) Use relative clauses beginning with who, which, where, when, whose and that, or with an implied (i.e. omitted) relative pronoun. (5) Use devices to build cohesion within a paragraph

	adverbial phrase	<p>Y6 Use layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text).(1)</p> <p>Terminology Y5: ambiguity</p>	<p>headings, subheadings, columns, bullets or tables) to structure text. (2) .</p> <p>Punctuate bullet points (to list information) consistently. (2)</p> <p>Terminology Y5: modal verb, cohesion Y6: bullet point</p>		<p>Terminology Y5: parenthesis, bracket, dash cohesion</p>			<p>Pupils should be taught to use layout devices (e.g. line endings or shape in concrete poems/ calligrams) to structure text. (3)</p> <p>Terminology Y5: ambiguity, parenthesis, bracket, dash, cohesion</p>	<p>an implied (i.e. omitted) relative pronoun. (3)</p> <p>Commas in lists (Revision/extension of Y2 understanding) (5 - clarifying)</p> <p>Revision/extension of understanding from Y3/4:</p> <p>Use conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in because of) to express time, place and cause (Y3). (2)</p> <p>Link ideas across paragraphs (4) using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices</p>	<p>Use fronted adverbials (Y4) (4).</p> <p>Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4) (2).</p> <p>Pupils should be taught to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) (Y4) (3).</p> <p>Y5 Use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5). (4)</p> <p>Terminology</p>	<p>Y4 revision noun phrase, clause</p> <p>(e.g. then, after, that, this, firstly). (6)</p> <p>Y6 Use layout devices (e.g. headings, subheadings, columns, bullets, tables) to structure text. (4).</p> <p>Terminology Y5: relative pronoun, relative clause, ambiguity Y6: subject, object, active, passive</p>
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