


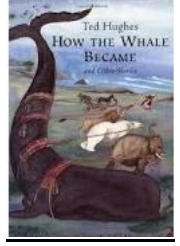


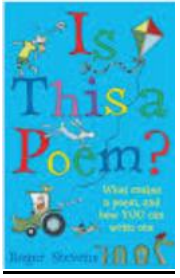


Year 5							
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Progression of Core Texts</b></p> <p><i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i></p>	 <p><b>The Tear Thief</b> Carol Ann Duffy</p>	 <p><b>I am Cat</b> Jackie Morris</p>	 <p><b>Volcanoes</b> Izzi Howell</p>	 <p><b>How the Whale Became and Other Stories</b> Ted Hughes</p>	 <p><b>Persuasive letter:</b> RSPB</p>	 <p><b>Hansel and Gretel</b> Neil Gaiman</p>	 <p><b>Is This a Poem? What makes a poem and how YOU can write one</b> by Roger Stevens</p>
<p><b>Big Ideas (audience and purpose and form)</b></p>	<p><b>Purpose: to entertain</b></p> <p>To write own story about a thief of something abstract, e.g. a feeling</p>	<p><b>Purpose: to entertain</b></p> <p>Identify key features of text</p>	<p><b>Purpose: to inform</b></p> <p>Geographical text</p>	<p><b>Purpose: to entertain-how to stories</b></p>	<p><b>Purpose: to persuade</b></p>	<p><b>Purpose: to entertain</b></p> <p>Identifying key plot features and create own story</p>	<p><b>Purpose: to entertain</b></p> <p>Study variety of poems</p>
<p><b>Independent purposeful writing outcomes</b></p>	<p>To write a story about a different emotion.</p>	<p>To write a similar poem about another family of animals or related objects.</p>	<p>To write a non-chronological report about another geographical feature</p>	<p>To write a new animal creation story in a similar style.</p>	<p>To write own persuasive letter about an issue of importance to each child</p>	<p>To write a fairy tale from the bare bones.</p>	<p>To create a poem using a range of poetic forms of choice.</p>

<p><b>Grammar and punctuation</b></p>	<p>This sequence is an opportunity to revise grammar learning from lower KS2 in order</p>	<p>Power of Three Complex Sentences, Range of clauses. Noun phrases</p>	<p>Pupils should be taught to: develop their understanding of the concepts set</p>	<p>recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. question tags:</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because,</p>	<p>Using expanded noun phrases to convey complicated information concisely (Y5/6) · using relative clauses beginning with who, which,</p>	<p>Pupils should be taught to: indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing</p>
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	<p>to achieve upper KS2 writing expectations. Important focuses for Years 5 and 6 are language choice and integration of dialogue – see composition objectives to the left. Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: · using expanded noun phrases to convey complicated information concisely (Y5/6) indicate grammatical and other features by: · using commas after fronted adverbials (Y4 revision) using and punctuating direct speech (Y3/4 revision) 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 revision)</p>	<p>expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Using expanded noun phrases to convey complicated information concisely · How words are related by meaning as synonyms</p>	<p>out in English Appendix 2 by: · using expanded noun phrases to convey complicated information concisely (Y5/6) · using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5) indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing (Y5) · using brackets, dashes or commas to indicate parenthesis (Y5) · using semi-colons, colons or dashes to mark boundaries between independent clauses (Y6) Pupils should be taught to use: · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5) · layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)</p>	<p>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) (Y6) indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing (Y5) Pupils should be taught to use: · linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. h</p>	<p>although (Y4) · expressing time, place and cause using conjunctions, adverbs or prepositions (Y4) · choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4) · noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (Y4) · using expanded noun phrases to convey complicated information concisely (Y5) · using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5) · using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility (Y5) Pupils should be taught to use: · paragraphs to organise ideas around a theme (Y4) · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5)</p>	<p>where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5) indicate grammatical and other features by: · using commas to clarify meaning or avoid ambiguity in writing (Y5) · using brackets, dashes or commas to indicate parenthesis (Y5) Pupils should be taught to use: · devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) (Y5) · linking of ideas across paragraphs 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) (Y5) ·</p>	<p>Using brackets, dashes or commas to indicate parenthesis (Y5) · using semi-colons, colons or dashes to mark boundaries between independent clauses Pupils should be taught to use: · layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) words related by meaning as synonyms and antonyms (e.g. big, large, little)</p>
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	<p>· inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4 revision) · linking of ideas across paragraphs 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) (Y5) · words related by meaning as synonyms and antonyms (e.g. big, large, little) (Y6)</p>						
<b>Spelling</b>	RWI						
<b>Handwriting</b>	Nelson Handwriting Scheme						