

# Year 5

Unit	Term 1 (14 wks)				Suggested Texts
<b>Fiction</b>  <b>Modern fiction</b> (3wks)	<b>Spoken Language</b>  Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas, considering and evaluating different viewpoints.	<b>Grammar, spelling, punctuation and vocabulary</b>  <b>In reading, investigate:</b>  The use of relative clauses beginning with <i>who, which, where, when, whose, that</i>  The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i>  How paragraphs are linked using adverbials of time, place and number	<b>Reading and Writing</b> -read books that are structured in different ways (flashbacks, cliffhangers) and note high and low points in narrative (see progression papers for detail). - recognise themes in their reading. -Compare different story structures, including Myths and Legends. - Identify and discuss themes and conventions across a wide range of modern fiction, e.g. loss or heroism. - Discuss the author's perspective on events and characters. - Children to be aware that author's perspective and narrative viewpoint is not always the same. Note when the viewpoint changes in the story. - Discuss the change of character during a story and discuss possible reasons for the change. Note what it shows about the character. - inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -predict what might happen from details stated and implied. - plan and write complete stories. Organise in to paragraphs related to story structure for opening, build-up, climax or conflict, resolution and ending. -Experiment with different ways to open a story, e.g. dialogue or an important event.	<b>Teaching strategies</b> <b>(Imitation)</b> <b>(Innovation)</b> <b>(Invention)</b> <b>Guided Writing (To include Write Away Together)</b> -Read aloud and listen to a range of stories -Verbalise stories using the 5-part model - book talk - Audience and purpose. - post-it technique to change and adapt story structures to include cliffhanger, flashback (WAT) - boxing up - paragraphing - drama techniques to investigate feelings/viewpoint	The Brothers Grimm stories

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		<p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>Link paragraphs using adverbials of</p>		<p>and perspective - Write Away Together</p>	
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		<p>time, place and number</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p><b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>Vocab Understand and use new vocabulary from reading Use modal verbs to indicate possibility</p>			
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		When editing their written work, propose changes to vocabulary to enhance effect and clarify meaning			
<p><b>Reading Outcomes:</b> Children will be able to identify how modern fiction is structured in different ways.  Children will be able to identify the author's perspective.  Children will be able to infer characters feelings, thoughts and motives from evidence and note how characters change in a story.</p> <p><b>Writing Outcomes:</b> Children will be able to plan and write complete stories organised into paragraphs relating to the story structure.  Children will be able to experiment with different ways to open a story.</p>					
<b>Fiction from our Literary heritage (2 weeks)</b>	Respond to teaching sequence, remember some specific points and identify what they have learnt. Listen to others and ask relevant questions to extend their understanding	<p><b>In reading, investigate:</b></p> <p>The use of relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should,</i></p>	<ul style="list-style-type: none"> <li>-Read a range of fiction from literary heritage.</li> <li>-identify and discuss themes and conventions.</li> <li>- summarise the main ideas drawn from more than one paragraph.</li> <li>- predict what might happen from detail stated and implied.</li> <li>-Explore differences in patterns of relationships, customs, attitudes and beliefs in older literature.</li> <li>- Look at the way characters act and speak in older literature.</li> <li>- investigate archaic language used, including old fashioned words that have fallen out of usage.</li> <li>-plan and write a short story in the style of a narrative form literary heritage that they have studied.</li> </ul>	<p><b>Teaching strategies</b>  <b>(Imitation)</b>  <b>(Innovation)</b>  <b>(Invention)</b>  <b>Guided Writing</b>  <b>(To include Write Away Together)</b></p> <ul style="list-style-type: none"> <li>-Read aloud and listen to a whole novel</li> <li>-Verbalise stories using the 5-part model</li> <li>- book talk</li> </ul>	

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	<p>and to build on their vocabulary and knowledge.</p>	<p><i>could, will, must</i></p> <p>How paragraphs are linked using adverbials of time, place and number</p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>To use adverbs or modal verbs to indicate degrees of</p>		<ul style="list-style-type: none"> <li>- Audience and purpose.</li> <li>- post-it technique to change and adapt story structures (WAT)</li> <li>- drama techniques exploring the use of archaic language</li> <li>- boxing up - paragraphing</li> <li>- Write Away Together</li> </ul>	
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		<p>possibility <i>perhaps, surely</i> <i>might, should, could, will, must</i></p> <p>Link paragraphs using adverbials of time, place and number</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p><b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,</p>			
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		ambiguity. <b>Vocabulary</b> <b>Exploring and using new words in context</b> <b>Select appropriate vocabulary in writing to enhance meaning</b> <b>Use vocabulary that is appropriate for formal speech and writing</b>			
<b>Reading Outcomes:</b> Children will be able to identify differences in relationships, customs, attitudes, beliefs and language in older literature. <b>Writing Outcomes:</b> Children will be able to plan and write a short story in the style of a narrative in the style of our literary heritage.					
<b>Books from other cultures and traditions (2 weeks)</b>	Listen to others and ask relevant questions to extend their understanding and to build on their vocabulary and knowledge.	<b>In reading, investigate:</b>  The use of relative clauses beginning with <i>who, which, where, when, whose, that</i>  The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps</i> ,	- Read a book from another culture or tradition. - compare with other books they have read previously (in other years). - compare characters, settings and themes in books from other cultures. - Compare with a variety of books studied from their own culture.	<b>Teaching strategies</b> <b>(Imitation)</b> <b>(Innovation)</b> <b>(Invention)</b> <b>Guided Writing (To include Write Away Together)</b> -Read aloud and listen to stories from other cultures and traditions -Verbalise stories	

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		<p><i>surely</i> <i>might, should,</i> <i>could, will, must</i></p> <p>How paragraphs are linked using adverbials of time, place and number</p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p>How parenthetical devices (brackets, dashes, commas) are used</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses</p>		<p>using the 5-part model</p> <ul style="list-style-type: none"> <li>- book talk</li> <li>- Audience and purpose.</li> <li>- post-it technique to box up story into 5 part model</li> <li>- drama techniques exploring the use of multi-cultural language</li> <li>- Write Away Together</li> </ul>	
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		<p>beginning with <i>who, which, where,</i> <i>when, whose, that</i></p> <p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps,</i> <i>surely</i> <i>might, should,</i> <i>could, will, must</i></p> <p>Link paragraphs using adverbials of time, place and number</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use parenthetical devices (brackets, dashes, commas)</p>			
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		<p><b>Pupils will also be able to use the following terminology:</b>  Modal verb,  relative pronoun,  relative clause,  parenthesis,  bracket, dash,  cohesion,  ambiguity.</p> <p><b>Vocabulary</b>  Understand and use the vocabulary in the Y5 word list  Select and use appropriate vocabulary for formal language  Use new vocabulary from the texts studied</p>			
<p><b>Play scripts</b>  <b>(Linked to other cultures and</b></p>	<p><b>To speak clearly and audibly and maintaining the interest of listeners.</b></p>	<p><b>In reading, investigate:</b></p> <p>How play scripts are punctuated to lend clarity to speech and stage</p>	<ul style="list-style-type: none"> <li>- Revise the structural conventions for writing a play script.</li> <li>- Read and analyse a variety of play scripts.</li> <li>- Investigate exclusive use of direct speech.</li> <li>- Pupils to write their own playscripts based on stories from other cultures and traditions</li> <li>- Perform a play script they have read and their own</li> </ul>	<p><b>Teaching strategies</b>  <b>Talk for Writing</b>  <b>(Imitation)</b>  <b>(Innovation)</b>  <b>(Invention)</b>  <b>Guided Writing</b></p>	

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<p><b>traditions</b> (1wk)</p>		<p>directions</p> <p>How parenthetic devices are used to add detail</p> <p><b>In writing:</b></p> <p>Use correct punctuation in play scripts to lend clarity to speech and stage directions</p> <p>Use parenthetic devices to add detail</p> <p><b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. <a href="#">Vocabulary</a></p>		<p><b>(To include Write Away Together)</b></p> <ul style="list-style-type: none"> <li>-- Reciprocal reading strategies.</li> <li>- Guided reading (share examples of playscripts, recap conventions)</li> <li>- Reading as a writer</li> <li>-Read aloud and orally perform playscripts</li> <li>- book talk</li> <li>- role play, hot seating, drama activities</li> <li>- props</li> <li>- Inference from pictures/text (focus of character's emotions and how these are depicted through dialogue)</li> <li>- oral rehearsal</li> <li>- Write Away Together</li> </ul>	
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		Hear and learn new vocabulary Use vocabulary appropriate for formal and informal language			
<b>Outcomes based on Stories from other cultures and play scripts</b> <b>Reading Outcomes:</b> Children will be able to compare characters, settings and themes in books from their own and other cultures. Children will be able to evaluate play scripts for structural conventions and use of direct speech. <b>Spoken Language Outcomes:</b> Children will be able to read and perform their own playscript. <b>Writing Outcomes:</b> Children will be able to plan and write their own play script from another culture or tradition.					
<b>Non-Fiction Recounts (2 weeks)</b>	Listen to others and ask relevant questions to extend their understanding and to build on their vocabulary and knowledge.	<b>In reading, investigate:</b>  The use of relative clauses beginning with <i>who, which, where, when, whose, that</i>  The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i>	-Identify the features of recounted texts using the Subject Knowledge Papers. - investigate sports reports, diaries, police reports. -use the language features of recounts (see Subject Knowledge Papers) when recounting events orally. - write a recount	<b>Teaching strategies</b> <b>Talk for Writing (Imitation) (Innovation) (Guided Writing)</b> - Reciprocal reading strategies. -Guided reading – share sports reports, police reports, diaries focus on language features - Inference work – focus on headlines, effect created to entice reader (Book	

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		<p>How paragraphs are linked using adverbials of time, place and number</p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i></p>		<p>talk)</p> <ul style="list-style-type: none"> <li>- Teacher model orally alongside text map (with more complex sentence signposts e.g. Moments later, In a short while after)</li> <li>- boxing up to support sequencing events.</li> <li>- read, evaluate sports reports, crime reports, diaries</li> <li>- Children verbalise sequence of events from own text map</li> <li>- Book talk, Reading as a writer</li> </ul>	
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	<p><i>might, should, could, will, must</i></p> <p>Link paragraphs using adverbials of time, place and number</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p><b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. <a href="#">Vocabulary</a></p>			
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		Use temporal vocabulary and phrases to indicate the passing of time Understand and use vocabulary from the Y5 word list			
<b>Reading Outcomes:</b> Children will be able to identify the features of a recount text in a variety of different forms. <b>Spoken Language Outcomes:</b> Children will be able to recount an event orally. <b>Writing Outcomes:</b> Children will be able to write a recount in a chosen form.					
<b>Explanations</b> (1wk teaching and a further week cross-curricular)	Participate in discussions, taking turns and listening to what others say and expressing their own views, building on their own and others ideas, considering and evaluate different viewpoints.	<b>In reading, investigate:</b>  The use of relative clauses beginning with <i>which, where, when, that</i>  The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i>  How paragraphs are	-Analyse a range of explanatory texts -engage in teacher demonstration on how to research and plan a page of a reference book, using shared note-making and writing the page.	<b>Teaching strategies</b> <b>Talk for Writing</b> <b>(Imitation)</b> <b>(Innovation)</b> <b>(Guided Writing)</b> - Reciprocal reading strategies. -Guided reading – share a range of explanation texts use as models to focus on structure/language. -boxing up to support sequencing events.	

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		<p>linked using sub headings</p> <p>How commas and parenthetic devices are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>which, where, when, that</i></p> <p>Use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>Use paragraphs to link ideas/themes using sub headings</p>		<p>- read, evaluate explanation texts</p> <p>-Reading as a writer</p>	
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		<p>Use commas and parenthetical devices to clarify meaning and avoid ambiguity</p> <p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>Vocabulary</p> <p>Use vocabulary appropriate for formal speech</p> <p>Use and understand subject specific vocabulary</p>			
<p><b>Reading Outcomes:</b> Children will be able to research and identify the characteristics of a page of a reference book.</p> <p><b>Writing Outcomes:</b> Children will be able to use shared notes to write a page of a reference book.</p>					

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<p><b>Non-chronological reports</b> (1wk teaching and a further week cross-curricular) <u>linked with Research Progression papers.</u></p>	<p>Listen to others and ask relevant questions to extend their understanding and to build on their vocabulary and knowledge.</p>	<p><b>In reading, investigate:</b></p> <p>The use of relative clauses beginning with <i>which, who, whose, where, when, that</i></p> <p>The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>How paragraphs are linked using sub headings</p> <p>How adverbials of time, place and number are used to link ideas</p> <p>How commas and parenthetical devices are used to clarify meaning and avoid</p>	<p>-Revise features and structures of a non-chronological report. -Research (linked to topic). -review what is known, what is needed, what is available and where one may search. - précising longer passages -write a non-chronological report in another subject area.</p>	<p><b>Teaching strategies</b> <b>Talk for Writing</b> <b>(Imitation)</b> <b>(Innovation)</b> <b>(Guided Writing)</b></p> <ul style="list-style-type: none"> <li>- Reciprocal reading strategies.</li> <li>-Guided reading – share a range of non-chronological reports to use as models to focus on structure/language.</li> <li>-boxing up to support paragraphing</li> <li>- read, evaluate texts</li> <li>-Reading as a writer</li> </ul>	
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		<p>ambiguity</p> <p><b>In writing:</b> Use relative clauses beginning with <i>which, who, whose, where, when, that</i></p> <p>Use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should, could, will, must</i></p> <p>Use sub headings to link paragraphs</p> <p>Use adverbials of time, place and number to link ideas</p> <p>Use commas and parenthetic devices to clarify meaning and avoid ambiguity</p>			
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		<p><b>Pupils will also be able to use the following terminology:</b>            Modal verb,            relative pronoun,            relative clause,            parenthesis,            bracket, dash,            cohesion,            ambiguity.</p> <p><b>Vocabulary</b>            Use age appropriate academic vocabulary and subject specific vocabulary</p>			
<p><b>Reading Outcomes:</b> Children will be able to pose questions and research information for a topic.  <b>Writing Outcomes:</b> Children will be able to take notes based on the research questions posed. Children will be able to plan and write a non-chronological report.</p>					
<p><b>Poetry to perform</b>            (2wks)</p>	<p><b>To speak clearly and audibly and maintaining the interest of listeners.</b></p>	<p><b>Pupils will also be able to use the following terminology:</b>            Modal verb,            relative pronoun,            relative clause,</p>	<p>-read and analyse a poem            - Explain the use of an unusual language choices and effects.            -comment on how this influences the meaning.            -Perform the poem, varying pitch, pace, volume, expression and the use of pauses to create impact.</p>	<p><b>Teaching strategies</b>  <b>Talk for Writing</b>  <b>(Imitation)</b>  <b>(innovation)</b>  <b>(Invention)</b>            Read and listen to a</p>	

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		parenthesis, bracket, dash, cohesion, ambiguity.		<p>range of poetry.</p> <ul style="list-style-type: none"><li>-discuss vocab used and play games to develop the children's use of vocabulary (Jumpstart by Pie Corbett)</li><li>-children to innovate by changing the vocab used but by keeping the structure the same.</li><li>- likes/ dislikes</li><li>- Book talk</li><li>- focus on impact and effect</li><li>- Drama activities – Jumpstart by Pie Corbett</li><li>- Model how to recite and perform in rhythm.</li><li>- Recite poem as a class, in groups, pairs.</li><li>- Film pupils performing poem, peer assessment</li></ul>	
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				with teacher support and improve.	
<p><b>Reading Outcomes:</b> Children will be able to identify unusual language choices and the effect on meaning.</p> <p><b>Spoken Language Outcomes:</b> Children will be able to perform the poem read using pitch, pace, volume, pauses and expression to create impact.</p> <p>Where there is no <b>writing outcome</b>, this is an opportunity for teachers to focus on group writing targets during guided writing sessions</p>					

Unit	Term 2 (14 wks)				Suggested Texts
<b>Fiction</b>  <b>Modern fiction</b> (2wks) - Revise work from Term 1.	<b>Spoken Language</b>  Listen to others and ask relevant questions to extend their understanding	<b>Grammar, Spelling, punctuation and vocabulary</b>  <b>In reading, investigate:</b>  The use of relative clauses beginning with <i>who, which, where, when, whose, that</i>  The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps,</i>	<b>Reading and Writing</b> - Analyse the structure of complex narratives with non-linear chronology. Note the way the author signals changes in time and place. Note who was telling the story and if the author addresses the reader directly (authors perspective and narrative viewpoint). - Identify the audience and explore how narration relates to events. - Review different ways to build and present a character. E.g. dialogue, action or description. - plan and write a complete story aimed at a specific audience. -Re-write the same story for an alternative point of view. - vary pace by using direct or reported speech.	<u>Teaching Strategies</u>	The Brothers Grimm stories

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		<p><i>surely</i> <i>might, should,</i> <i>could, will, must</i></p> <p>How paragraphs are linked using adverbials of time, place and number</p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where,</i> <i>when, whose, that</i></p>			
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## Year 5

		<p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should, could, will, must</i></p> <p>Link paragraphs using adverbials of time, place and number</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p><b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause,</p>			
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		parenthesis, bracket, dash, cohesion, ambiguity.			
<p><b>Reading Outcomes:</b> Children will be able to identify the structure of complex narratives, including changes in time and place and how to build a character.</p> <p><b>Writing Outcome:</b> Children will be able to plan and write a complete story based on modern fiction. Children will be able to re-write the same story from an alternative point of view.</p>					
<b>Fiction from our literary heritage</b> (3wks)	<b>To describe and explain what they have learnt with an increasing command of standard English</b>	<p><b>In reading, investigate:</b></p> <p>The use of relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>How paragraphs are linked using</p>	<ul style="list-style-type: none"> <li>-Revise work from Term 1.</li> <li>-identify and discuss themes and conventions.</li> <li>- summarise the main ideas drawn from more than one paragraph.</li> <li>- predict what might happen from detail stated and implied.</li> <li>- Investigate the sentence structure and grammar no longer commonly used, e.g. <i>that which you seek, you shall find in the forest.</i></li> <li>- look for evidence in differences in older literature that will affect the way that characters behave or plot unfolds. Relate back to term 1.</li> <li>- write in the style of an author from literary heritage which has been studied, focusing on vocabulary from Term 1 (e.g. archaic language) and sentence structure.</li> <li>- Use the right kind of old fashioned language when characters speak to one and other (consider using a translation dictionary – old and new language).</li> </ul>		

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		<p>adverbials of time, place and number</p> <p>How ideas are linked across paragraphs using tense choices (e.g. <i>he <b>had</b> seen her before</i>)</p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p>			
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## Year 5

		<p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should, could, will, must</i></p> <p>Link paragraphs using adverbials of time, place and number</p> <p>Link ideas across paragraphs using tense choices (e.g. <i>he <b>had</b> seen her before</i>)</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p>			
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## Year 5

		<p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>			
<p><b>Reading Outcomes:</b> Children will be able to identify how characters behave and plots unfold in older literature. Children will be able to identify sentence structure and grammar no longer commonly used.</p> <p><b>Writing Outcome:</b> Children will be able to write in the style of an author from our literary heritage.</p>					
<p><b>Play scripts</b> (1wks)</p>	<p><b>To speak clearly and audibly gaining and maintaining the interest of the listeners</b></p>	<p><b>In reading, investigate:</b></p> <p>How play scripts are punctuated to lend clarity to speech and stage directions</p> <p>How parenthetic devices are used to add detail</p>	<p>-Revise the features of playscripts. - prepare a play to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>		

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		<b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			
<b>Reading Outcomes:</b> Children will be able to read a playscript and identify features.					
<b>Spoken Language Outcomes:</b> Children will be able to prepare and perform a play using intonation, tone and volume so that the meaning is clear to an audience.					
Where there is no <b>writing outcome</b> , this is an opportunity for teachers to focus on group writing targets during guided writing sessions					
<b>Persuasive writing</b> (2wks)	<b>To present a spoke argument, sequencing points logically and defending views with evidence</b> <b>To articulate and justify</b>	<b>In reading, investigate:</b>  The use of relative clauses beginning with <i>who, which, where, when, whose, that</i>  The use of adverbs or modal verbs to	-Read and evaluate letters intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used (refer to Subject Knowledge Papers). - Collect and investigate use of persuasive devices (see Progression Papers). - Draft and write a persuasive letter for a real purpose and edit and present to finished state.		

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	<p><b>answers, arguments and opinions.</b></p>	<p>indicate degrees of possibility <i>perhaps, surely might, should, could, will, must</i></p> <p>The variety of sentence structures found in a persuasive text</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps,</i></p>			
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## Year 5

		<i>surely</i> <i>might, should,</i> <i>could, will, must</i>  Use a variety of sentence structures  Use commas to clarify meaning and avoid ambiguity  <b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			
<b>Reading Outcomes:</b> Children will be able to read and evaluate letters intended to inform, protest, complain and persuade.					
<b>Writing Outcomes:</b> Children will be able to plan, write and edit a persuasive letter using persuasive devices.					
<b>Discussion</b>	<b>To present a</b>	<b>In reading,</b>	-In exploring persuasive texts and those presenting a		

## Year 5

<p><b>texts</b> (2wks)</p>	<p><b>spoken argument, sequencing points logically and defending views with evidence (using notes), gaining, maintaining and monitoring the interest of listeners.</b></p>	<p><b>investigate:</b></p> <p>The use of relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>The variety of sentence structures found in a discussion text</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p><b>In writing, children will apply these skills to:</b></p>	<p>particular argument, distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view or which explore more than one possible perspective on an issue.</p> <ul style="list-style-type: none"> <li>- Read and identify the structures and language features of a discussion text (see Subject Knowledge Papers).</li> <li>- Experiment with the presentation of various views</li> </ul>		
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## Year 5

		<p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should, could, will, must</i></p> <p>Use a variety of sentence structures</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p><b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis,</p>			
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## Year 5

		bracket, dash, cohesion, ambiguity.			
<p><b>Reading Outcomes:</b> Children will be able to identify and distinguish between discussion texts and persuasive texts. Children will be able to identify the structures and language features of a discussion text.</p> <p><b>Writing Outcomes:</b> Children will be able to plan and write a discussion text experimenting with the presentation of various views.</p>					
<b>Poetry to perform</b> (1wks)	<b>To speak clearly and audibly capturing and maintaining the interest of the audience</b>	<p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p>-Read and discuss the poem and the poet's viewpoint.</p> <p>-Justify own response and interpretation.</p> <p>- Perform the poem, varying pitch, pace, volume, expression and the use of pauses to create impact. Use dramatic interpretation.</p>		
<p><b>Reading Outcomes:</b> Children will be able to identify the poet's viewpoint and justify own response.</p> <p><b>Spoken Language Outcomes:</b> Children will be able to perform a poem varying pitch, pace, volume, expression and using dramatic interpretation.</p> <p>Where there is no <b>writing outcome</b>, this is an opportunity for teachers to focus on group writing targets during guided writing sessions</p>					

## Year 5

Unit	Term 3 (14 wks)				Suggested Texts
<b>Fiction</b>  <b>Modern Fiction (3 weeks)</b>	<b>Spoken Language</b>  To use the language of possibility to investigate hypotheses  Participate in discussion, taking turns and listening to what others say and expressing their own views building on their own and others ideas, considering and evaluation different viewpoints	<b>Grammar, Spelling, punctuation and vocabulary</b>  <b>In reading, investigate:</b>  The use of relative clauses beginning with <i>who, which, where, when, whose, that</i>  The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i>  How paragraphs are linked using adverbials of time, place and number, and also tense	<b>Reading and Writing</b> - Revise over previous terms. - Explore ways to change the narrative viewpoint. - Look for evidence of characters changing in the story and discuss possible reasons, what it shows about the character and whether the change met or challenged the children's expectations. - Recognise that characters may have different perspectives on events in the story and consider different accounts of the same event. -infer characters' feelings, thoughts and motives from their actions and justify with evidence. - Analyse the structure of complex narratives with non-linear chronology. Note the way the author signals changes in time and place. Note who was telling the story and if the author addresses the reader directly (authors perspective and narrative viewpoint). - How does the author use dialogue to move the plot forward. - write in the style of the particular authors studied. - complete a section of the story and add dialogue. - plan and write a longer story with a longer structure. Experiment with the order of chapters or paragraphs to achieve different effects. Use dialogue to build character, check for consistency in narrative voice when telling each part of the story.	<u>Teaching Strategies</u>	The Brothers Grimm stories

## Year 5

		<p>choices</p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>How commas are used to clarify meaning and avoid ambiguity</p> <p>How parenthetical devices are used to add detail</p> <p>How dialogue is punctuated</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p>			
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## Year 5

		<p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should,</i> <i>could, will, must</i></p> <p>Link paragraphs using adverbials of time, place and number, and also tense choices</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use parenthetical devices to add detail</p>			
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## Year 5

		Punctuate correctly, including speech punctuation <b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			
<p><b>Reading Outcomes:</b> Children will be able to identify the structure of complex narratives with non-linear chronology. They will be able to recognise that characters change in a story and discuss reasons.</p> <p><b>Spoken Language Outcomes:</b> Children will be able to answer with extended contributions – justifying their views with evidence.</p> <p><b>Writing Outcomes:</b> Children will be able to plan and write in the style of the particular author studied using dialogue to develop a character.</p>					
<b>Fiction from our literary heritage</b> (2wks)	To describe and explain what they have learnt with an increasing command of standard	<b>In reading, investigate:</b>  The sentence structure used in description	<ul style="list-style-type: none"> <li>- Revise work from previous terms.</li> <li>- summarise the main ideas drawn from more than one paragraph.</li> <li>- predict what might happen from detail stated and implied.</li> <li>- Investigate another work from our literary heritage.</li> <li>- Identify the type of language and sentence structure used</li> </ul>		

## Year 5

	<p>English. To articulate and justify answers, arguments and opinions. To use formal and informal registers purposefully.</p>	<p>The use of relative clauses to convey accurate historical detail</p> <p>The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely might, should, could, will, must</i></p> <p>How paragraphs are linked using adverbials of time, place and number</p> <p>How ideas are linked across paragraphs using tense choices (e.g. <i>he <b>had</b> seen her before</i>)</p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p>	<p>in the description.</p> <ul style="list-style-type: none"> <li>- identify the actions used in the description.</li> <li>- Identify dialogue used in the description.</li> <li>- include accurate historical detail, e.g. <i>He threw his sword to the floor and rushed down the stone spiral staircase</i> or <i>Wait, I'll get a candle to light our way.</i></li> <li>- Develop improvisation and role play using spoken language imaginatively in fitting with the author's style of fiction.</li> <li>- write a section incorporating the dialogue explored in the improvisation activity based on the style of text/s from literary heritage studied.</li> </ul>		
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## Year 5

		<p>How commas are used to clarify meaning and avoid ambiguity</p> <p>How parenthetical devices are used to add detail</p> <p>How dialogue is punctuated</p> <p><b>In writing, children will apply these skills to:</b></p> <p>Use sentence structures appropriate to fiction from our literary heritage</p> <p>Use relative clauses to convey accurate historical detail</p> <p>Use adverbs or</p>			
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## Year 5

		<p>modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should,</i> <i>could, will, must</i></p> <p>Link paragraphs using adverbials of time, place and number</p> <p>Link ideas across paragraphs using tense choices (e.g. <i>he <b>had</b> seen her before</i>)</p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use parenthetic</p>			
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## Year 5

		<p>devices to add detail</p> <p>Punctuate correctly including dialogue</p> <p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>			
<p><b>Reading Outcomes:</b> Children will be able to predict what might happen and identify the type of language and sentence structure used in descriptions in the text.</p> <p><b>Spoken Language Outcomes:</b> Children will be able to use spoken language imaginatively in keeping with the authors style to develop improvisation and role play.</p> <p><b>Writing Outcomes:</b> Children will be able to write a section from the role play in narrative form based on the style of texts studied.</p>					
<b>Play scripts</b> (2wks)	<b>To speak clearly and audibly gaining and maintaining</b>	<p><b>In reading, investigate:</b></p> <p>How play scripts are punctuated to</p>	<ul style="list-style-type: none"> <li>- Revise the features of play scripts.</li> <li>- write and evaluate a play script.</li> <li>- perform their own play script</li> </ul>		

## Year 5

	<p><b>the interest of the audience</b></p>	<p>lend clarity to speech and stage directions</p> <p>How parenthetical devices are used to add detail</p> <p><b>In writing, children apply these skills to:</b></p> <p>Punctuating play scripts to lend clarity to speech and stage directions</p> <p>Use parenthetical devices to add detail</p> <p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash,</p>			
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## Year 5

		cohesion, ambiguity.			
<p><b>Reading Outcomes:</b> Children will be able to secure their knowledge of the features of play scripts.</p> <p><b>Spoken Language Outcomes:</b> Children will be able to perform their own play script.</p> <p><b>Writing Outcomes:</b> Children will be able to write and evaluate their play script from their own improvisation.</p>					
<b>Revise the six non-fiction genres</b> (5wks)	<b>To present an oral summary</b>	<p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p>-The skills of information retrieval should be taught across the curriculum as well as recording and presenting information.</p> <p>-Summarise the main ideas drawn from more than one paragraph.</p>		
<b>Non-chronological reports</b>	<b>To use formal and informal registers purposefully</b>	<p><b>In reading, investigate:</b></p> <p>How paragraphs are linked using sub headings and other cohesive devices</p>	<p>- revise features, plan and compose, edit short non-chronological, comparative report focusing on clarity, conciseness and impersonal style. Can be done across the curriculum.</p>		

## Year 5

		<p>How tense choice is used to link ideas</p> <p>How the full range of punctuation aids clarity</p> <p><b>In writing:</b></p> <p>Use sub headings and other cohesive devices to link paragraphs</p> <p>Use tense choice to link ideas</p> <p>Use the full range of punctuation to aid clarity</p> <p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause,</p>			
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## Year 5

		parenthesis, bracket, dash, cohesion, ambiguity.			
<b>Reading Outcomes:</b> Children will be able to identify the features of non-chronological reports.					
<b>Writing Outcomes:</b> Children will be able to plan and write a short non-chronological report.					
<b>Explanatory text</b>	<b>Respond to a teaching sequence remembering some specific points and identifying what they have learnt</b>	<b>In reading, investigate:</b>  How paragraphs are linked using sub headings and other cohesive devices  How commas and parenthetical devices are used to clarify meaning and avoid ambiguity  <b>In writing, children will apply these skills to:</b>  Link paragraphs	- In another curriculum area, plan, compose, edit and refine explanatory texts using reading as a source, focusing on clarity, conciseness and a personal style		

## Year 5

		<p>using sub headings and other cohesive devices</p> <p>Use commas and parenthetical devices to clarify meaning and avoid ambiguity</p> <p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>			
<p><b>Reading Outcomes:</b> Children will be able to identify the features of an explanatory text.</p> <p><b>Writing Outcomes:</b> Children will be able to plan, compose, edit and refine an explanatory text.</p>					
<b>Recounts</b>	<b>To use formal and informal registers</b>	<b>In reading, investigate:</b>	<p>-revise the features and structures of recounted texts.</p> <p>- write a recount for two contrasting audiences, such as a close friend and an unknown reader. Children to decide on</p>		

## Year 5

	<p><b>purposefully</b></p> <p>The use of relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>Use of words and phrases to indicate the passing of time to build cohesion within a paragraph</p> <p><b>In writing, children will apply these skills to:</b></p>	own form.		
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## Year 5

		<p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>To use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>Use words and phrases to indicate the passing of time to build cohesion within a paragraph <b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash,</p>			
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## Year 5

		cohesion, ambiguity.			
<b>Reading Outcomes:</b> Children will be able to identify the features of a recount text.					
<b>Writing Outcomes:</b> Children will be able to plan and write a recount for two contrasting audiences.					
<b>Persuasive text</b>	<b>To present a spoken argument, sequencing points logically and defending views with evidence (using notes), gaining, maintaining and monitoring the interest of listeners</b>	<b>In reading, investigate:</b>  The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i>  The variety of sentence structures and cohesive devices found in a persuasive text  <b>In writing, children will apply these skills</b>	-construct an argument in note form then full text to persuade others of a point of view and present the case to the class. -use a wide range of devices to build cohesion within and across paragraphs. -understand how persuasive writing can be adapted for different audiences and purposes.		

## Year 5

		<p><b>to:</b></p> <p>Use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely</i> <i>might, should,</i> <i>could, will, must</i></p> <p>Use a variety of sentence structures and cohesive devices</p> <p><b>Pupils will also be able to use the following terminology:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>			
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## Year 5

**Reading Outcomes:** Children will be able to identify the features of a persuasive text.

**Spoken Language Outcomes:** Children will be able to present an argument to the class.

**Writing Outcomes:** Children will be able to construct writing in note form to persuade others of a point of view considering different audiences and purposes.

<p><b>Discussion Text</b></p>	<p><b>To articulate and justify answers, arguments and opinions. To understand and use a variety of ways to criticise constructively and respond to criticism challenging courteously.</b></p>	<p><b>In reading, investigate:</b></p> <p>The use of relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>The use of adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>The variety of sentence structures found in a discussion text</p>	<p>Experiment with the presentation of various views in a discussion text, own views and others views, biased and balanced.</p> <p>-explore this through discussion, debate or drama.</p> <p>-distinguish between statements, facts and opinions.</p> <p>This can be explored in another subject area.</p>		
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## Year 5

		<p><b>In writing, children will apply these skills to:</b></p> <p>Use relative clauses beginning with <i>who, which, where, when, whose, that</i></p> <p>Use adverbs or modal verbs to indicate degrees of possibility <i>perhaps, surely, might, should, could, will, must</i></p> <p>Use a variety of sentence structures</p> <p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun,</p>			
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## Year 5

		relative clause, parenthesis, bracket, dash, cohesion, ambiguity.			
<p><b>Reading Outcomes:</b> Children will be able to identify the presentation of different views in a discussion text (biased and balanced).</p> <p><b>Spoken Language Outcomes:</b> Children will be able to present an oral debate.</p> <p><b>Writing Outcomes:</b> Children to write their discussion text prior to the debate.</p>					
<b>Instructional texts</b>	<b>To describe and explain what they have learnt with an increasing command of standard English</b>	<p><b>In reading, investigate:</b></p> <p>The use of the imperative verb</p> <p>The range of punctuation used</p> <p><b>In writing:</b></p> <p>Use the imperative verb (not time conjunctions)</p> <p>Use the full range</p>	<p>-Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness (see Subject Knowledge Papers).</p> <p>-identify sets of instructions which are for more complex procedures.</p> <p>In another subject area write a set of instructions.</p>		

## Year 5

		<p>of punctuation</p> <p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>			
<p><b>Reading Outcomes:</b> Children will be able to evaluate sets of instructions for purpose, organisation, clarity and usefulness. They will be able to identify sets of instructions for more complex procedures.</p> <p><b>Spoken Language Outcomes:</b> Children will be able to orally direct another pupil to follow their written instructions.</p> <p><b>Writing Outcomes:</b> Children will be able to write a set of instructions for a more complex procedure.</p>					
<p><b>Poetry to perform</b> (2wks)</p>	<p><b>To use the language of possibility to investigate hypotheses. To articulate and justify answers, arguments and opinions.</b></p>	<p><b>Pupils will also be able to use the following terminology:</b></p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,</p>	<p>-Read and discuss the poem and the poet's viewpoint. - Explain and justify their own response and justification. -Teach technical terms, e.g. metaphor, simile, imagery, style and effect. - Write a poem in free verse. - perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p>		

## Year 5

	<b>To speak clearly and audibly.</b>	ambiguity.			
<p><b>Reading Outcomes:</b> Children will be able to explain and justify their own response using technical terms.</p> <p><b>Spoken Language Outcomes:</b> Children will be able to perform their own compositions so that the meaning is clear.</p> <p><b>Writing Outcomes:</b> Children will be able to write a poem in free verse.</p>					