

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/Geography Question	Why are rivers important? (Geography)	Were the Vikings always victorious and vicious? (History)	Why is the Antarctic so cool? (Geography)	Why were the Norman castles certainly not bouncy? (History)	Who were the early law makers? (History)	Why is Brazil so colourful? (Geography)
Text/Book/Poem	The Wind in the Willows - The River Bank	Odd and the Frost Giants Norse Myths and Legends (Multiple Versions)	Shackleton's Journey Antarctica	Invasion	Outlaw - Michael Morpurgo	Where we once stood - science link space
Genres	Narrative Letter	Recount Diary Narrative	Poetry Non-Chron	Recount - diary Newspaper Poetry	Newspaper Persuasive letter	Descriptive Narrative Non-Chron Newspaper
Class Story	The Wind in the Willows (Further Stories)		agon – Casandra Cowell rry Pratchett	Invasion - June Crebbin The BFG - Roald Dahl	Outlaw - Michael Morpurgo	Tom's Midnight Garden - Phillipa Pearce Stig of the Dump - Clive King
Reading Skills	I can re-read and read ahead to check for meaning I can make connections between other similar texts, prior knowledge and experience I can present a personal point of view based on what has been read I can identify	I can learn poems by heart, for example, narrative verse, haiku I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action I can apply knowledge of root words, prefixes and suffixes to read aloud and to	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words I can identify and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification I can summarise the	I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word I can present the author's viewpoint of a text I can read non-fiction texts and identify purpose and structures	I can explain a personal point of view and give reasons and listen to others' personal point of view I can identify grammatical features used by writer - rhetorical questions, varied sentence lengths, varied sentence starters, empty words - to impact on the reader	Further opportunities to develop: I can make connections between other similar texts, prior knowledge and experience I can present a personal point of view based on what has been read I can identify significant ideas, events and characters
	significant ideas , events and characters	understand the meaning of unfamiliar words	main ideas drawn from a text	and grammatical features and evaluate how effective they are	Further opportunities to develop:	and discuss their significance



	I	Γ	I		
and discuss their	I can use meaning-	I can identify how		I can present a	I can draw inferences
significance	seeking strategies to	language, structure and	I know the difference	personal point of view	such as inferring
	explore the meaning of	presentation	between fact and	based on what has been	characters' feelings,
I can draw inferences	words in context	contribute to the	opinion	read	thoughts and motives
such as inferring		meaning of a text			from their actions
characters' feelings,	I can use knowledge of		Further opportunities	I can identify	
thoughts and motives	structure of text type	I can identify the	to develop:	significant ideas ,	I can justify
from their actions	to find key information	effect of the context	I can use text marking	events and characters	inferences with
		on a text. For example,	to identify key	and discuss their	evidence from the text
I can justify	I can use meaning -	historical or other	information in a text	significance	
inferences with	seeking strategies to	cultures	and make notes from		I can make predictions
evidence from the text	explore the meaning of		text marking	I can draw inferences	from what has been
	idiomatic and	I can present a		such as inferring	read
I can make predictions	figurative language	personal point of view	I can draw inferences	characters' feelings,	
from what has been		based on what has been	such as inferring	thoughts and motives	I can summarise the
read	I can present an oral	read	characters' feelings,	from their actions	main ideas drawn from
	overview or summary		thoughts and motives		a text
	of a text	I can listen to and build	from their actions	I can justify	
		on others' ideas and		inferences with	I can identify and
	I can use text marking	opinions about a text	I can justify	evidence from the text	comment on writer's
	to identify key		inferences with		use of language for
	information in a text	Further opportunities	evidence from the text	I can make predictions	effect. For example,
	and make notes from	to develop:		from what has been	precisely chosen
	text marking		I can summarise the	read	adjectives, similes and
		I can use meaning-	main ideas drawn from		personification
	I can summarise the	seeking strategies to	a text	I can use meaning-	
	main ideas drawn from	explore the meaning of		seeking strategies to	I can identify the
	a text	words in context	I can learn poems by	explore the meaning of	effect of the context
			heart, for example,	words in context	on a text. For example,
	Further opportunities	I can use meaning -	narrative verse, haiku		historical or other
	to develop:	seeking strategies to		I can use meaning -	cultures
	I can make connections	explore the meaning of	I can prepare poems to	seeking strategies to	I can present a
	between other similar	idiomatic and figurative	read aloud and to	explore the meaning of	personal point of view
	texts, prior knowledge	language	perform, showing	idiomatic and figurative	based on what has been
	and experience	-	understanding through	language	read
		I can present an oral	intonation, tone, volume		
	I can present a	overview or summary of	and action	I can identify and	
	personal point of view	a text		comment on writer's	



		based on what has been			use of language for	I can listen to and build
		read	I can use text marking		effect. For example,	on others' ideas and
			to identify key		precisely chosen	opinions about a text
			information in a text		adjectives, similes and	
			and make notes from		personification	I can present the
			text marking			author's viewpoint of a
					I can summarise the	text
			I can summarise the		main ideas drawn from	
			main ideas drawn from		a text	I know the difference
			a text			between fact and
					I can identify how	opinion
			I can make connections		language, structure and	
			between other similar		presentation	I can explain a personal
			texts, prior knowledge		contribute to the	point of view and give
			and experience		meaning of a text	reasons and listen to
						others' personal point
						of view
						I can identify
						grammatical features
						used by writer -
						rhetorical questions,
						varied sentence
						lengths, varied
						sentence starters,
						empty words - to impact on the reader
Muiting Composition	I can discuss the	I can discuss the	I can discuss the	I can discuss the	I can discuss the	
Writing Composition	audience for and	audience for	audience for	audience for	audience for	I can discuss the audience for
	• • • • • • • • • • • • • • • • • • • •		····· · · · · · · · · · · · · · · · ·	····· · · · · · · · · · · · · · · · ·		····· • • · · ·
	purpose of the writing.	and purpose of the	and purpose of the	and purpose of the	and purpose of the	and purpose of the
	TANK	writing.	writing.	writing beginning to	writing beginning to	writing beginning to
	In narratives, I can	<b>- -</b>	<b>-</b>	select appropriate	select appropriate	select appropriate
	describe settings and	In narratives, I can	I can use organisational	form and using other	form and using other	form and using other
	develop characters	describe settings and	and presentational	similar writing as	similar writing as	similar writing as
	through action and	develop characters	devices to structure	models for our own.	models for our own.	models for our own.
	dialogue.	through action and	text and to guide the			
		dialogue.	reader.	I can use organisational	I can use organisational	I can use organisational
				and presentational	and presentational	and presentational



	in use the correct	I can use the correct	I can use the correct	devices to structure	devices to structure	devices to structure
featu						
	ures and sentence	features and sentence	features and sentence	text and to guide the	text and to guide the	text and to guide the
	icture matched to	structure matched to	structure matched to	reader.	reader.	reader.
the	text type we are	the text type we are	the text type we are			
	working on.	working on.	working on.	I can use the correct	I can use the correct	In narratives, I can
				features and sentence	features and sentence	describe settings and
	can assess the	I can assess the	I can assess the	structure matched to	structure matched to	develop characters
eff	ectiveness of my	effectiveness of my	effectiveness of my	the text type we are	the text type we are	through action and
0	own and others'	own and others' writing.	own and others'	working on.	working on.	dialogue.
	writing.		writing.			
		I can propose changes		I can assess the	I can select	I can use the correct
I car	n propose changes	to vocabulary, grammar	I can propose changes	effectiveness of my	appropriate grammar	features and sentence
to vo	ocabulary, grammar	and punctuation to	to vocabulary, grammar	own and others' writing.	and vocabulary,	structure matched to
and	d punctuation to	enhance effects and	and punctuation to		understanding how	the text type we are
enh	ance effects and	clarify meaning.	enhance effects and	I can propose changes	such choices can	working on.
c	larify meaning.		clarify meaning.	to vocabulary, grammar	change and enhance	
		I can ensure the		and punctuation to	meaning.	I can select
I	can ensure the	consistent and correct	I can ensure the	enhance effects and		appropriate grammar
consi	istent and correct	use of tense.	consistent and correct	clarify meaning.	I can assess the	and vocabulary,
	use of tense.		use of tense.		effectiveness of my	understanding how
		I can ensure that the		I can ensure the	own and others' writing.	such choices can
I ca	in ensure that the	consistent and correct		consistent and correct	-	change and enhance
consi	istent and correct	use of subject and	I can ensure that the	use of tense.	I can propose changes	meaning.
use	e of subject and	verb agreement when	consistent and correct		to vocabulary, grammar	-
verb	o agreement when	using singular and	use of subject and	I can ensure that the	and punctuation to	I can assess the
us	sing singular and	plural.	verb agreement when	consistent and correct	enhance effects and	effectiveness of my
	plural.	·	using singular and	use of subject and	clarify meaning.	own and others' writing.
		I can perform my own	plural.	verb agreement when		
I ca	n perform my own	composition using		using singular and	I can ensure the	I can propose changes
со	omposition using	appropriate intonation,	I can perform my own	plural.	consistent and correct	to vocabulary, grammar
appro	opriate intonation,	volume and movement	composition using		use of tense.	and punctuation to
volu	me and movement	so that meaning is	appropriate intonation,	I can perform my own		enhance effects and
50	that meaning is	clear.	volume and movement	composition using	I can ensure that the	clarify meaning.
	clear.		so that meaning is	appropriate intonation,	consistent and correct	
			clear.	volume and movement	use of subject and	I can ensure the
				so that meaning is	verb agreement when	consistent and correct
				clear.	using singular and	use of tense.
					plural.	



					I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.	I can ensure that the consistent and correct use of subject and verb agreement when using singular and plural. I can perform my own composition using appropriate intonation, volume and movement so that meaning is clear.
Sentence Structure	I can use relative clauses. (who, which, where, why, whose, that) I can start sentences in different ways.	I can use relative clauses. (who, which, where, why, whose, that) I can start sentences in different ways.	I can use relative clauses. (who, which, where, why, whose, that) I can use adverbs or modal verbs to indicate a degree of possibility. I can start sentences in different ways. I can use figurative language to create effects in writing e.g. simile, metaphor and personification.	I can use relative clauses. (who, which, where, why, whose, that) I can use adverbs or modal verbs to indicate a degree of possibility. I can start sentences in different ways. I can use figurative language to create effects in writing e.g. simile, metaphor and personification.	I can use relative clauses. (who, which, where, why, whose, that) I can use adverbs or modal verbs to indicate a degree of possibility. I can start sentences in different ways.	I can use relative clauses. (who, which, where, why, whose, that) I can use adverbs or modal verbs to indicate a degree of possibility. I can start sentences in different ways. I can use figurative language to create effects in writing e.g. simile, metaphor and personification.
Text Structure	I can organise my writing into paragraphs to show different information or events.	I can organise my writing into paragraphs to show different information or events. I can link ideas across paragraphs using	I can organise my writing into paragraphs to show different information or events. I can build cohesion within a paragraph (e.g.	I can organise my writing into paragraphs to show different information or events.	I can organise my writing into paragraphs to show different information or events.	I can organise my writing into paragraphs to show different information or events.



		adverbials of time and	first, then, after that,	I can build cohesion	I can build cohesion	I can build cohesion
		place.	this)	within a paragraph (e.g.	within a paragraph (e.g.	within a paragraph (e.g.
				first, then, after that,	first, then, after that,	first, then, after that,
			I can link ideas across	this)	this)	this)
			paragraphs using			
			adverbials of time and place.	I can link ideas across paragraphs using adverbials of time, place, numbers and	I can link ideas across paragraphs using adverbials of time, place, numbers and	I can link ideas across paragraphs using adverbials of time, place, numbers and
				tense choice.	tense choice.	tense choice.
Punctuation	I can use commas to clarify meaning or avoid ambiguity.	I can use commas to clarify meaning or avoid ambiguity.	I can use commas to clarify meaning or avoid ambiguity.	I can use commas to clarify meaning or avoid ambiguity.	I can use commas to clarify meaning or avoid ambiguity.	I can use commas to clarify meaning or avoid ambiguity.
			I can use brackets and commas to indicate parenthesis.	I can use brackets and commas to indicate parenthesis.	I can use brackets, dashes and commas to indicate parenthesis.	I can use brackets, dashes and commas to indicate parenthesis.

Spelling *Taught throughout the year including RWI Spelling*	<ul> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the Year 5 and 6 word list.</li> <li>Use further prefixes and suffixes and understand the guidance for adding them (Form verbs with prefixes dis- de- mis- over- re- and convert nouns or adjectives into verbs by adding a suffix -ate, -ise, -fy.)</li> <li>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
Handwriting *Taught additionally but expected to be applied during lessons*	<ul> <li>Use a thesaurus</li> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task</li> </ul>