Year group			5	
Term	Summer 1		Summer 2	
Genre	Journey/Quest	Explanation	Biography	Poetry
Text	Hati's Journey	Water Cycle	Usain Bolt	The Spider and the Fly
Audience and Purpose	To entertain	To explain	To inform	To entertain
Links to previous year	Link to rivers and previous Mayan	Builds on explanation in Spring.	Builds on biography in Year 4. Build	Builds on poetry work from
groups and current	topic.	This one more formal.	up level of formality.	previous years
topic				
Grammar, punctuation	-Write for a range of real and	-Write for a range of real and	-Write for a range of real and	-Write for a range of real and
and composition.	imagined purposes and	imagined purposes and	imagined purposes and audiences,	imagined purposes and audiences,
	audiences, and mostly select	audiences, and mostly select	and mostly select language that	and mostly select language that
	language that shows good	language that shows good	shows good awareness of the	shows good awareness of the
	awareness of the reader (e.g.	awareness of the reader (e.g.	reader (e.g. clarity of explanations,	reader (e.g. clarity of explanations,
	clarity of explanations,	clarity of explanations,	appropriate level of formality in	appropriate level of formality in
	appropriate level of formality in	appropriate level of formality in	speech and writing)	speech and writing)
	speech and writing)	speech and writing)	-Use paragraphs to organise ideas	
	-Create settings, character and	-Use paragraphs to organise ideas	-Create character	-Choose precise and effective
	atmosphere	-In non-narrative, use simple	-Use the range of punctuation in Y5	vocabulary, according to purpose
	-Use paragraphs to organise ideas	devices to structure writing and	correctly:	and audience (adapting this when
	-Use the range of punctuation in	support the reader (e.g. headings,	Commas for clarity or to avoid	editing to improve effect)
	Y5 correctly:	sub-headings, bullet points)	ambiguity	-Sustain and develop ideas with
	Commas for clarity or to avoid	-Use the range of punctuation in	Hyphens to avoid ambiguity	paragraphs
	ambiguity	Y5 correctly:	Punctuation for parenthesis	-Begin to independently use
	Hyphens to avoid ambiguity	Commas for clarity or to avoid	Colons for list	punctuation and sentence
	Punctuation for parenthesis	ambiguity	-Use tenses consistently, including a	constructions to show the
	Colons for list	Hyphens to avoid ambiguity	wider range of verb forms (future	difference between formal and
	-Use tenses consistently,	Punctuation for parenthesis	perfect and continuous past and	informal writing
	including a wider range of verb	Colons for list	present – we have been, we were	
	forms (future perfect and	-Use tenses consistently,	going)	
	continuous past and present – we	including a wider range of verb	-Begin to convey character and	
	have been, we were going)	forms (future perfect and	advance the action through	
	-Begin to convey character and	continuous past and present – we	dialogue, maintaining a balance of	
	advance the action through	have been, we were going)	speech and description	
	dialogue, maintaining a balance	-Select vocabulary and	-Select vocabulary and grammatical	
	of speech and description	grammatical structures that are	structures that are appropriate for	
	-Select vocabulary and	appropriate for the given	the given audience and purpose	
	grammatical structures that are	audience and purpose (e.g.	(e.g. correct sentence types, tenses,	

appropriate for the given	correct sentence types, tenses, a	a range of verb forms to indicate
audience and purpose (e.g.	range of verb forms to indicate	time, relative clause for extra info
correct sentence types, tenses, a	time, relative clause for extra info	where appropriate)
range of verb forms to indicate	where appropriate)	-Use a range of devices to build
time, relative clause for extra info	-Use a range of devices to build	cohesion within and across
where appropriate)	cohesion within and across	paragraphs (e.g. conjunctions,
-Use a range of devices to build	paragraphs (e.g. conjunctions,	adverbial of time and place,
cohesion within and across	adverbial of time and place,	pronouns and synonyms) in much
paragraphs (e.g. conjunctions,	pronouns and synonyms) in much	of their writing
adverbial of time and place,	of their writing	-Spell the Y3/4 statutory words
pronouns and synonyms) in much	-Spell most of the Y3/4 statutory	correctly
of their writing	words correctly	-Spell some of the Y5/6 statutory
-Spell the Y3/4 statutory words	-Spell some of the Y5/6 statutory	words correctly
correctly	words correctly	-Choose precise and effective
-Spell some of the Y5/6 statutory	-Choose precise and effective	vocabulary, according to purpose
words correctly	vocabulary, according to purpose	and audience (adapting this when
-Choose precise and effective	and audience (adapting this when	editing to improve effect)
vocabulary, according to purpose	editing to improve effect)	-Sustain and develop ideas with
and audience (adapting this when	-Sustain and develop ideas with	paragraphs
editing to improve effect)	paragraphs	-Begin to independently use
-Sustain and develop ideas with	-Begin to independently use	punctuation and sentence
paragraphs	punctuation and sentence	constructions to show the
-Begin to independently use	constructions to show the	difference between formal and
punctuation and sentence	difference between formal and	informal writing
constructions to show the	informal writing	
difference between formal and		
informal writing		- 'as if' to create a comparison or to
	- 'as if' to create a comparison or	add detail and emphasis to a
	to add detail and emphasis to a	feeling.
- hyperbole to emphasise a point	feeling.	- Co-ordinating conjunction 'yet' to
or idea	- Co-ordinating conjunction 'yet'	suggest something the reader would
- 'as if' to create a comparison or	to suggest something the reader	not have expected based on the
to add detail and emphasis to a	would not have expected based	preceding point.
feeling.	on the preceding point.	- Dash to include additional
- Co-ordinating conjunction 'yet'	- Dashes to include additional	information in the middle of a
to suggest something the reader	information in the middle of a	sentence to give great clarity.
would not have expected based	sentence to give great clarity.	- Sub-ordinating conjunction 'if' to
on the preceding point.	- Sub-ordinating conjunction 'if'	show possibility.
- Dash to express an	to show possibility.	- Embedded clause or phrase to add
afterthought.		more detail to a sentence.

 Sub-ordinating conjunction 'if' Sub-ordinating conjunction 'if' to show possibility. Embedded clause or phrase to add more detail to a sentence. Embedded clause or phrase to add more detail to a sentence. Ellipsis to show an interruption of action or speech. Subordinating conjunction 'as' Metaphors to create a poetic effect in stories to engage the reader. Subordinating conjunction for the sentence. 	 Starting with the present participle '-ing' to emphasise or intensify an action. Starting with the past participle '-ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it. Repeating words or phrases for 	
- Embedded clause or phrase to add more detail to a sentence. - Ellipsis to show an interruption of action or speech. - Metaphors to create a poetic effect in stories to engage the- Starting with the present participle '-ing' to emphasise or intensify an action. - Subordinating conjunction 'as' to describe simultaneous actions.	action. - Starting with the past participle '- ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it.	
add more detail to a sentence.participle '-ing' to emphasise or- Ellipsis to show an interruptionintensify an action.of action or speech Subordinating conjunction 'as'- Metaphors to create a poeticto describe simultaneous actions.effect in stories to engage the- Adverbs of manner to set the	- Starting with the past participle '- ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it.	
 <i>Ellipsis</i> to show an interruption of action or speech. <i>Metaphors</i> to create a poetic effect in stories to engage the <i>Adverbs of manner</i> to set the 	<i>ed'</i> to explain why a character/subject behaves in a certain way, highlight and emphasising it.	
of action or speech Subordinating conjunction 'as'- Metaphors to create a poeticto describe simultaneous actions.effect in stories to engage the- Adverbs of manner to set the	character/subject behaves in a certain way, highlight and emphasising it.	
- Metaphors to create a poeticto describe simultaneous actions.effect in stories to engage the- Adverbs of manner to set the	certain way, highlight and emphasising it.	
effect in stories to engage the - Adverbs of manner to set the	emphasising it.	
	, -	
reader. tone/mood of the sentence.	- Repeating words or phrases for	
	- Repeating words of pinuses joi	
- Personification to bring writing - A varied range of time/place	emphasis to stress points or ideas or	
to life by giving objects/animals adverbials to move action	to suggest urgency.	
human characteristics. forward and create a sequence of	- Subordinating conjunction 'as' to	
- Starting with the present linked events.	describe simultaneous actions.	
participle '-ing' to emphasise or	- Short sentences to create an	
intensify an action.	uncluttered statement of fact to be	
- Starting with the past participle	stark and to the point.	
'-ed' to explain why a	- Adverbs of manner to set the	
character/subject behaves in a	tone/mood of the sentence.	
certain way, highlight and	- A varied range of time/place	
emphasising it.	adverbials to move action forward	
- Repeating words or phrases for	and create a sequence of linked	
emphasis to stress points or ideas	events.	
or to suggest urgency.		
- Subordinating conjunction 'as'		
to describe simultaneous actions.		
- Short sentences to open to		
create immediacy/drama and		
engage the reader.		
- Short sentences one after		
another to create pace.		
- Similes to enhance and		
embellish description by creating		
an analogy.		
- Repeated use of questions to		
create intrigue, tension and		
suspense.		
- A range of ways to say 'said' to		
convey information about a		
character, their mood or feeling.		

	- Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events.	
Handwriting	 Consolidate writing legibly, fluently and in a joined style at speed. Where appropriate, pupils begin to personalise and develop their own writing style. Correct orientation, sizing, positioning, starting and finishing points for brackets, dashes and bullet points. 	
Spelling	See Read Write Inc. plan	