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

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

- **Sub-ordinating conjunction 'if'** to show possibility. - **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 reader. - **Personification** to bring writing to life by giving objects/animals human characteristics. - 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 emphasis to stress points or ideas 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.	- **Embedded clause or phrase** to add more detail to a sentence. - Starting with the present participle **'-ing'** to emphasise or intensify an action. - Subordinating conjunction **'as'** to describe simultaneous actions. - **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.	- 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 emphasis to stress points or ideas or to suggest urgency. - Subordinating conjunction **'as'** to describe simultaneous actions. - **Short sentences** to create an uncluttered statement of fact to be stark and to the point. - **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.	

	- ***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. • <mark>Where appropriate, pupils begin to personalise and develop their own writing style.</mark> • <mark>Correct orientation, sizing, positioning, starting and finishing points for brackets, dashes and bullet points.</mark>			
Spelling	See Read Write Inc. plan			