

Year group	5			
Term	Autumn 1		Autumn 2	
Genre	Warning tale	News report	Portal tale	Persuasive argument
Text	The Caravan	Defeat of the Minotaur		Lindisfarne: Write from viewpoint of a Viking.
Audience and Purpose	To entertain	To inform	To entertain	To persuade
Links to previous year groups and current topic	Build on Warning tale in Year 4	First time doing news reports. Links to history from Year 4	Builds on Portal tale in Year 3 Linked to Vikings topic.	Lindisfarne: Write from viewpoint of a Viking.
Grammar, punctuation and composition.	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y5) -Use paragraphs to organise ideas -Create setting, character and a developed plot in narrative (in line with the correct pitch for Y5) -Use the range of punctuation taught at KS1 and LKS2 correctly: capital letters, full stops, question marks, exclamation marks, commas in lists, possessive apostrophe, commas after fronted adverbials - Use present and past tense correctly and consistently, including a wider range of verb forms (perfect and continuous – 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, a range of verb forms to indicate time, relative 	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y5) -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 taught at KS1 and LKS2 correctly: capital letters, full stops, question marks, exclamation marks, commas in lists, possessive apostrophe, commas after fronted adverbials - Use present and past tense correctly and consistently, including a wider range of verb forms (perfect and continuous – we have been, we were going) -Select vocabulary and grammatical structures that are appropriate for the given audience and purpose (e.g. correct sentence types, tenses, a range of verb forms to indicate time, relative appropriate) 	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y5) -Use paragraphs to organise ideas -Create setting, character and a developed plot in narrative (in line with the correct pitch for Y5) -Use the range of punctuation taught at KS1 and LKS2 correctly: capital letters, full stops, question marks, exclamation marks, commas in lists, possessive apostrophe, commas after fronted adverbials - Use present and past tense correctly and consistently, including a wider range of verb forms (perfect and continuous – 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, a range of verb forms to indicate time, relative 	<ul style="list-style-type: none"> -Write for a range of purposes (in line with the correct pitch for Y5) -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 taught at KS1 and LKS2 correctly: capital letters, full stops, question marks, exclamation marks, commas in lists, possessive apostrophe, commas after fronted adverbials - Use present and past tense correctly and consistently, including a wider range of verb forms (perfect and continuous – we have been, we were going) -Select vocabulary and grammatical structures that are appropriate for the given audience and purpose (e.g. correct sentence types, tenses, a range of verb forms to indicate time, relative appropriate)

	<p>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</p> <p>- 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. - 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</p>	<p>-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</p> <p>- hyperbole to emphasise a point or idea (tabloid only) - '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. - Embedded clause or phrase to add more detail to a 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 emphasis to stress points or ideas or to suggest urgency.</p>	<p>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</p> <p>- 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. - 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</p>	<p>-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</p> <p>- 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. - Sub-ordinating conjunction 'if' to show possibility. - Embedded clause or phrase to add more detail to a 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 emphasis to stress points or ideas or to suggest urgency. - Subordinating conjunction 'as' to describe simultaneous actions.</p>
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	<p>character/subject behaves in a certain way, highlight and emphasising it.</p> <ul style="list-style-type: none"> - 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. - 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. 	<ul style="list-style-type: none"> - Subordinating conjunction 'as' to describe simultaneous actions. - 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. 	<p>character/subject behaves in a certain way, highlight and emphasising it.</p> <ul style="list-style-type: none"> - 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. - 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. 	<ul style="list-style-type: none"> - Short sentences to create an uncluttered statement of fact to be stark and to the point. - Repeated use of questions to add weight to an argument in order to persuade. - 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	<ul style="list-style-type: none"> • 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			