

Year group	5			
Term	Spring 1		Spring 2	
Genre	Conquering the Monster tale	Explanation text	Character Flaw tale	Non-Chronological Report
Text	Mayan Monster	Mayans Making Chocolate	The Viewer	Animals
Audience and Purpose	To entertain	To explain	To entertain	To inform
Links to previous year groups and current topic	Linked to Mayan topic Builds on previous conquering the monster tales in Year 3 and 4.	Linked to Mayan topic First time doing an explanation text.	Builds on Character Flaw tale in Year 4.	Builds on non-chronological reports in previous years. Linked to 'What happens when life grows?' topic.
Grammar, punctuation and composition.	<p>-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)</p> <p>-Create settings, character and atmosphere</p> <p>-Use paragraphs to organise ideas</p> <p>-Use tenses consistently, including a wider range of verb forms (future perfect and continuous past and present – we have been, we were going)</p> <p>-Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</p> <p>-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 clause for extra info where appropriate)</p>	<p>-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)</p> <p>-Use paragraphs to organise ideas</p> <p>-In non-narrative, use simple devices to structure writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>-Use the range of punctuation in Y5 correctly: Punctuation for parenthesis Colons for list</p> <p>-Use tenses consistently, including a wider range of verb forms (future perfect and continuous past and present – we have been, we were going)</p> <p>-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,</p>	<p>-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)</p> <p>-Create settings, character and atmosphere</p> <p>-Use paragraphs to organise ideas</p> <p>-Use the range of punctuation in Y5 correctly: Punctuation for parenthesis Colons for list</p> <p>-Use tenses consistently, including a wider range of verb forms (future perfect and continuous past and present – we have been, we were going)</p> <p>-Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description</p> <p>-Select vocabulary and grammatical structures that are appropriate for the given audience and purpose (e.g.</p>	<p>-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)</p> <p>-Use paragraphs to organise ideas</p> <p>-In non-narrative, use simple devices to structure writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>-Use the range of punctuation in Y5 correctly: Punctuation for parenthesis Colons for list</p> <p>-Use tenses consistently, including a wider range of verb forms (future perfect and continuous past and present – we have been, we were going)</p> <p>-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,</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</p> <p>-Spell the Y3/4 statutory words correctly</p> <p>-Spell some of the Y5/6 statutory words correctly</p> <p>-Choose precise and effective vocabulary, according to purpose and audience (adapting this when editing to improve effect)</p> <p>-Sustain and develop ideas with paragraphs</p> <p>-Begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</p> <p><i>- 'as if' to create a comparison or to add detail and emphasis to a feeling.</i></p> <p><i>- Co-ordinating conjunction 'yet' to suggest something the reader would not have expected based on the preceding point.</i></p> <p><i>- Dash to express an afterthought.</i></p> <p><i>- Embedded clause or phrase to add more detail to a sentence.</i></p> <p><i>- Ellipsis to show an interruption of action or speech.</i></p> <p><i>- Metaphors to create a poetic effect in stories to engage the reader.</i></p> <p><i>- Personification to bring writing to life by giving objects/animals human characteristics.</i></p>	<p>relative clause for extra info where appropriate)</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</p> <p>-Spell most of the Y3/4 statutory words correctly</p> <p>-Spell some of the Y5/6 statutory words correctly</p> <p>-Choose precise and effective vocabulary, according to purpose and audience (adapting this when editing to improve effect)</p> <p>-Sustain and develop ideas with paragraphs</p> <p>-Begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</p> <p><i>- Sub-ordinating conjunction 'if' to show possibility.</i></p> <p><i>- Embedded clause or phrase to add more detail to a sentence.</i></p> <p><i>- Starting with the present participle '-ing' to emphasise or intensify an action.</i></p> <p><i>- Subordinating conjunction 'as' to describe simultaneous actions.</i></p> <p><i>- Adverbs of manner to set the tone/mood of the sentence.</i></p> <p><i>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</i></p>	<p>correct sentence types, tenses, a range of verb forms to indicate time, relative clause for extra info where appropriate)</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</p> <p>-Spell the Y3/4 statutory words correctly</p> <p>-Spell some of the Y5/6 statutory words correctly</p> <p>-Choose precise and effective vocabulary, according to purpose and audience (adapting this when editing to improve effect)</p> <p>-Sustain and develop ideas with paragraphs</p> <p>-Begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</p> <p><i>- hyperbole to emphasise a point or idea</i></p> <p><i>- 'as if' to create a comparison or to add detail and emphasis to a feeling.</i></p> <p><i>- Co-ordinating conjunction 'yet' to suggest something the reader would not have expected based on the preceding point.</i></p> <p><i>- Dash to express an afterthought.</i></p> <p><i>- Sub-ordinating conjunction 'if' to show possibility.</i></p> <p><i>- Embedded clause or phrase to add more detail to a sentence.</i></p>	<p>relative clause for extra info where appropriate)</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</p> <p>-Spell most of the Y3/4 statutory words correctly</p> <p>-Spell some of the Y5/6 statutory words correctly</p> <p>-Choose precise and effective vocabulary, according to purpose and audience (adapting this when editing to improve effect)</p> <p>-Sustain and develop ideas with paragraphs</p> <p>-Begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing</p> <p><i>- 'as if' to create a comparison or to add detail.</i></p> <p><i>- Co-ordinating conjunction 'yet' to suggest something the reader would not have expected based on the preceding point.</i></p> <p><i>- Dashes to include additional information in the middle of a sentence to give great clarity.</i></p> <p><i>- Sub-ordinating conjunction 'if' to show possibility.</i></p> <p><i>- Embedded clause or phrase to add more detail to a sentence.</i></p> <p><i>- Starting with the present participle '-ing' to emphasise or intensify an action.</i></p>
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	<ul style="list-style-type: none"> - 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. - Subordinating conjunction 'as' to describe simultaneous actions. - Similes to enhance and embellish description by creating an analogy. - 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"> - 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. - 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"> - Starting with the past participle '-ed' to explain why a character/subject behaves in a certain way, highlight and emphasising it. - Subordinating conjunction 'as' to describe simultaneous actions. - Similes to enhance and embellish description by creating an analogy. - A varied range of time/place adverbials to 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