

Year 5	Spring (44)	Summer (49)
Purpose and Genre	<p><b>To recount - Journal (P)</b> Mars Transmission (20)</p> <p><b>To entertain - Poetry</b> The Malfeasance (19)</p>	<p><b>To entertain - Rap Poem</b> Thinkers Rap (15)</p> <p><b>To inform - Biography (D)</b> David Attenborough (19)</p> <p><b>To entertain - Science Fiction Narrative</b> Cosmic (12)</p>
PAG	<p><b><u>To entertain - Narratives</u></b></p> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>★ Sequence of plot may be disrupted for effect, e.g. flashback.</li> <li>★ Opening and resolution shape the story.</li> <li>★ Structural features of narrative are included, e.g. repetition for effect.</li> <li>★ Paragraphs varied in length and structure.</li> <li>★ Pronouns used to hide the doer of the action, e.g. it crept into the woods.</li> </ul> <p><b>Sentence Types</b></p> <ul style="list-style-type: none"> <li>★ Sentence length varied, e.g. short/long.</li> <li>★ Wide range of subordinate connectives, e.g. whilst, until, despite.</li> <li>★ Embedded subordinate clauses are used for economy or emphasis.</li> <li>★ Figurative language used to build description (sometimes clichéd), e.g. the crowd charged like bulls.</li> <li>★ Repetition is used for effect, e.g. the boys ran and ran until they could run no more.</li> </ul> <p><b>Punctuation - Consolidation of punctuation previously taught as well as:</b></p> <ul style="list-style-type: none"> <li>★ Dashes and brackets.</li> </ul> <p><b><u>To inform - Biography</u></b></p> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>★ Developed introduction and conclusion including elaborated personal response.</li> <li>★ Descriptions of events are detailed and engaging.</li> <li>★ The information is organised chronologically with clear signals to the reader about time, place and personal response.</li> <li>★ Purpose of the recount is an experience revealing the writer's perspective.</li> </ul> <p><b>Sentence Types</b></p> <ul style="list-style-type: none"> <li>★ Sentence length varied, e.g. short/long.</li> <li>★ Wide range of subordinate connectives, e.g. whilst, until, despite.</li> </ul> <p><b>Punctuation - Consolidation of punctuation previously taught as well as:</b></p> <ul style="list-style-type: none"> <li>★ Dashes and brackets.</li> </ul> <p><b><u>To inform - Recount</u></b></p> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>★ Developed introduction and conclusion including elaborated personal response.</li> <li>★ Descriptions of events are detailed and engaging.</li> <li>★ The information is organised chronologically with clear signals to the reader about time, place and personal response.</li> <li>★ Purpose of the recount is an experience revealing the writer's perspective.</li> </ul> <p><b>Sentence Types</b></p> <ul style="list-style-type: none"> <li>★ Sentence length varied, e.g. short/long.</li> </ul>	

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Curriculum Links	<p><b>Recount</b> - Science</p> <p><b>Poetry</b> - RSHE</p>	<p><b>Rap Poem</b> - RSHE</p> <p><b>Biography</b> - Science</p> <p><b>Science Fiction Narrative</b> - Science</p>
Spelling Coverage	<p><b>Spring 1:</b>  Y5 Statutory Word List (Applying Prefixes + Suffixes where appropriate)  Endings which sound like /ʃəl/ spelt -cial and -tial  Suffixes: -ant -ance -ancy  Suffixes: -ent -ence -ency  Suffixes: -able -ably  Review and assessment of spelling taught this half term</p> <p><b>Spring 2:</b>  Y5 Statutory Word List (Applying Prefixes + Suffixes where appropriate)  Suffixes: -ible -ibly  Words with 'silent' letters  Adding suffixes with vowel letters to words ending in -fer  Use of the hyphen  Review and assessment of spelling taught this half term</p>	<p><b>Summer 1:</b>  Y5 Statutory Word List (Applying Prefixes + Suffixes where appropriate)  Words with the /i:/ sound spelt ei after c  Words containing the letter-string -ough  Review: Endings which sound like /ʃəs/ spelt -cious or -tious  Homophones &amp; Near Homophones  Revision and application of ½ term rules/ Prefix + Base Word + Suffix</p> <p><b>Summer 2:</b>  Y5 Statutory Word List (Applying Prefixes + Suffixes where appropriate)  Review: Endings which sound like /ʃəl/  Review: Words with silent letters  Homophones and near homophones  Homophones and near homophones  Homophones and near homophones  Revision and application of ½ term rules/ Prefix + Base Word + Suffix</p>