

Year 5			
	Autumn (60)	Spring (44)	Summer (52)
<u>Purpose and Genre</u>	<p><b>To entertain - Mystery Narrative</b> The Nowhere Emporium (18)</p> <p><b>To discuss - Balanced Argument</b> Screen Use - (18)</p> <p><b>To entertain - Adventure Narrative</b> One Small Step (17)</p>	<p><b>To inform - Recount</b> Mars Transmission (20)</p> <p><b>To entertain - Adventure Narrative</b> The Explorer (19)</p>	<p><b>To entertain - Fantasy Narrative</b> The Fantastic Flying Books of Mr Morris Lessmore (15)</p> <p><b>To entertain - Poetry</b> The Malfeasance (19)</p> <p><b>To entertain - Rap Poem</b> Thinkers Rap (15)</p>
<u>PAG</u>	<p><u>To entertain - Narratives</u></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</b> - Consolidation of punctuation previously taught as well as:</p> <ul style="list-style-type: none"> <li>★ Dashes and brackets.</li> </ul> <p><u>To inform - Biography</u></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> </ul>		

- ★ The information is organised chronologically with clear signals to the reader about time, place and personal response.
- ★ Purpose of the recount is an experience revealing the writer's perspective.

#### **Sentence Types**

- ★ Sentence length varied, e.g. short/long.
- ★ Wide range of subordinate connectives, e.g. whilst, until, despite.

**Punctuation** - Consolidation of punctuation previously taught as well as:

- ★ Dashes and brackets.

#### To inform - Recount

##### **Text Structure**

- ★ Developed introduction and conclusion including elaborated personal response.
- ★ Descriptions of events are detailed and engaging.
- ★ The information is organised chronologically with clear signals to the reader about time, place and personal response.
- ★ Purpose of the recount is an experience revealing the writer's perspective.

#### **Sentence Types**

- ★ Sentence length varied, e.g. short/long.
- ★ Wide range of subordinate connectives, e.g. whilst, until, despite.

**Punctuation** - Consolidation of punctuation previously taught as well as:

- ★ Dashes and brackets.

#### To discuss - Balanced Argument

##### **Text Structure**

- ★ Developed introduction and conclusion using all the argument or leaflet layout features.
- ★ Paragraphs developed with prioritised information.
- ★ Both viewpoints are transparent for the reader.
- ★ Emotive language used throughout to engage the reader.

#### **Sentence Types**

- ★ Sentence length varied, e.g. short/long.
- ★ Wide range of subordinate connectives, e.g. whilst, until, despite.
- ★ Complex sentences that use well known economic expression. e.g. Because of their enormous energy, the treehouse was built, which was nothing short of a miracle.
- ★ Persuasive statements are used to change the reader's opinion. E.g. you will never need to...

**Punctuation** - Consolidation of punctuation previously taught as well as:

- ★ Dashes and brackets.

<p><u>Curriculum Links</u></p>	<p><b>Mystery Narrative</b> - Drama  <b>Biography</b> - Science  <b>Rap Poem</b> - RSHE</p>	<p><b>Adventure Narrative</b> - Geography  <b>Recount</b> - Science</p>	<p><b>Poetry</b> - RSHE  <b>Balanced Argument</b> - Computing/RSHE  <b>Science Fiction Narrative</b> - Science</p>
<p><b>Spelling Coverage</b></p>	<p><b>Autumn 1:</b>  Y5 Statutory Word List (Applying Prefixes + Suffixes where appropriate)  Suffixes: -ing -ed-ly  Suffixes: -ous -ation  Prefixes: dis- mis- in-  Prefixes: inter- super- anti- auto-  Homophones &amp; Near Homophones  Revision and application of <math>\frac{1}{2}</math> term rules/ Prefix + Base Word + Suffix</p> <p><b>Autumn 2:</b>  Y5 Statutory Word List (Applying Prefixes + Suffixes where appropriate)  Homophones &amp; Near Homophones  Prefixes: im- and ir-  Prefixes: re- and sub-  Endings which sound like /ʃəs/ spelt -cious or -tious  Endings which sound like /ʃəs/ spelt -cious or -tious  Review and assessment of spelling taught this half term</p>	<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 <math>\frac{1}{2}</math> 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 <math>\frac{1}{2}</math> term rules/ Prefix + Base Word + Suffix</p>

