



Year 5	Autumn 1 Topic: Anglo-Saxons Attack (Saxons)	Autumn 2 Topic: Rainforest Exploration (Biomes)	Spring 1 Topic: Tudor Life (Aldershot in the Tudor Era)	Spring 2 Topic: Adventure to the Stars (Space Race- Russia)	Summer 1 Topic: Adventure to the Stars (Space Race- Russia)	Summer 2 Topic: Life is a Journey
Reading Texts	The Nothing to See Here Hotel (fiction) (6/7 weeks) Hampshire book awards Class reader: The Infinite	The Explorer (fiction) with non-fiction included - World Explorer)/picture book (7 weeks) Class reader: The Infinite	Incredible Journey (non-fiction) (1 week) Explore (non-fiction) (2 weeks) Oliver/Pinch of Salt (playscript) (2 weeks) Poetry week Class reader: A Boy called Hope	Blackberry Blue (fiction) (3 weeks) Robot Girl (fiction) (3 weeks) Orion Lost (fiction) - Fluency project afternoon reading (6 weeks) Class reader: A Boy called Hope	Orion Lost (fiction) - (6 weeks) Class reader: Brightstorm	The Lion, the Witch and the Wardrobe (fiction) - (6 weeks) Class reader: Brightstorm
Writing text driver	Beowulf - Michael Morpurgo translation	The Vanishing Rainforest and The Explorer	Lizzie and Belle Mysteries: Drama and Danger	Hidden Figures (4 weeks)	Curiosity - Mars Rover (4 weeks) Whole School Text	The Raven (2 weeks) A Different Boy (4 weeks)
Subtexts linked to text driver (extracts, poems, smaller texts, animations, film clips, song lyrics)	Viking video clip Film extracts Examples of online reviews Examples of newspaper articles Examples of letters Song lyrics Beowulf - feminist translation	Youtube clips QR codes linked to deforestation Non-fiction piranha sloths examples Extracts with colons Extracts with semi colons The Grinch Film	Maz Evans author extracts BBC - audio link YouTube clips Adverts for castles online	Eulogy Film clips of Hidden Figures Aladdin film clips Motivational speeches Song lyrics Travel adverts Vlog	NASA informational text/website YouTube clips/interviews with astronauts Research on rovers Song lyrics Robert Burns poetry Astronaut Texts (History link) Clips of the movie	Gothic ghost story extracts Monsters Inc. clips YouTube sound clips Newspaper articles Anthony Lee Harris poem
Purpose and audience Form	<u>Beowulf</u> *To persuade - review *To describe - setting description of Mead hall * To retell - recount of Grendel's experience *To persuade - job advert *To entertain and retell - 1 st person narrative, including dialogue (soldier)	<u>The Vanishing Rainforest</u> *To describe - setting description of the rainforest *To persuade - argument to convince the Nabe <u>Explorer</u> *To inform - non-chronological leaflet about sloths <u>The Grinch</u> *To instruct - how to steal Christmas	<u>Lizzie and Belle: Drama and Danger (new text)</u> *To recount - diary entry from the perspective of Lizzie *To inform - letter (GDS - tense change) *To describe - character profile on Ignatius *To inform - Ignatius biography	<u>Hidden Figures</u> *To persuade - formal letter from Mary to the city manager (literacy tree) *To inform - transcript of a podcast *To inform - news article (Preet Chandi)	<u>Curiosity Mars Rover</u> *To describe - setting description *To entertain and describe - poem <u>Whole school text</u> Must include narrative with dialogue	<u>A Different Boy</u> *To describe - setting description with suspense *To describe - Brosnik character description <u>The Raven</u> *To entertain - sonnet (love poem)



Grammar opportunities	<p>Nouns and noun phrases</p> <p>Verb and adjective choices</p> <p>Sentence structures</p> <p>Formal/ informal language</p> <p>Show not tell</p> <p>Short sentences</p> <p>Prepositions/prepositional phrases</p> <p>Conjunctions for cohesion</p> <p>Rhetorical questions</p> <p>Fronted adverbials (keep working on punctuation)</p> <p>Clauses and punctuation</p> <p>Cohesive conjunctions through sentence and paragraph</p> <p>Adverbials</p> <p>Emotive language (for this point in the year - language as a year group is low and needs plugging)</p>	<p>Speech (story)</p> <p>Bullet points (instructions)</p> <p>Colons (instructions)</p> <p>Relative pronouns</p> <p>Embedded clauses and appropriate punctuation</p> <p>Relative clauses</p> <p>Dashes</p> <p>Brackets</p> <p>Tag questions</p> <p>Repetition</p> <p>Modal verbs</p> <p>Figurative language</p> <p>Inverted commas</p> <p>Speech punctuation</p> <p>Technical vocabulary</p> <p>Antonyms</p> <p>Appropriate simile use</p> <p>Colons and semi-colons (detailed lists)</p>	<p>Expanded noun phrases</p> <p>Figurative language</p> <p>Homophones</p> <p>Direct speech</p> <p>Author's style</p> <p>Cohesive devices</p> <p>Synonyms/ Antonyms</p> <p>Descriptive/ figurative language (comparative adjectives, similes etc)</p> <p>Subjunctive mood</p> <p>Modal verbs</p> <p>Imperative verbs</p> <p>Commands</p>	<p>Expanded noun phrases</p> <p>Similes</p> <p>Relative clauses</p> <p>Repetition</p> <p>Suffixes</p> <p>Structure of a text/ paragraphing</p> <p>Third person voice</p> <p>Imperative verbs</p> <p>Bullet points</p> <p>Technical vocabulary</p> <p>Non-fiction layout</p>	<p>Adverbials</p> <p>Time and cause verbs</p> <p>Cohesion</p> <p>Relative Pronouns</p> <p>Prefix and suffix</p> <p>Subordinate clauses</p> <p>Prepositions</p> <p>Formal language</p>	<p>Personfication</p> <p>Relative pronouns</p> <p>Parenthesis</p> <p>Complex sentence structures</p> <p>Advanced punctuation</p> <p>Cohesion</p> <p>Passive voice</p> <p>Third person voice</p> <p>Indirect speech</p> <p>Direct speech</p>
KPIs covered						
Phase 1	<ul style="list-style-type: none"> Identifies the audience for, and purpose of the writing Selects appropriate grammar and vocabulary and understands how such choices can change and enhance meaning In narratives can describe settings, characters and atmosphere proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensures the consistent and correct use of subject/verb agreement Proof-reads for spelling and punctuation Indicates degrees of possibility using adverbs or modal verbs 					
Phase 2	<ul style="list-style-type: none"> Uses further organisational and presentational devices to structure texts to guide the reader (head, bullet points, underlining) Links ideas across paragraphs using adverbials for time, place and number or tense choice Uses relative clauses beginning with who, which, where, when, whose, that or an omitted pronoun Writes legibly, with increased fluency and speed 					
Phase 3	<ul style="list-style-type: none"> Uses the perfect form of verbs to mark relationships of time and cause Uses devices to build cohesion within a paragraph Uses brackets, dashes and commas to indicate parenthesis Uses further prefixes and suffixes and understands the guidance for adding them Continues to distinguish between homophones and other words which are often confused (words with silent letters) 					