



English MTP Year 5

Year 5	Autumn 1 Topic: Anglo-Saxons Attack (Saxons)	Autumn 2 Topic: Rainforest Exploration (Biomes)	Spring 1 Topic: Tudor Life	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	The Explorer (fiction) with non-fiction included - World Explorer)/picture book (7 weeks)	Incredible Journey (non- fiction) (1 week) Explore (non-fiction) (2 weeks) Oliver/Pinch of Salt (playscript) (2 weeks) Poetry week	Orion Lost (fiction) - Fluency project afternoon reading (6 weeks) Blackberry Blue (fiction) (3 weeks) Robot Girl (fiction) (3 weeks)	Orion Lost (fiction) - (6 weeks)	Orion Lost (fiction) The Lion, the Witch and the Wardrobe (fiction) - (6 weeks)
Writing Text Drivers	Beowulf - Michael Morpurgo translation Beowulf - Maria Headley translation Poetry Day	The Vanishing Rainforest The Explorer	The Sleeper and the Spindle (approx. 5 weeks)	Hidden Figures (4 weeks) Whole school text	Curiosity - Mars Rover (4 weeks) The Lion and the Mouse (2 weeks)	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	Youtube clips QR codes linked to deforestation Non-fiction piranha sloths examples Extracts with colons Extracts with semi colons	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	*Review to persuade- Viking warriors *Recount of feast- contrasting viewpoints (guests and monsters like Grendel), including setting description- older children *Formal advertisement- young adults *Narrative from a different perspective *Emotive monologue (from the perspective of Grendel's mother) *Formal letter	*Description of the rainforest - figurative language *Persuasive argument *Non chronological information leaflet - Sloths	*News bulletin- the general public *Diary- character from the story *Description and dialogue in narrative - older children *Estate agent's description- prospective buyers *Letters - character in the text	*Narrative, including dialogue *Persuasive speech *Informational report *News article *A warning text Narrative - changing tense (extended) *Instructions- inhabitants *Recount- inhabitants	*Job application *Poem *Letter of complaint *Description -contrasting paragraphs *Monologue (unique perspective) *Short diary entries from different POV	*Love letter *Tension description *Need instructions and extended narrative *Narrative (extended)- ghost story *Missing person report *Biased newspaper report *Emotive letter *Unique perspective (walls of ship) *Description *Unique perspective (puppet)
Grammar opportunities	Nouns and noun phrases Verb and adjective choices Sentence structures Formal/ informal language	Speech (story) Bullet points (instructions) Colons (instructions) Relative pronouns	Expanded noun phrases Figurative language Homophones Direct speech	Expanded noun phrases Similes Relative clauses Repetition	Adverbials Time and cause verbs Cohesion Relative Pronouns	Personification Relative pronouns Parenthesis Complex sentence structures



English MTP Year 5

	<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>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>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>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>Prefix and suffix</p> <p>Subordinate clauses</p> <p>Prepositions</p> <p>Formal language</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>
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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)