

Year Five

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Handwriting	<p>Choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task. E.G. quick notes, letters.</p>		<p>Write legibly and fluently with increasing speed using joined-up handwriting.</p> <p>Practise handwriting skills regularly.</p>		<p>Write legibly and fluently with increasing speed using joined-up handwriting.</p> <p>Practise handwriting skills regularly.</p>	
Phonics and Spelling	<p>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</p> <p>Use a thesaurus.</p> <p>Begin to proof read for spelling and punctuation errors.</p> <p>Spells words ending in -cious, -tious, -cial, -tial.</p>	<p>Spell words ending in -able, -ible, -ably, -ibly.</p> <p>Form verbs with prefixes (e.g. dis-, de-, mis-, over-, re-).</p> <p>Spell words with common letter string -ough.</p>	<p>Spell words with silent letters (e.g. psalm, knight, solemn, doubt, thumb).</p> <p>Distinguish between homophones and other words which are often confused (e.g. guest/ guessed; cereal/ serial; bridal/ bridle; desert/ dessert).</p>	<p>Convert nouns and adjectives into verbs by adding a suffix (e.g. -ate, -ise, -ify).</p> <p>Spells words with the <ie> sounds spelt <ei> after c.</p>	<p>Draw on knowledge of root words to spell other words (e.g. ordinary to extraordinary/ ordinarily).</p>	<p>Spell identified words from the Year 5&6 word list.</p> <p>Proof read for spelling and punctuation errors.</p>
<p>Write from memory simple sentences dictated by the teacher, that include taught words and punctuation taught so far.</p>						

Punctuation	Introduce the use of brackets, dashes or commas to indicate parenthesis.	Begin to use commas to clarify meaning or avoid ambiguity in writing.	Use colons to introduce a list.	Use inverted commas and other punctuation to accurately indicate direct speech, including 'new speaker, new line'.	Secure the use of brackets, dashes or commas to indicate parenthesis.	Move to secure the use of commas to clarify meaning or avoid ambiguity in writing.
Grammar	Ensure the correct and consistent use of tense throughout a piece of writing.	Use relative clauses beginning with who, which, where, when, whose, that, or with an implied relative clause. Start sentences in different ways (e.g. verb, similes, adverbials, conjunctions, pronouns, adverbials of time, adverbials of place, adverbials of manner, prepositions).	Use modal verbs or adverbs to indicate degrees of possibility (e.g. there might be... it could be... we may be... sometimes... possibly... occasionally...).	Use stylistic devices to create effects in writing (simile, metaphor and personification).	Use the perfect form of verbs to make relationships of time and cause (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late). Choose words for deliberate effect and use them thoughtfully and with precision.	Know the terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, perfect form, cohesion, ambiguity.
	Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.					
Composition	Writing is aimed at a range of audiences and the purpose is to inform, entertain or persuade.	Link ideas within paragraphs. Develop characters through action, description and dialogue including the		Settings are used to not only create atmosphere but also to indicate a change.		

	<p>Organise writing into paragraphs to show different information or events.</p> <p>Develop a choice for an appropriate tone of writing (informal or formal).</p>	<p>correct and effective use of speech.</p> <p>Describe action through well-chosen adjectives, verbs and adverbs.</p> <p>Add well-chosen detail to interest reader.</p>	<p>Models from reading are often used or integrated into reading.</p> <p>Manage shifts in time and place effectively and guide the reader through the text.</p>
	<p>Use own knowledge to plan, draft, write and edit own compositions.</p> <p>Perform own compositions, considering audience using appropriate intonation, volume and movement.</p>		
Genre	<ul style="list-style-type: none"> • Narrative Poems • Biographies • Stories From Cultures 	<ul style="list-style-type: none"> • Non-Chronological Reports • Diaries • Leaflets • Balanced Arguments 	<ul style="list-style-type: none"> • Greek Myths • Playscripts • Odes
Whole Text Structure	<ul style="list-style-type: none"> • With some independence, organise information from beginning to end, using meaningful paragraphs. • Select from a range of conjunctions and adverbials, to achieve fluency and cohesion through the piece; link ideas across paragraphs using adverbials of time or place e.g. later, nearby; or tense choices e.g. he had seen her before. • Maintain cohesion through judicious vocabulary choices, according to the content and purpose of the piece. • Begin to write a précis of longer passages inspired by modelled examples. • Use organisational devices to structure non-narrative texts e.g. headings/underlining/bullet points. • Sustain and adjust tense accurately through the piece. • Know and use the features of a range of genres. • Sometimes independently, write poetry in different forms using models to guide and inspire. 		
Authorial Effect	<p>A Year Five writer will communicate coherently and effectively with increased confidence, independence and audience awareness by:</p> <ul style="list-style-type: none"> • identifying audience or different possible audiences; • identifying purpose and how they intend to affect the chosen audience; • using other similar writing as inspiration for their own; • planning writing, noting and developing initial ideas; • drafting and writing, selecting appropriate vocabulary and grammar to suit purpose and audience; • beginning to write using a formal tone; • describing (e.g. settings, character, atmosphere) using well-chosen vocabulary; 		

	<ul style="list-style-type: none"> • experimenting with and discussing vocabulary and effect when writing poetry; • integrating dialogue to convey character and to advance the action; • structuring the text to guide the reader; • proof-reading for clarity of meaning and effect. 		
Stimuli	<u>Dynamic Dynasties (History)</u> <u>Linked text:</u> Bronze and Sunflower	<u>Sow, Grow and Farm (Geography)</u> <u>Linked text:</u> The Secret Garden	<u>Groundbreaking Greeks</u> <u>Linked text:</u> Who Let The Gods Out?
Vocabulary	<ul style="list-style-type: none"> • modal verb • adverbs of possibility • relative clause • relative pronoun • brackets • dash • verb prefixes • cohesion • comma 		