



ENGLISH – YEAR 5		
Texts	Summer 1	Summer 2
<p><b>Beyond the Lines</b></p> <p><b>Stimulus letter from Local Authority about the possibility of the Washington Wetlands being transformed to a skate park</b></p> <p><b>The Giants Necklace</b></p> <p><b>What do you want to be?</b></p>	<ul style="list-style-type: none"> <li>• Narrative - Plan and write a non-linear story e.g. flashbacks, parallel narrators. Experiment with different formalities for different shifts</li> <li>• Persuasion, Local Area – Plan, compose, edit and refine a piece of persuasive writing for different audiences, shifting levels of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative - The Giants Necklace. Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</li> <li>• Procedural - Model instructions. Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</li> <li>• Poetry - What do you want to be? by Wilf Merttens. Recognise themes in the poems they have read such as love, loss or heroism. Explore and explain imagery including metaphor and personification.</li> </ul>
	<ul style="list-style-type: none"> <li>• In writing narratives describe setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism</li> <li>• Write with a non-linear structure</li> <li>• Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader</li> <li>• Plan compose, edit and refine an explanation text showing good awareness of the reader</li> <li>• Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary</li> <li>• Use dialogue to convey character and advance the action</li> <li>• Use prepositional phrases and expanded noun phrases to add detail, qualification and precision</li> <li>• Build cohesion within and across a paragraph using a range of devices</li> <li>• Spell correctly many words from Y5/6</li> <li>• Consistently produce legible joined writing</li> <li>• Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</li> <li>• Recognise themes in the poems they have read such as love, loss or heroism. Explore and explain imagery including metaphor and personification.</li> </ul>	
	Greater Depth	Greater Depth



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	<ul style="list-style-type: none"><li>• Use the non-linear structure to show changes in atmosphere and mood</li><li>• Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report</li></ul>	<ul style="list-style-type: none"><li>• Add an additional voice demonstrating a change in formality</li><li>• Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</li></ul>
	<ul style="list-style-type: none"><li>• Choose to combine text types to support overall effectiveness of the writing</li><li>• Write effectively for multiple audiences selecting appropriate levels of formality and vocabulary choices</li><li>• Select precise vocabulary and grammatical structures</li><li>• Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader</li><li>• Use the full range of punctuation taught correctly and appropriately</li><li>• Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis</li><li>• Develop own success criteria and make choices on audience and form of writing</li></ul>	