

Class 5 - Year A					
Fiction texts	Defeating the monster The Cobbler of Krakow	Warning tale The Canal	Rags to riches story Oliver Twist	Poetry The Highwayman	Finding tale The Mummy
Independent and purposeful writing opportunities	The children will write a defeating the monster story focussing on description.	The children will write a warning tale focussing on describing settings.	The children will write a rags to riches story focussing on character.	The children will write free verse poetry using 'The Highwayman' to inspire them.	The children will write their own finding tale focussing on speech.
Non-fiction texts	Biographies	Persuasive writing	Discussion	Instructions and Explanations How to mummify	Information text Animals
Independent and purposeful writing opportunities	The children will write biographies based on work around Charles Darwin.	The children will write persuasive letters about a theme being studied.	The children will write discussion texts about whether zoos should be allowed.	The children will write instruction and explanation texts on mummification.	The children will write information texts about animals.
Class 5 - Year B					
Fiction texts	Defeating the monster The Lion, the Witch and the Wardrobe	Warning tale Alien Landing	Adventure Tale Time Travelling Cat	Poetry Jabberwocky	Finding tale The Gas Mask
Independent and purposeful writing opportunities	The children will their own invented defeating the monster story focussing on character.	The children will write alien landing stories focussing on describing settings.	The children will write an adventure story focussing on action.	The children will write free verse poetry using Lewis Carroll's work to inspire them.	The children will write a time travel story focussing on speech.
Non-fiction texts	Biographies	Persuasive writing Wartime propaganda	Discussion Exploration debate	Instructions and Explanations Spy Gadgets	Information text Solar system
Independent and purposeful writing opportunities	The children will write biographies based on work around Anne Frank.	The children will write persuasive adverts connected to the Battle of Britain.	The children will debate and then write discussion texts on space exploration.	The children will write explanation texts based on spy gadgets.	The children will write an information text about invented planets.
Spoken language	<ul style="list-style-type: none"> ● Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <ul style="list-style-type: none"> ● Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume. ● Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. <ul style="list-style-type: none"> ● Ask questions to improve his/her understanding. ● Identify and discuss themes and conventions in and across a wide range of writing. ● Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously. 				

	<ul style="list-style-type: none"> ● Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. ● Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
Spelling	<ul style="list-style-type: none"> ● Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious. <ul style="list-style-type: none"> ● Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. ● Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency., tolerant/tolerance. ● Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly. <ul style="list-style-type: none"> ● Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough. <ul style="list-style-type: none"> ● Spell some words with 'silent' letters e.g. knight, psalm, solemn. ● Spell some of the year 5 and 6 words correctly (English Appendix 1). ● Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1). <ul style="list-style-type: none"> ● Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary. <ul style="list-style-type: none"> ● Use a thesaurus.
Handwriting	<ul style="list-style-type: none"> ● Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters. <ul style="list-style-type: none"> ● Write increasingly legibly.
Composition	<ul style="list-style-type: none"> ● Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own. <ul style="list-style-type: none"> ● Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary. ● Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. <ul style="list-style-type: none"> ● Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). ● Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. <ul style="list-style-type: none"> ● Draft and write by précising longer passages. ● Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly. ● Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. <ul style="list-style-type: none"> ● Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. <ul style="list-style-type: none"> ● Use different verb forms mostly accurately with consideration for audience and purpose. <ul style="list-style-type: none"> ● Evaluate and edit by assessing the effectiveness of his/her own and others' writing. ● Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). <ul style="list-style-type: none"> ● Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. <ul style="list-style-type: none"> ● Proof-read for spelling errors linked to spelling statements for year 5. ● Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. <ul style="list-style-type: none"> ● Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Terminology	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

