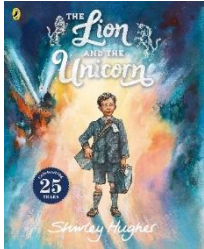

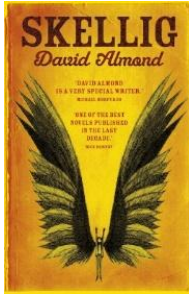

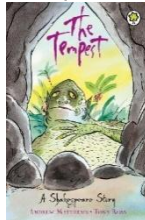

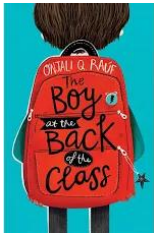
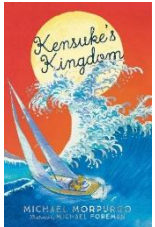
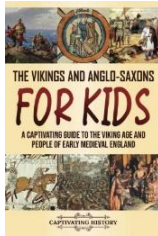

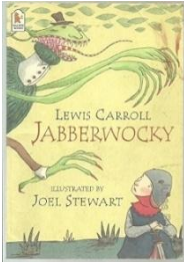




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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	7 weeks	5 weeks	5 weeks	7 weeks
Writing Core Text/s	The Lion and the Unicorn by Shirley Hughes 2 weeks 	Holes by Louis Sachar 	Skellig by David Almond 	Arthur and the Golden Rope by Joe Todd Stanton 	The Tempest by William Shakespeare (abridged version by Andrew Matthews and Tony Ross) 	The Last Bear by Hannah Gold 
	Boy at the Back of Class by Onjali Q. Raúf 4 weeks 	Kensuke's Kingdom by Michael Morpurgo 		The Vikings and Anglo-Saxons for Kids (Non-Fiction) 	The Promise by Nicola Davies 	Poetry - 1 week The Jabberwocky by Lewis Carroll 
	Poetry - 1 week Talk through Poetry Children will be introduced to a variety of poems to help them enjoy the rhythm and language of poetry. They will talk about what they hear, explore the meaning of words and phrases, and begin to look closely at how poems are structured and features. Children will also have opportunities to perform poems aloud, helping them build confidence, expression, and understanding.	This might spill over to Spring 1	Poetry - 1 week During Spring 1 and Summer 2, children will write within the poetry unit			
Reading Core Text/s	-The Lion and the Unicorn -Boy at the Back of Class	-Holes -Kensuke's Kingdom	-Skellig	-Arthur and the Golden Rope -The Vikings and Anglo-Saxons	-The Tempest -The Promise	-The Last Bear



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Reading for Pleasure texts	Wolf Brother by Michelle Paver	When The Sky Falls by Phil Earle	The Girl who speaks bear by Sophie Anderson	Asha and the spirit bird by Jasbinder Bilan	The week at worlds end by Emma Carroll	Thief by Malorie Blackman
Enrichment	Week 1 - writing from personal experience to create a baseline of writing. 2 nd October - National Poetry Day 6 th -12 th October - Libraries Week	Black History month - October (1 week writing unit) Non-Fiction November 10 th -14 th November - Anti-bullying week 11 th November - Remembrance Day 10 th -14 th November - Nursery Rhyme Week	2 nd -6 th February - National Storytelling Week 10 th February - Safer Internet Day 17 th February - Lunar/Chinese New Year 21 st February - Mother Language Day	5 th March - World Book Day 6 th -15 th March - British Science Week 8 th March - International Women's Day 21 st -27 th March - Shakespeare Week	22 nd April - Earth Day 11 th -17 th May - Mental Health Awareness Week	5 th June - World Environment Day 15 th -21 st June - Refugee Week
Subject links	History - The Home Front		Geography - Biomes		History - Anglo Saxon and Viking Britain	Geography - Climate Change
Writing Outcomes	Writing to Inform: Newspaper article Writing to Entertain: Characters/Settings/Story Writing to Persuade: Formal Letter Writing to Entertain: Poetry	Writing to Inform: Recount (Diary) Writing to Persuade: Advertising Writing to Inform: Informal letter Writing to Entertain: Story	Writing to Entertain: Characters Writing to Discuss: Balanced argument Writing to Inform: Blog/Podcast Writing to Entertain: Poetry	Writing to Entertain: Suspense story Writing to Inform: Non-chronological report	Writing to Entertain: Playscripts Writing to Discuss: Balanced argument	Writing to Inform: Explanation Writing to Persuade: Letter/leaflet Writing to Entertain: Poetry
Writing composition	-To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements -To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace		-To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details -To consistently link ideas across paragraphs -To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structures, organisation and layout devices for a range of audiences and purposes -To regularly use dialogue to convey a character and to advance the action		-To consider when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or see performed -To perform their own compositions confidently using appropriate intonation, volume and movements so that meaning is clear Ensure all writing composition objectives are secured	



Year 5 English 2025-2026

Grammar and Punctuation

Review Yr4 Grammar
 -To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit
 -To always use Standard English verb inflections accurately, e.g. 'we were'
 -To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it

Review Yr4 Grammar
 -To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences
 -To always maintain an accurate tense throughout a piece of writing

Grammar
 -To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly)

Grammar
 -To ensure the consistent and correct use of tense throughout all pieces of writing
 -To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery

Grammar

All grammar objectives to be secured.

Grammar objectives will need to be revisited across the year to consolidate understanding and certain grammatical features will need to be covered during text types e.g. imperative verbs when writing instructions, so please be mindful of this.

Review Yr4 Punctuation
 -To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas
 -To consistently use apostrophes for singular and plural possession

Punctuation
 -To use commas consistently to clarify meaning or to avoid ambiguity
 -To use brackets, dashes or commas to indicate parenthesis

Punctuation

Consolidate punctuation



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Sentence type	-Emotion sentences -The more - the more sentences	- -ing sentences -Parenthesis sentences	-Figurative language sentences Short sharp sentences	-If, if, if, then sentences -Speech sentences	-Emotion sentences	-3-ed sentences		
Vocabulary	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets			Consolidate vocabulary			
Oracy	<u>Sentence stems</u>							
	<ul style="list-style-type: none"> -In my opinion... -However, they also differ... -I deduce that... 		<ul style="list-style-type: none"> -I have two main reasons for... -Perhaps some people would argue... -In conclusion... 		<ul style="list-style-type: none"> -In some ways... -Furthermore they... -Perhaps the reason... 		<ul style="list-style-type: none"> -Another feature... -It is clear that... -Therefore, in my opinion... 	
Handwriting and Presentation	<p style="text-align: center;">Physical</p> <ul style="list-style-type: none"> - Use gestures effectively to engage and persuade the audience. E.g. when pitching ideas to the school council for the charity day -Self-assess own delivery of a short recorded presentation. Set targets to work on this year 		<p style="text-align: center;">Linguistic</p> <ul style="list-style-type: none"> - Write a coherent discussion text in response to a whole-class stimulus -Deliver that argument to a larger audience of their peers. (Yr grp) 		<p style="text-align: center;">Cognitive</p> <ul style="list-style-type: none"> - Present learning to parents in pupil led parent meetings - Use evaluative stems to support the discussion of successes and next steps 		<p style="text-align: center;">Social & Emotional</p> <ul style="list-style-type: none"> - Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present the outcome of the discussion to the class 	
	<p>Review</p> <ul style="list-style-type: none"> -To increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch - To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency 		<ul style="list-style-type: none"> -To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say -To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version 				<ul style="list-style-type: none"> -To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way 	



Year 5 English 2025-2026

TAF statements	<p>Year 5 Working towards (W)</p> <ul style="list-style-type: none"> -Writes for a range of purposes and audiences -Write narratives with a clear structure, setting, characters and plot - non narrative with organisational devices -Compose sentences including some fronted adverbials and noun phrases to convey character and plot -Use appropriate nouns and pronouns within and across sentences to avoid repetition -Use some expanded noun phrases with modifying adjectives and prepositional phrases -Mostly correct use of CL and FS including proper nouns, exclamation marks, question marks and commas in a list 	<p>Year 5 Working towards (W)</p> <ul style="list-style-type: none"> -Mostly organise writing in paragraphs with clear themes -Use some cohesive devices (e.g. conjunctions, adverbs and prepositions to express time and cause) -Mostly ensure the correct use of tense (progressive, perfect and past) throughout a piece of writing with some correct subjects and verb agreement when using singular and plural -Extend the range of sentences with more than one clause by using a wider range of coordinating and subordinating conjunctions 	<p>Year 5 Working towards (W+)</p> <ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences selecting, the appropriate form and drawing on what they have read at an age-appropriate level -Compose sentences including some fronted adverbials and noun phrases to convey character and plot -Use some relative clauses beginning with who, which, where, when, whose, that -Use some modal verbs or adverbs to indicate degrees of possibility (could, might, would - certainly, probably, mostly) 	<p>Year 5 Working towards (W+)</p> <ul style="list-style-type: none"> -Integrate dialogue in appropriate genres -Begin to assess the effectiveness of writing by: <ul style="list-style-type: none"> -editing to improve vocabulary, grammar and punctuation -redrafting to improve the overall effect and clarify meaning -Use some cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs: then, after that, this, firstly 	<p>Year 5 Working towards (W+) (E) once complete</p> <ul style="list-style-type: none"> -Use some cohesive devices (connecting adverbs and adverbials) to link ideas across paragraphs: adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before) -Ensure correct subject and verb agreement when using singular and plural 	<p>Year 5 Working towards (W+) (E) once complete</p> <p>Time to secure TAF statements</p>
	<ul style="list-style-type: none"> -Use a range of punctuation across a range of genres: <ul style="list-style-type: none"> - commas after reporting clause/fronted adverbials/to clarify meaning - apostrophes for contractions and possession - inverted commas to punctuate direct speech -Spell most identified commonly misspelt words from Year 3 and 4 word list and common misspelt words (e.g. there and their, to too and two) -Spell most words with spelling patterns from the LKS2 programme of study -Mostly uses neat and legible in a joined handwriting style ensuring appropriate spacing, clear ascenders and descenders 	<ul style="list-style-type: none"> -Correct use of CL and FS including proper nouns, exclamation marks, question marks, commas in a list and inverted commas -Use commas after reporting clause/fronted adverbials/to clarify meaning <ul style="list-style-type: none"> -apostrophes for contractions and possession -Use colons to introduce a list -Use some brackets, dashes or commas to indicate parenthesis -Spell some identified commonly misspelt words from Year 5 and 6 word list -Spell some words with silent letters (e.g. knight, psalm, solemn) -Can add a range of prefixes and suffixes appropriately and spell most homophones -Write mostly legibly and fluently and with increasing speed and demonstrate a joined handwriting style 				
	<p>(W+) - Spell some identified commonly misspelt words from the Year 5 and 6 word list</p> <ul style="list-style-type: none"> - Spell some words with silent letters (e.g. knight, psalm, solemn) - Can add a range of prefixes and suffixes appropriately and spell most homophones - Writes mostly legibly and fluently and with increasing speed and demonstrate a joined handwriting style 					



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Greater Depth (G)

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. similes, metaphors, personification etc.)
- Use dialogue for impact so that it effectively adds details to the writing and supports characterisations
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. contracted forms in dialogues in narrative, passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs to guide the reader
- Use some relative clauses with implied (omitted) relative pronoun (This is the man *that* I saw)
- Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary