

Year Group: 5 Autumn 1	Core Text: Leon and the Place Between by Angela McAllister and Grahame Baker-Smith The Magic Box by Kit Wright	Topic Links: Science – Earth and Space	
Unit Written Outcomes: Narrative from when Leon enters the portal Information text on earth and space		Possible Application: Recount of any trip, experience or visitor Description of Abdul Kazam Poem based on The Magic Box	
Reading Focus: Core text, other fantasy portal stories, Information texts on Earth and space Poems by Kit Wright			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Understand that a writer moves events forward through a balance of dialogue action and description and explore. Explore how a writer uses show and not tell techniques to introduce or develop a character. Understand that writers use language for precise effect which may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors , personification etc. Find words and language used for effect, explain the effect and record to use in writing. Understand that a writer uses different sentence structures and techniques to create effects. Find and explore the structures and techniques used, record to use in writing. Use meaning-seeking strategies to explore the meaning of words in context and figurative language. Ask questions to improve understanding. Understand that inferences can be drawn from different parts of the text and by reading between and beyond the lines. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text. Make predictions from evidence found and implied information. Give a personal point of view about a text and explain with evidence from the text. Listen to and build on and question others' ideas and opinions about a text. Use skimming and scanning to find information.</p>	<p>Objectives Know that different narrative genres need different word choices, language features and sentence structures. Identify the word choices, language features and sentence structures in reading. Know that the plot can be developed through characters' actions and dialogue. Develop characters' dialogue which helps to move events forward. Add actions to dialogue to help move events forward. Use a balance of dialogue, action and description to move events forward. Evaluate paragraphing: Clear topic sentences which signal changes in time , place or event. Topic sentence provides a link to the previous paragraph. Identify the purpose and audience for the writing. Know that different text types are organised in different ways to guide the reader.</p>	<p>Objectives Know that a relative clause adds information to a sentence. Know that a relative clause starts with a relative pronoun. Know that a relative clause comes straight after a noun. Know that relative pronouns are who, which, whose, whom, that. Find relative clauses in reading. Notice that a relative clause may be embedded in a main clause between two commas and gives more information about the noun it follows. Add relative clauses to main clauses to add additional information, using commas. Understand that a comma cannot be used instead of a full stop. Check own writing for commas used instead of full stops. Understand that the topic sentence can signal a change in time, place, event or information. Notice that the topic sentence of a paragraph links to the content of the previous paragraph. Understand that a sentence may have a part which adds information or an explanation. Understand that this part can be taken out without losing meaning. Notice that this information can be marked off in different ways: Brackets, dashes, commas</p>
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Year Group: 5 Autumn 2	Core Text: Journey to Jo'burg by Beverley Naidoo Who was Nelson Mandela? by Meg Deviso	Topic Links: Geography – Map skills History – theme linked to discrimination	
Unit Written Outcomes: Narrative – Letter from Naledi to Grace Persuasive argument – Persuade the South African government to stop apartheid		Possible Application: Recount of any trip, experience or visitor Information text on Nelson Mandela	
Reading Focus: Core texts S is for South Africa by Beverley Naidoo			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Understand that a writer moves events forward through a balance of dialogue action and description and explore. Explore how a writer uses show and not tell techniques to introduce or develop a character. Find words and language used for effect, explain the effect and record to use in writing. Find and explore the structures and techniques used and record to use in writing. Use meaning-seeking strategies to explore the meaning of words in context and figurative language. Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text. Make predictions from evidence found and implied information. Understand that a narrative can be told from different points of view – narrator, character. Identify the point of view in a narrative. Explore how events are viewed from another perspective. Understand that the writer may have a viewpoint. Identify the writer's viewpoint. For example, how different characters are presented. Explain the writer's viewpoint with evidence from the text. Give a personal point of view about a text and explain with evidence from the text. Listen to and build on and question others' ideas and opinions about a text. Use skimming and scanning to find information. Understand the difference between fact and opinion.</p>	<p>Objectives Develop characters' dialogue and/or add actions to move events forward. Use a balance of dialogue, action and description to move events forward. Paragraph with clear topic sentences which signal changes in time, place or event. Topic sentence provides a link to the previous paragraph. Identify the purpose and audience for the writing. Know that different text types are organised in different ways to guide the reader. Select the appropriate language for the purpose and audience, Recognise that the language used can be more formal or informal dependent on the text type and the audience. Select language with the appropriate level of formality for the audience and purpose. Identify key information from a text. Summarise key information in sentences. Write a short paragraph which summarises key information from a longer text. Select the point of view for own writing. Explore how events are viewed from another perspective. Plan to write from a chosen point of view, making decisions about how events are viewed.</p>	<p>Objectives Add relative clauses to main clauses to add additional information, using commas. Understand that a comma cannot be used instead of a full stop. Check own writing for commas used instead of full stops. Understand that the topic sentence can signal a change in time, place, event or information. Notice that the topic sentence of a paragraph links to the content of the previous paragraph. Understand that a sentence may have a part which adds information or an explanation and can be marked off in different ways: Brackets, dashes, commas Understand how a modal verb is used to express different degrees of possibility. Order identified modal verbs from most certain to least certain. Write/use sentences with modal verbs to use in writing. Use modal verbs in sentences to develop an argument.</p>
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