Year 5

		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		NF	N	N	P	NF	NF	N	NF	NF	N	N	NF
		THE JOURNAL OF ILIONA	THE FANTASTIC FLYING BOOKS	THE IRON MAN	THE HIGHWAY MAN	REFUGEES	KICK	ONE SMALL STEP	MARS TRANS MISSION	DAVID ATTEN BOROUGH	ZOO	THE JOURNEY	EVEREST
WRITING COMPOSITION	Plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.		✓	✓				✓			✓	✓	
	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.		✓	✓				✓			✓	✓	
	Draft and write by precising longer passages.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Draft and write by using a wide range of devices to build cohesion within and across paragraphs.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	Draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)	✓		✓		✓	✓		✓	✓			✓
	Evaluate and edit by assessing the effectiveness of their own and others' writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate and edit by ensuring the 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 and choosing the appropriate register.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate and edit by proof-read for spelling and punctuation errors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Covered via our choral speaking curriculum.											
WORD	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]				✓			✓		✓			
	Verb prefixes [for example, dis–, de–, mis–, over– and re–]						✓			✓			
S	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun		✓			✓	✓	✓	✓	✓	✓		

		1	2	3	4	5	6	7	8	9	10	11	12	13
	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]		✓	✓				✓		✓	✓			
TEXT	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	✓				✓	✓		✓	✓				
TEXT	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	✓				✓	✓		✓	✓	✓	✓	✓	
PUNCTUATION	Brackets, dashes or commas to indicate parenthesis		✓		✓				✓	✓	✓			
PUNCTUATION	Use of commas to clarify meaning or avoid ambiguity					✓		✓		✓				