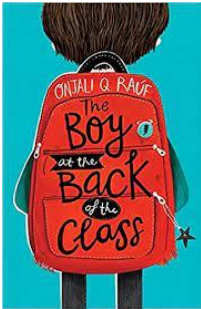
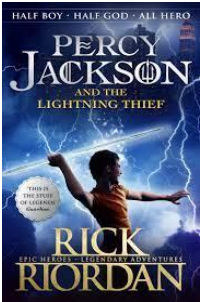
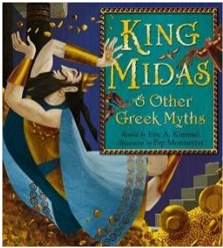


	Autumn term	Spring	Summer term
Main book focus and genre	 Formal writing Information text Letter to the author	 Non-chronological report- biography Interview Greek Gods Create your own Greek God Narrative Writing an extended narrative in the role as an invented demi-God	 Sequel to Last Bear read in Y3 Non chronological report: Settings and habitats. Discussion: Letter writing- giving opinions. Poetry: narrative poems
Supporting book/media focus and genre		 	 Extracts and images
Reading Comprehension-VIPERS	V-explore the meaning of words in context, confidently using a dictionary V-discuss how the author's choice of language impacts the reader I-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. I-make inferences about actions, feelings, events or states P-predicting what might happen from details stated and implied P- support predictions with relevant evidence from the text. E-provide increasingly reasoned justification for my views R-confidently skim and scan, and also use the skill of reading before and after to retrieve information. S-summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.	V- evaluate the authors use of language V- investigate alternative word choices that could be made V- begin to look at the use of figurative language I-use figurative language to infer meaning I-give one or two pieces of evidence to support the point they are making. P-confirm and modify predictions as they read on. E-recommend books for peers in detail E-give reasons for authorial choices E- begin to challenge points of view E- begin to distinguish between fact and opinion R-use evidence from across larger sections of text R-read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. S- make connections between information across the text and include this in an answer. S- discuss the themes or conventions from a chapter or text S-identify themes across a wide range of writing	V- use a thesaurus to find synonyms for a larger variety of words V- re-write passages using alternative word choices V- read around the word' and *explore its meaning in the broader context of a section or paragraph I--begin to draw evidence from more than one place across a text E- identifying how language, structure and presentation contribute to meaning E-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader E- explain and discuss their understanding of what they have read, including through formal presentations and debates R-retrieve, record and present information from non-fiction texts. R-ask my own questions and follow a line of enquiry

Reading fluency Year 5- 150 WPM	-read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity; -read silently and then discuss what they have read;	-prepare readings using appropriate intonation to show their understanding; notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly - sight-read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity	Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace
Sentence structure/punctuation objectives	Colon and dash to mark independent clauses Revise commas in a list and for adverbials	Brackets and dashes Revise how different sentence types can be used for effect Degrees of possibility using adverbs Build cohesion with paragraphs Linking ideas of time across paragraphs using adverbials of time and number	Modal verbs and apostrophes for contraction in speech Revise cohesion in paragraphs. Revise parenthesis Commands to clarify meaning of ambiguity
Grammar objectives	Brackets and dashes Revision of speech Revise how different sentence types can be used for effect Modal verbs and apostrophes for contraction in speech	Relative clauses Synonyms and antonyms Revision of pronoun and noun choice for cohesion Degrees of possibility using adverbs Build cohesion with paragraphs Linking ideas of time across paragraphs using adverbials of time and number	Modal verbs Nouns or adjectives into verbs using suffixes Revise cohesion in paragraphs. Revise parenthesis Commands to clarify meaning of ambiguity
Vocabulary and spelling objectives	Ough Silent letters Silent letters Able/ible Homophones Apostrophe Homophones S, es, ies Apostrophe Hyphen Root words Morphology	Apostrophe Rare GPCs (grapheme–phoneme correspondences) Ably, ibly Homophones Proofreading for spelling errors Building words using root words <u>Ei</u> Thesaurus and vocabulary focus	Etymology/morphology Strategies Mnemonics Homophones Dictionary Problem suffixes- unusual plurals Suffix- E or (no) e Ull, ul Statutory word test
Handwriting Nelson Handwriting	Practise consistency and size of letters Practising using a diagonal joining line Practising leaving an equal space between letters Practising using a horizontal joining line Practising the size and height of letters	Practising joining to the letter y Practising joining from the letter i Practising joining to and from the letter w Practising crossing double tt on completing the word	Practising drafting and editing Practise speedwriting
End of Year Expectations	A pupil in Year 5 will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, produce and edit their work independently to produce work they are proud of. They will be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices.		

