

COMPOSITION Y5/6:	SPAG Y5/6
<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> ➤ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ➤ noting and developing initial ideas, drawing on reading and research where necessary ➤ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> ➤ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ➤ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ➤ précising longer passages ➤ using a wide range of devices to build cohesion within and across paragraphs ➤ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ➤ assessing the effectiveness of their own and others' writing ➤ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ➤ ensuring the consistent and correct use of tense throughout a piece of writing ➤ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ➤ proof-read for spelling and punctuation errors 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ➤ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ➤ using passive verbs to affect the presentation of information in a sentence ➤ using the perfect form of verbs to mark relationships of time and cause ➤ using expanded noun phrases to convey complicated information concisely ➤ using modal verbs or adverbs to indicate degrees of possibility ➤ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ➤ learning the grammar for years 5 and 6 in English Appendix 2 ➤ indicate grammatical and other features by: ➤ using commas to clarify meaning or avoid ambiguity in writing ➤ using hyphens to avoid ambiguity ➤ using brackets, dashes or commas to indicate parenthesis ➤ using semi-colons, colons or dashes to mark boundaries between independent clauses ➤ using a colon to introduce a list ➤ punctuating bullet points consistently ➤ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Speaking & Listening	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ➤ listen and respond appropriately to adults and their peers ➤ ask relevant questions to extend their understanding and knowledge ➤ use relevant strategies to build their vocabulary ➤ articulate and justify answers, arguments and opinions ➤ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ➤ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ➤ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 	

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Writing – handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Yr 5 Autumn term: South America

Type	Unit ref	Unit Title	Time guide	Punctuation/Sentence level focus	Text level	Writing outcomes/Creative writing
Narrative	3	Stories from other cultures	3 weeks	<p>Y4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Y4 - Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Y4 - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Synonyms for said</p> <p>Similes & metaphors</p> <p>Powerful verbs</p>	<p>Y4 - Use of paragraphs to organise ideas around a theme</p> <p>Y4 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<ul style="list-style-type: none"> • adaptation: retell a story from another point of view • a complete story set in another (topic related) culture, using relevant vocabulary, names and style. (including direct speech and figurative language) HAPS: including direct and reported speech
Non-fiction	3	Persuasive writing	3 weeks	<p>Y4 - Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Y5 - Use of commas to clarify meaning or avoid ambiguity</p> <p>Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Y4 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Y5 - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	<ul style="list-style-type: none"> • Persuasive letter written in paragraphs, including development of ideas and a variety of sentence types and structures. HAPS: including reported speech and rhetorical questions

Poetry	1	Poetic Style	2 weeks	<p>Y4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Y4 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Similes Metaphors Alliteration Onomatopoeia Rhyming couplets and 1/2 rhyming couplets</p>	Y4 - Use of paragraphs to organise ideas around a theme	<ul style="list-style-type: none"> Persuasive argument / speech (oral) The work of at least two significant poets; examining and experimenting with a variety of poetic forms. Final writing outcome: a free verse poem
Narrative	1	Fiction Genres	4 -5 weeks	<p>Y4 - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Y4 - Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Y5 - Brackets, dashes or commas to indicate parenthesis Synonyms for said</p>	<p>Y4 - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Y5 - 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]</p>	<ul style="list-style-type: none"> Story start: dialogue Story start: action An adaptation of a known story in a genre analysed in class. Final outcome: A complete story in a genre chosen by the child.

Yr 5 Spring term:**Term 3 – Alchemy Island****Term 4 – Beast Creator**

Type	Unit ref	Unit Title	Time guide	Punctuation/Sentence level focus	Text level	Writing outcomes/Creative writing
Narrative	1	Stories by significant authors	4 weeks	Y4 - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	<p>Y5 - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Y5 - Linking ideas across</p>	<p>1) several alternative story openings for a familiar story</p> <p>2) Characterization: for example using dialogue, action and description.</p> <p>Experiment with different</p>

				<p>Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Similes and metaphors</p> <p>Powerful verbs</p>	<p>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]</p>	<p>ways to tell the reader about the character.</p> <p>3) Final outcome:</p> <ul style="list-style-type: none"> a complete story with a sequence of events arranged into paragraphs, linked with a range of connectives and varying sentence length. examples of language used to create a particular comic or dramatic effect. Editing own writing
Non-fiction	1	Instructions	2-3 weeks	<p>Y4 - Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Imperative verbs</p>	<p>Y5 - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	<ul style="list-style-type: none"> A set of instructions including an introduction and conclusion HAPS: write a manual
Poetry	3	Choral and performance	1-2 weeks	<p>Y4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Y5 - Use of commas to clarify meaning or avoid ambiguity</p> <p>Similes Metaphors Alliteration Onomatopoeia Rhyming couplets and 1/2 rhyming couplets</p>	<p>Y4 - Use of paragraphs to organise ideas around a theme</p>	<ul style="list-style-type: none"> An oral group performance of a known poem An individually written poem with a strong rhyming pattern or rhythm, including one or more of the following: powerful verbs, adjectives, adverbs and precise nouns; use of detail and sense impressions; surprising and illuminating combinations of words; repetition, alliteration, onomatopoeia, rhythm and rhyme.

Yr 5 Summer term:

Term 5 – Scream Machine

Term 6 – Princes, Peasants and Pestilence.

Type	Unit ref	Unit Title	Time guide	Punctuation/Sentence level focus	Text level	Writing outcomes/Creative writing
Non-fiction	2	Recounts	4-5 weeks	<p>Y4 - Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Y5 - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Y2 - Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Y5 - 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]</p>	<ul style="list-style-type: none"> Note-taking A recount written in paragraphs HAPS: including information gathered in interviews, presented as direct and reported speech
Narrative	4	Older Literature	3-4 weeks	<p>Y5 - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p> <p>Y5 - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Archaic language</p>	<p>Y5 - 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]</p> <p>Y5 - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p>	<ul style="list-style-type: none"> Write in the style of a particular author to complete a section of the story, add dialogue or a new chapter. Write an extended story, including some stylistic features used by the chosen author.
Poetry	2	Classic Narrative poetry	2 weeks	Y4 - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the	Y4 - Use of paragraphs to organise ideas around a theme	<ul style="list-style-type: none"> Perform a narrative poem Produce narrative poem

			<p>teacher expanded to: the strict maths teacher with curly hair)</p> <p>Y5 - Use of commas to clarify meaning or avoid ambiguity</p> <p>Similes Metaphors Alliteration Onomatopoeia Rhyming couplets and 1/2 rhyming couplets</p>		
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Appendix 2

Year 5: Detail of content to be introduced (statutory requirement)	
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>
Sentence	<p>Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]</p>
Text	<p>Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
Terminology for pupils	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>