Year 5	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Genre, Punctuation & Grammar, Purpose & Audience Progression	**Nonsense Poem: 'Jabberwocky'** Purpose & Audience: • To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. **Character Description:** **'Danny the Champion of the World' – describing his Dad.** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation:** • Use pronouns to build cohesion across the paragraph • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • use brackets, dashes or commas to indicate parenthesis • To ensure the consistent and correct use of tense throughout all pieces of writing. **Diary Entry:** **'Danny the Champion of the World' from Danny** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation:** • Use pronouns to build cohesion across the paragraph • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.	**Suspense Story: Alma** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation:** • Use pronouns to build cohesion across the paragraph • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • adverbs e.g. perhaps, surely • Use pronouns to build cohesion across the paragraph • link ideas across paragraphs using adverbials of **time:** e.g. later, • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • To ensure the consistent and correct use of tense throughout all pieces of writing. **Non-Chronological Reports: 'Space or Planets'** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation:** • adverbs e.g. perhaps, surely • Use modal verbs to indicate possibility: e.g. might, should, will, must • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • use brackets, dashes or commas to indicate parenthesis	**Letter Writing: 'Holes' - Writing a letter from Stanley to his parents from Green Camp Lake** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation:** • Use pronouns to build cohesion across the paragraph • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • adverbs e.g. perhaps, surely • Use modal verbs to indicate possibility: e.g. might, should, will, must • Use pronouns to build cohesion across the paragraph • link ideas across paragraphs using adverbials of **time:** e.g. later, • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • use brackets, dashes or commas to indicate parenthesis **Persuasive Leaflet: 'Holes' A leaflet promoting Green Camp Lake Correctional Facility** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation:** • adverbs e.g. perhaps, surely • Use modal verbs to indicate possibility: e.g. might, should, will, must • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • To ensure the consistent and correct use of tense throughout all pieces of writing.	**Balanced Argument: 'Were the children treated fairly in the workhouse?' (linking to history topic)** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation** • Use pronouns to build cohesion across the paragraph • Use modal verbs to indicate possibility: e.g. might, should, will, must • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • use brackets, dashes or commas to indicate parenthesis • To ensure the consistent and correct use of tense throughout all pieces of writing. **Story Writing: Finishing off the end of a story** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. **Grammar & Punctuation:** • To regularly use dialogue to convey a character and to advance the action • Use pronouns to build cohesion across the paragraph • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • use brackets, dashes or commas to indicate parenthesis • To ensure the consistent and correct use of tense throughout all pieces of writing.	**Recount: Residential** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation** • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use pronouns to build cohesion across the paragraph • link ideas across paragraphs using adverbials of **time:** e.g. later, • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • To ensure the consistent and correct use of tense throughout all pieces of writing. **Fantasy Story: Write a short story in Shaun Tan-style. (Hamilton Trust Plans)** **Grammar & Punctuation:** • Use modal verbs to indicate possibility: e.g. might, should, will, must • use brackets, dashes or commas to indicate parenthesis • Use dialogue effectively • Use pronouns to build cohesion across the paragraph • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • adverbs e.g. perhaps, surely • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • use brackets, dashes or commas to indicate parenthesis • To ensure the consistent and correct use of tense throughout all pieces of writing. **Purpose & Audience:** • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace	**Narrative Poem: 'The Highway Man'** Purpose & Audience: • To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. **Explanation Texts 'Water Cycle' / Life Cycles** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation:** • Use pronouns to build cohesion across the paragraph • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • use brackets, dashes or commas to indicate parenthesis To ensure the consistent and correct use of tense throughout all pieces of writing. **Biography: 'All about Me!' (Transition to Y6)** Purpose & Audience: • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. **Grammar & Punctuation** • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • adverbs e.g. perhaps, surely • Use modal verbs to indicate possibility: e.g. might, should, will, must • Continue to use a wider range of subordinating conjunctions: although, unless, even though, until. • To ensure the consistent and correct use of tense throughout all pieces of writing.

Planning, Writing and Editing	• 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 consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To consistently link ideas across paragraphs. • To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.
Handwriting	• 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. • To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

Spellings: RWI KS2 Spelling Scheme	
Prefixes & Suffixes	• To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). • To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). • To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). • To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).
Common Exception Words	• To spell many of the Y5 and Y6 statutory spelling words correctly. • See Children's Common Exception Word Booklet.
Phonics and Spelling Rules	• To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). • To spell words with endings that sound like / shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). • To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). • To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).
Further Spelling Rules	• To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.