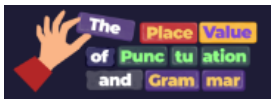
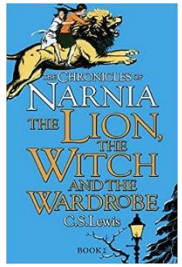
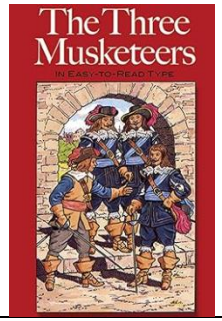
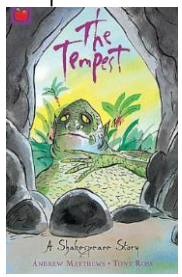
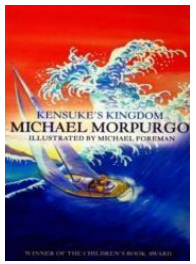
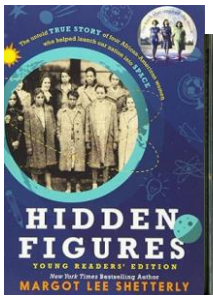
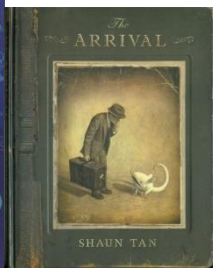
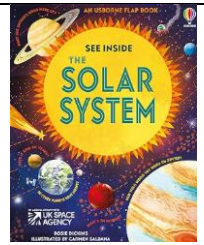
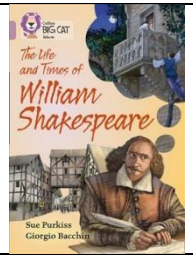
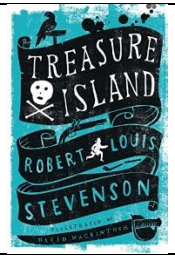
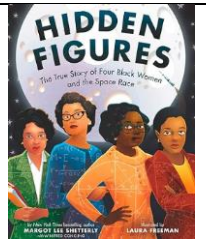
Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	PVPG   	The Lion, the Witch and the Wardrobe  The Three Musketeers  	RSC-The Tempest  	 	  	
Writing Genre	**To Inform** Non-chronological report on Planets of the Solar System	**To Entertain** Narrative	**To Entertain** Setting description	**To Entertain** Narrative **To Inform** Instructions	**To Inform** Report-Biography **To persuade** Formal letter	

					To Entertain Poetry
Addition Texts					
Composition Objectives	**Non-fiction** **Plan** – discussing writing similar to that which they are planning to write in order to understand and learn from its structure. **Draft** – organising paragraphs around a theme. **Edit** – assessing the effectiveness of their own and others' writing and suggesting improvements **Proofreading**	**Plan** – identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Draft** – in narratives, integrating dialogue to convey character **Edit** – assessing the effectiveness of their own and others' writing	**Plan** – in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed **Draft** – selecting appropriate grammar and vocabulary,	**Fiction** **Plan** – identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **Draft** – in narratives, describing settings,	**Biography** – **Draft** – using a wide range of devices to build cohesion within and across paragraphs – **Draft** – using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] – **Edit** – assessing the effectiveness of their own and others' writing **Proofreading** **Plan** – identifying the audience for and purpose of the writing,

			understanding how such choices can change and enhance meaning **Draft –** in narratives, describing settings and characters and integrating dialogue **Edit** - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning **Proofreading** **Performance**: reading, re-	characters and atmosphere and integrating dialogue to convey character **Edit** - assessing the effectiveness of their own and others' writing **Plan -** noting and developing initial ideas, drawing on reading and research where necessary **Draft** - using a wide range of devices to build cohesion within and across paragraphs **Draft** - using further organisational	selecting the appropriate form and using other similar writing as models for their own - **Draft** - précising longer passages - **Edit** - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning **Proofreading** **Performance poetry** Perform their own compositions, using appropriate intonation, volume, and movement

			reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language (promenade) **Proofreading**	and presentational devices to structure text and to guide the reader **Instructional writing** **Draft** - using a wide range of devices to build cohesion within and across paragraphs **Draft** - using further organisational and presentational devices to structure text and to guide the reader	

				Proofreading		
GPS English Focus	Revisit main clauses and subordinate clauses. **Relative pronoun** **Relative clause** **Cohesion**	**Parenthesis** **Brackets** **Dashes**	Revisit Ambiguity (impact of punctuation on meaning). **Subordinate con junctions** **Co-ordinating con junctions**	Revisit word classes including possessive pronouns and determiners. **Modal verbs** **Hyphens**	Consolidation, challenge and application of grammar and punctuation as required.	
Ellison Sentence Menu	25. The more, the more sentences 26._ing, _ed sentences	23. Noun sandwich sentence (subordinate clause) 24. O(l) or Outside (inside) sentences	28, Object/person (aka...) sentences	27.Getting worse/getting better sentences		
On-going Transcription Objectives	- use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus.					
Handwriting	Revision of all letter joins as well as ascenders and descenders All children will use pen for appropriate writing tasks.					

	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 (with some guidance) - choosing the writing implement that is best suited for a task				
	Practising joining to and from the letter r Ensuring letters are consistent in height and size Developing fluency Ensuring the letter t is at the correct height Forming and joining the letter s Practising break letters	Practising printing Forming ascenders correctly Practising presentation Ensuring correct formation of the letter k	Forming the letter y correctly Practising speed and fluency Practising punctuation Ensuring consistency in letter sizes Practising speedwriting	Forming small letters correctly Practising forming and joining the letter f Practising writing decorated capital letters Practising paragraphs	Revising difficult joins Looking at different handwriting styles Consolidation of letter formation and joins as required
Oracy	**Speak audibly and fluently with an increasing command of Standard English.** Rehearsal of sentence structure- PVPG. **Participate in performances** **Projecting voice in larger spaces-**	**Ask relevant questions to extend their understanding and knowledge.** Hot Seating- Characters from The Lion, the	**Participate in discussions, presentations, performances, role play, improvisations and debates.**	**Use relevant strategies to build their vocabulary.** Dictionary work- Putting new vocabulary into context and	**Consider and evaluate different viewpoints, attending to and building on the contributions of others.** **Articulate and justify answers, arguments and opinions.**

	British Values Assembly	Witch and the Wardrobe. **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas** Orally rehearsing sentences for narrative.	**Gain, maintain and monitor the interest of the listener(s)** Shakespeare- Drama performance.	discussing this with the class.	Class debate on persuasive argument letter. What viewpoints are there? Build up an argument as a whole class. Interview one of the women from Hidden Figures. Use of sentence stems. **Speak audibly and fluently with an increasing command of Standard English.** **Participate in performances** Performing poetry