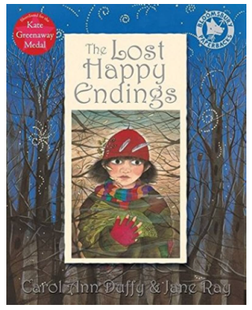
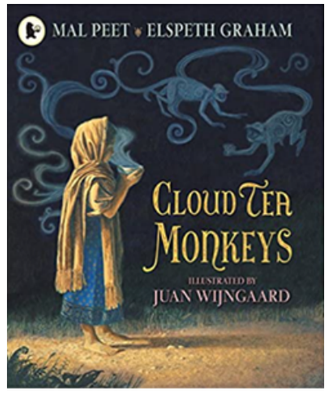
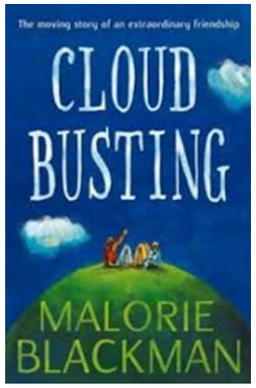
Year 5 (2024 – 2025)

Autumn 1		Autumn 2	
3 weeks	**4 weeks**	**4 weeks**	**3 weeks**
Core Text: The Lost Happy Endings **Author: Carol Ann Duffy**	**Core Text: Cloud Tea Monkeys** **Author: Elspeth Graham and Mal Peet**	**Core Text: Zita the Spacegirl** **Author: Ben Hatke**	**Core Text: Cloud Busting THEP** **Author: Malorie Blackman**
Modern fairytale	**World literature - different cultures**	**Modern Fiction - Sci-fi**	**Narrative poetry**
			
Writing purpose: Entertain	***Writing purpose: Inform - recount***	***Writing purpose: Entertain***	***Writing purpose: Entertain***
Oracy: Discussion: "Should all stories have happy endings?" or "Was the witch evil or misunderstood?" Short Write: using figurative language to transport a reader **Extended Write: Series of description for key identified scenes**	Oracy: oral response [empathising with Tashi] Short Write: descriptive writing [tea plantation] **Extended Write: Informal letter [writing to aunt about situation with mum]**	Oracy: role play [as Zita - focus on actions] Short Write: setting description [of the new city] **Extended Write: Narrative [third person with an innovated ending. Key focus - <u>action</u> filled resolution]**	**Extended Write: Diary entry [from the POV of Davey]** Short Write: -Poetic prose to reflect understanding of Davey and Sam (main characters) -Own poetic prose: Isn't life…? Oracy: oral presentation of poetic prose
Get Skilled - Writer's Toolkit			
Figurative language **Grammar:** 1. Simple past/past perfect tense 2. Third person 3. Pronouns (to avoid repetition) 4. Adjectives (for vividness and effect) 5. Precise verbs (used for impact and accuracy) 6. Adverbials of place (eg. in, behind, on) 7. Adverbials of time (eg. after, immediately) 8. Adverbials of manner (eg. cautiously, quickly) **Punctuation:** 1. Apostrophes for contraction 2. Commas to demarcate fronted adverbials 3. Commas used to mark and separate clauses	Emotions - show not tell **Grammar:** 1. Past tense (except references to places/circumstances that are ongoing) 2. First Person - Personal pronouns 3. Precise verbs (used for impact and accuracy) 4. Adverbials of time (eg. after, immediately) 5. Adjectives (to specify/for clarity) **Punctuation:** 1. Apostrophes for contraction 2. Apostrophes for possession 3. Question marks 4. Exclamation marks	**Grammar:** 9. Simple past/past perfect tense 10. Third person 11. Pronouns (to avoid repetition) 12. Adjectives (for vividness and effect) 13. Precise verbs (used for impact and accuracy) 14. Adverbials of place (eg. in, behind, on) 15. Adverbials of time (eg. after, immediately) 16. Adverbials of manner (eg. cautiously, quickly) **Punctuation:** 4. Apostrophes for contraction 5. Commas to demarcate fronted adverbials 6. Exclamation mark 7. Inverted commas to punctuate direct speech 8. Commas used to mark and separate clauses	Emotions - show not tell **Grammar:** 1. Past tense (except references to places/circumstances that are ongoing) 2. First Person - Personal pronouns 3. Specific people, places, events (usually proper nouns) 4. Precise verbs (used for impact and accuracy) 5. Adverbials of time (eg. after, immediately) 6. Adjectives (to specify/for clarity) 7. Modal verbs (eg. must, could) 8. Modal adverbs (eg. certainly, definitely) **Punctuation:** 1. Apostrophes for contraction 2. Apostrophes for possession

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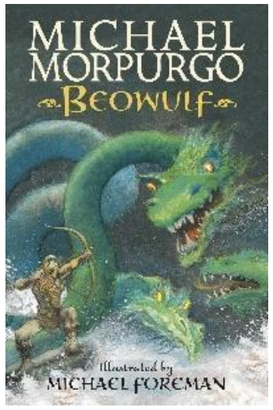
		9. Brackets, dashes or commas to indicate parenthesis	3. Question marks 4. Exclamation marks
Sentence Work: -Coordinating conjunctions (and, but, so) -Subordinating conjunctions (when, as, while, after, before) -Relative clauses (who, which, where, whose, that)	**Sentence Work:** -Coordinating conjunctions (and, but, or ,so) -Subordinating conjunctions (because, when, as, while, after, before)	**Sentence Work:** -Coordinating conjunctions (and, but, so) -Subordinating conjunctions (when, as, while, after, before) -Relative clauses (who, which, where, whose, that)	**Sentence Work:** -Coordinating conjunctions (and, but, or ,so) -Subordinating conjunctions (because, when, as, while, after, before)
Autumn Class Reader: Varjak Paw (SF Said)			
Guided Reading texts: Lost Happy Endings - Carol Ann Duffy The Sleeper and the Spindle The Lost Thing The Princess' Blankets Nonfiction - RE/topic links	**Guided Reading texts:** Other cultures stories- Stories from around the world Tales told in tents Nonfiction - RE/topic links	**Guided Reading texts:** Marv Phoenix - SF Said Adventure Sci Fi Nonfiction - RE/topic links	**Guided Reading texts:** Social emotional themes The Tear Thief - Carol Ann Duffy Pig heart boy - Malorie Blackman Nonfiction - RE/topic links

Year 5 (2024 – 2025)

Spring 1		Spring 2	
2 weeks	**4 weeks**	**3 weeks**	**2 weeks**
Core Text: The Travel Book HAMILTON **Author: Lonely Planet**	**Core Text: Beowulf** **Author: Michael Murpurgo**	**Core Text: How to Train a Dragon** **Author: Cressida Cowell**	**Core Text: Teacher models** **Author:**
Non-fiction - Information	**Epic poetry**	**Contemporary novel- adventure**	**Non-fiction - Newspaper report**
			
Writing purpose: Inform	***Writing purpose: Entertain***	***Writing purpose: Entertain***	***Writing purpose: Inform***
Oracy: recall key facts Short Write: sentence focus [variety of sentence structures] **Extended Write: Non-chronological report [daily life, religion, warriors]**	Short Write: description of the monster's lair/ write an action scene **Extended Write: Narrative [innovate heroes journey narrative]** Oracy: Practise retelling part of their narrative aloud using dramatic tone and formal, poetic language	Oracy: role play [of the story in chronological order] Short Write: descriptive writing [describe their own innovated dragon] **Extended Write: Narrative [Innovate and write a new chapter for the story]**	Oracy: oral retell [chronological order focus] Short Write: reported/direct speech [from witnesses of the event] **Extended Write: Newspaper report**
Get Skilled - Writer's Toolkit			
Headings Sub-headings Formal (factual, impersonal language) Technical vocabulary **Grammar:** 1. Third person 2. Present perfect tense 3. Adjectives (to specify/for clarity) **Punctuation:** 1. Commas used to mark and separate clauses 2. Commas in a list 3. Question marks 4. Exclamation marks 5. Brackets, dashes or commas to indicate parenthesis	**Grammar:** 1. Simple past/past perfect tense 2. Third person 3. Pronouns (to avoid repetition) 4. Adjectives (for vividness and effect) 5. Precise verbs (used for impact and accuracy) 6. Adverbials of place (eg. in, behind, on) 7. Adverbials of time (eg. after, immediately) 8. Adverbials of manner (eg. cautiously, quickly) **Punctuation:** 1. Apostrophes for contraction 2. Commas to demarcate fronted adverbials 3. Exclamation mark 4. Inverted commas to punctuate direct speech 5. Commas used to mark and separate clauses	**Grammar:** 9. Simple past/past perfect tense 10. Third person 11. Pronouns (to avoid repetition) 12. Adjectives (for vividness and effect) 13. Precise verbs (used for impact and accuracy) 14. Adverbials of place (eg. in, behind, on) 15. Adverbials of time (eg. after, immediately) 16. Adverbials of manner (eg. cautiously, quickly) **Punctuation:** 7. Apostrophes for contraction 8. Commas to demarcate fronted adverbials 9. Exclamation mark 10. Inverted commas to punctuate direct speech 11. Commas used to mark and separate clauses	Headline Formal (factual, impersonal language) Technical vocabulary Emotive language (positive and negative adjectives that draw on emotion) **Grammar:** 1. Third person 2. Appropriate tense 3. Adjectives (to specify/for clarity) 4. Fronted adverbials **Punctuation:** 1. Direct and reported speech (punctuated correctly) 2. Commas used to demarcate fronted adverbials 3. Question marks

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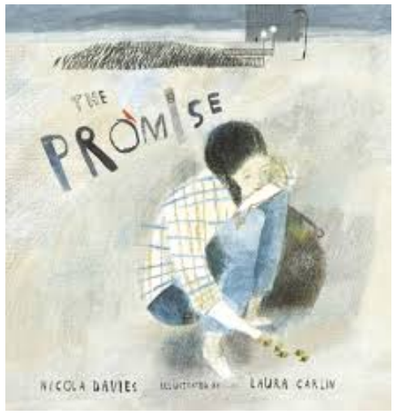
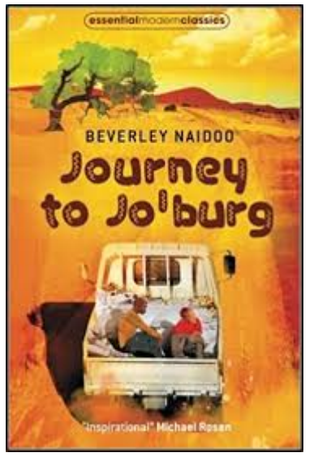
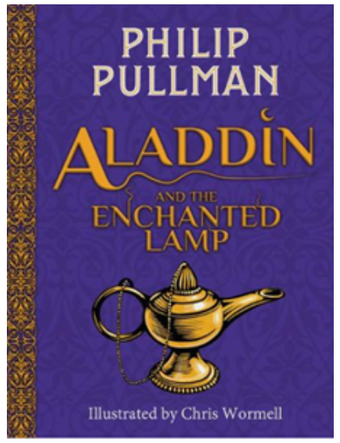
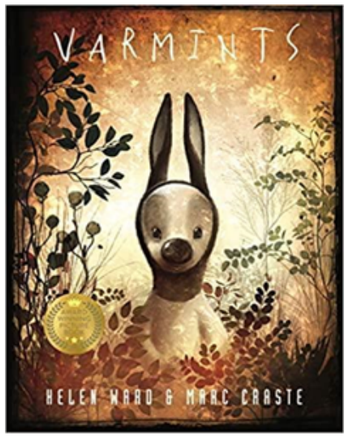
	6. Brackets, dashes or commas to indicate parenthesis	12. Brackets, dashes or commas to indicate parenthesis	4. Commas used to mark and separate clauses 5. Brackets, dashes or commas to indicate parenthesis
Sentence Work: -Coordinating conjunctions (and, but, or, so) -Subordinating conjunctions (because, when, if) -Causal conjunctions (therefore, since) -Conjunctions to add information (additionally, furthermore)	**Sentence Work:** -Coordinating conjunctions (and, but, so) -Subordinating conjunctions (when, as, while, after, before) -Relative clauses (who, which, where, whose, that)	**Sentence Work:** -Coordinating conjunctions (and, but, so) -Subordinating conjunctions (when, as, while, after, before) -Relative clauses (who, which, where, whose, that)	**Sentence Work:** -Coordinating conjunctions (and, but, or, so) -Subordinating conjunctions (because, when, if) -Causal conjunctions (therefore, since) -Conjunctions to add information (additionally, furthermore) -Relative clauses (who, which, where, whose, that)
Spring Class Reader: Anglo Saxon Boy (Tony Bradman)			
Guided Reading texts: a variety of non-chronological reports that explore alternative Viking themes	**Guided Reading texts:** Percy Jackson and the Lightning Thief Arthur: High King of Britain	**Guided Reading texts:** texts that explore mythical creatures and a classic adventure story plot Viking boy extracts Extract HP dragons	**Guided Reading texts:** a range of newspaper reports on criminal activity (child friendly) UFO landing

Year 5 (2024 – 2025)

Summer 1		Summer 2	
1.5 weeks	**4.5 weeks**	**4 weeks**	**3 weeks**
Core Text: The Promise CLPE **Author: Nicola Davies and Laura Carlin**	**Core Text: Journey to Jo'Burg FOCUS** **Author: Beverley Naidoo**	**Core Text: Aladdin and the Enchanted Lamp THEP** **Author: Philip Pullman**	**Core Text: Varmints THEP** **Author: Helen Ward**
Modern fiction	**Heritage Literature**	**World literature - traditional tales**	**Modern fiction/animation**
			
Writing purpose: Entertain	***Writing purpose: Inform - Recount***	***Writing purpose: Entertain***	***Writing purpose: Persuade***
Oracy: discussion [Should the girl steal the bag in the first place?] Short Write: Contrasting description of the city before and after the trees **Extended Write: Free verse poetry [with imagery]**	Oracy: Discuss the city of gold from chapter 5 Short Write: Playscript [eg. conversation between Naledi, Tiro and their mother as they experience new things in the Madam's house] **Extended Write: Informal letter [letter from Naledi to Grace telling her what happened after they left her. Include her new understanding and hopes for the future]**	Oracy: discussion [should he follow the instructions of the moor] **Extended Write: Narrative retell [adventure story]** Short Write: letter of advice [to the holder of the lamp]	Short Write: paragraph focus [PEEL] **Extended Write: Persuasive writing [Persuasive letter convincing humans to stop their destruction of the Varmints natural habitat]** Oracy: persuasive speech
	Get Skilled - Writer's Toolkit		
Stanza Line Rhythm Rhyme Refrain (repetition) Similes **Grammar:** 1. Nouns 2. Proper nouns 3. Adjectives (for vividness and effect) 4. Precise verbs (used for impact and accuracy) **Punctuation:**	Emotions - show not tell **Grammar:** 1. Past tense (except references to places/circumstances that are ongoing) 2. First Person - Personal pronouns 3. Precise verbs (used for impact and accuracy) 4. Adverbials of time (eg. after, immediately) 5. Adjectives (to specify/for clarity) **Punctuation:** 1. Apostrophes for contraction 2. Apostrophes for possession 3. Question marks	**Grammar:** 1. Simple past/past perfect tense 2. Third person 3. Pronouns (to avoid repetition) 4. Adjectives (for vividness and effect) 5. Precise verbs (used for impact and accuracy) 6. Adverbials of place (eg. in, behind, on) 7. Adverbials of time (eg. after, immediately) 8. Adverbials of manner (eg. cautiously, quickly) 9. Modal verbs (eg. must, could) **Punctuation:** 1. Apostrophes for contraction	Formal (factual, impersonal language) Emotive language (positive and negative adjectives that draw on emotion) **Grammar:** 1. Third person 2. Present perfect verb forms 3. Modal verbs (eg. must, could) 4. Modal adverbs (eg. certainly, definitely) 5. Adverbials of time (eg. after, immediately) **Punctuation:** 1. Commas used to mark and separate clauses

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1. Appropriate punctuation (comma, full stop)	4. Exclamation marks 5. Brackets, dashes or commas to indicate parenthesis	2. Commas to demarcate fronted adverbials 3. Exclamation mark 4. Inverted commas to punctuate direct speech 5. Commas used to mark and separate clauses 6. Brackets, dashes or commas to indicate parenthesis	2. Question marks (rhetorical question) 3. Commas in a list 4. Brackets, dashes or commas to indicate parenthesis
Sentence Work: As appropriate	**Sentence Work:** -Coordinating conjunctions (and, but, or ,so) -Subordinating conjunctions (because, when, as, while, after, before) -Relative clauses (who, which, where, whose, that)	**Sentence Work:** -Coordinating conjunctions (and, but, so) -Subordinating conjunctions (when, as, while, after, before) -Relative clauses (who, which, where, whose, that)	**Sentence Work:** -Coordinating conjunctions (and, but, or, so) -Subordinating conjunctions (because, when) -Causal conjunctions (therefore, since) -Conjunctions to illustrate (for example, such as) -Conjunctions to add information (additionally, furthermore)
Summer Class Reader: Wonder (RJ Palicio) / Golden Horsemen of Bagdad - Saviour Pirotta & Freya Hartas			
Guided Reading texts: 'This is the City' by Kathy Henderson: https://clpe.org.uk/poetry/poems/city o 'The City of My Birth' by Karl Nova: https://clpe.org.uk/poetry/poems/city-my-birth o 'Binley House' by Joseph Coelho: https://www.youtube.com/watch?v=C7GbC0MuuJY	**Guided Reading texts:**	**Guided Reading texts:** Golden Horsemen of Bagdad - Saviour Pirotta & Freya Hartas Sinbad the Sailor City of Stolen Magic - Anzneen Ahmed Pathak Rumaysa extracts	**Guided Reading texts:** Environment Creatures habitats Greta Thunberg persuasive speeches Obama speeches