

Cycle B Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text					
<p>The Explorer by Katherine Rundell</p> <p>The Fantastic Flying Books of Mr Morris Lessmore by William Joyce</p>	<p>Non-fiction texts based on the Maya</p> <p>Poetry recital: In Flanders Fields by John McCrae</p> <p>Christmas Poetry (haiku, rhyming couplets, acrostic)</p>	<p>When Jessie Came Across the Sea by Amy Hest</p> <p>The Man Who Walked Between the Towers by Mordicai Gerstein</p>	<p>Harry Potter and the Philosopher’s Stone JK Rowling</p> <p>Shropshire Bookfest: Big Book Award Letter Writing Competition</p>	<p>Zoo by Antony Browne</p> <p>A selection of Greek myths and legends including: Theseus and the Minotaur by Hugh Lupton</p>	<p>Non-fiction texts based on the Ancient Greeks</p> <p>The Present (animated video)</p>
Supplementary texts – see ‘Reading across the Curriculum’					
Writing Outcomes					
<p>Genre: Setting Description, Narrative Retell (fantasy), Persuasive Letter (formal)</p> <p>Purpose: Storytelling To entertain; To persuade</p>	<p>Genre: Non-chronological report, Poetry</p> <p>Purpose: To inform, entertain (power of imagery)</p>	<p>Genre: Diary, Newspaper report</p> <p>Purpose: To recount, To inform</p>	<p>Genre: Setting/Character descriptions, Letter - advice</p> <p>Purpose: To entertain, To inform</p>	<p>Genre: Balanced Argument, Myths and Legends</p> <p>Purpose: To entertain, To inform</p>	<p>Genre: Persuasive Holiday Writing – Greece, Narrative retell</p> <p>Purpose: To persuade, To entertain</p>
Grammar: Word					
<p>Revision of words from Year 3/4 spelling lists. -ible</p> <p>Homophones and other words often confused. Year 5 and 6 Statutory.</p> <p>Revisit of grammatical difference between plural and possessive ‘s’</p> <p>Revisit standard English forms for verb inflections (were/was and did/done)</p>	<p>-able</p> <p>-ial endings</p> <p>Homophones and other words often confused. -tious and -cious</p> <p>Year 5 and 6 Statutory.</p>	<p>-ent and -ence</p> <p>-ant and -ance</p> <p>Use of the hyphen</p> <p>Joining a prefix to a root word (co- re- de-)</p> <p>Homophones and other words often confused. Year 5 and 6 Statutory.</p>	<p>Words spelt with ‘ei’</p> <p>Words containing the letter string ‘ough’</p> <p>Silent letters</p> <p>Year 5 and 6 Statutory.</p>	<p>-ment</p> <p>Verb prefixes (dis, de, mis, over and re)</p> <p>Homophones and near homophones revision. Year 5 and 6 Statutory.</p>	<p>Year 5 and 6 Statutory. -fer or -ferr</p> <p>Homophones and near homophones revision.</p> <p>Converting nouns or adjectives into verbs using suffixes (for example -ate, -ise, -ify)</p>
Grammar: Sentence					

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<p>Word Class Revision (nouns, adjectives, verbs, adverbs, pronouns, prepositions) Expanded noun phrases (Noun phrases are expanded and modified by adjectives, additional nouns and prepositional phrases)</p> <p>Variation in sentence length and structure including fronted adverbials.</p> <p>A range of appropriate conjunctions are used to link clauses. Revisit subordinate clauses.</p> <p>Begin to understand relative pronouns and relative clauses.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an omitted relative pronoun</p> <p>Figurative language – alliteration, similes, metaphors, personification.</p> <p>Poetry punctuated correctly.</p> <p>Indicate degrees of possibility using adverbs or modal verbs (e.g. might, should, would, will must, surely, perhaps, definitely)</p>	<p>Recognising structures that are appropriate for formal speech and writing.</p> <p>Variation in sentence length and structure including fronted adverbials, subordinate clauses and relative clauses.</p>	<p>Recognising structures that are appropriate for formal speech and writing.</p> <p>Figurative language – alliteration, similes, metaphors, personification.</p> <p>Variation in sentence length and structure including fronted adverbials, subordinate clauses and relative clauses.</p>	<p>Variation in sentence length and structure including fronted adverbials, subordinate clauses and relative clauses.</p>	<p>Variation in sentence length and structure including fronted adverbials, subordinate clauses and relative clauses.</p> <p>Expanded noun phrases (Noun phrases are expanded and modified by adjectives, additional nouns and prepositional phrases)</p> <p>Indicate degrees of possibility using adverbs or modal verbs (e.g. might, should, would, will must, surely, perhaps, definitely)</p>
Grammar: Text					
<p>Linking ideas across paragraphs using adverbials of time, place and manner (how, when, where)</p> <p>Devices to build cohesion within a paragraph (then, after that, firstly)</p>	<p>Structures of informal and formal speech.</p> <p>Noting and developing initial ideas, drawing on research where necessary.</p> <p>Precising longer passages.</p>	<p>Identify organisational and presentational devices to structure texts and to guide the reader e.g. bullet points, headings, subheadings.</p>	<p>Use presentational devices effectively- Columns, pictures and captions.</p>	<p>Opening statements and conclusions; well developed, linked paragraphs using cohesive devices - adverbs e.g. in contrast, on the other hand.</p> <p>Noting and developing initial ideas, drawing on</p>	<p>Noting and developing initial ideas, drawing on research where necessary.</p> <p>Precising longer passages.</p> <p>Identify organisational and presentational devices to structure texts</p>

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Verb forms are used accurately (tense choices)				research where necessary. Devices to build cohesion within a paragraph (then, after that, firstly)	and to guide the reader e.g., bullet points, headings, subheadings.
Grammar: Punctuation					
Revisit of punctuation taught in previous years. This should be used accurately. Comma is used after fronted adverbial. Comma is used to mark clauses. Using brackets to indicate parenthesis.	Apostrophe used to mark singular and plural possession. Brackets, dashes or commas to indicate parenthesis.	Commas used accurately to mark clauses. Revisit punctuation needed for relative clauses and subordinate clauses with sentence variation. Inverted commas and other punctuation (commas) used to indicate direct speech.	Poetry punctuated correctly.	Question marks for rhetorical questions. Brackets, dashes or commas to indicate parenthesis.	Use commas to clarify meaning or avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Inverted commas and other punctuation (commas) used to indicate direct speech.
Spoken Language: Speaking and Listening					
Tell a story using notes designed to cue techniques such as repetition, recap and humour. Identify some aspects of talk that vary between formal and informal occasions.	Participate in discussions, presentations and performances. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Identify some aspects of talk that vary between formal and informal occasions.	Participate in discussions, presentations and performances. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language. Articulate and justify answers, arguments and opinions. Identify different question types and evaluate their impact on the audience.	Participate in discussions, presentations and performances.

Terminology for Pupils

determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, subordinating conjunction, subordinate clause, modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity