

YEAR 5						
Spring TERM 2024						
Novel / Texts	The Day the Crayons Quit/ The Day the Crayons came Home – Drew Daywalt		Wonder – R J Palacio			
Genre	<p style="text-align: center;">Narrative</p> <p>Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases</p>	<p style="text-align: center;">Recount (Short Writing Piece)</p> <p>Practise writing a recount with a specific form and audience.</p>	<p style="text-align: center;">Non-chronological Report (Short Writing Piece)</p> <p>Plan, compose, edit and refine a non- chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</p>	<p style="text-align: center;">Narrative</p> <p>Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p>	<p style="text-align: center;">Discussion</p> <p>Plan, compose, edit and refine a balanced discussion, presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion</p>	<p style="text-align: center;">Narrative</p> <p>Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward</p>
Reading	<ul style="list-style-type: none"> Explore and discuss narrative viewpoint with reference to the text. Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes, and conventions. 			<ul style="list-style-type: none"> Decode most new words outside spoken vocabulary, making a good attempt at the word’s pronunciation. 	<ul style="list-style-type: none"> Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text. Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint. 	<ul style="list-style-type: none"> Decode most new words outside spoken vocabulary, making a good attempt at the word’s pronunciation.
<ul style="list-style-type: none"> Read aloud and understand the meaning of new words met, applying growing knowledge of morphonology and etymology across a wide range of texts. Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. Scan a text, identifying themes and conventions. Explain the meaning of words and phrases in different contexts. Discuss vocabulary specifically chosen for clarity. Provide explanations for views held about texts read. Draw inferences from independent reading and explain thinking, returning to the text to support opinions. 						
Writing	<ul style="list-style-type: none"> Effectively use dialogue to convey character and advance the action. Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. 	<ul style="list-style-type: none"> Write a recount with a specific form and audience 	<ul style="list-style-type: none"> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. 	<ul style="list-style-type: none"> In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, 	<ul style="list-style-type: none"> Plan, compose, edit and refine a balanced discussion, presenting two sides of an argument showing good awareness of the reader. Use a wide range of presentational and organisational features to 	<ul style="list-style-type: none"> In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia,



				personification, hyperbole and symbolism. <ul style="list-style-type: none"> • Write with a non-linear structure. • Use dialogue to convey character and advance the action 	structure texts specific to the form and audience	simile, metaphor, personification, hyperbole and symbolism. <ul style="list-style-type: none"> • Use dialogue to convey character and advance the action
<ul style="list-style-type: none"> • Begin to adapt writing based on a change in the audience. • Use a range of devices to build cohesion (eg. Conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Use commas to clarify meaning and avoid ambiguity. • Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons & colons. • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly KS1, Year 3 & 4 and some Year 5 & 6 • Consistently produce legible joined handwriting 						
Grammar Vocabulary Punctuation	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Expanded Noun Phrases 			<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Subordinate Clauses 	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]	<ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity. • Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs
Spelling	15. Words with suffixes where the base word ends in '-fer' 16: Words with silent first letters	17. Silent letters 18: Challenge Words	19. Words with 'ie' after 'c' 20. Words where 'ei' can make an /ee/ sound	21: Words where 'ough' makes an /or/ sound. 22: Words containing 'ough'	23: Words that are adverbs of possibility and frequency 24: Challenge Words	25: Words that are homophones or near homophones 26: Words that are homophones
Final Writing Task	Choose a different item and write a story in the same style as the author about this item. Audience: Child/ Adult Purpose: Entertain	A recount from the point of view of one of the crayons (Or a rainbow crayon) Audience: Child/ Adult Purpose: Entertain	A non-Chronological Report – outlining what a state school is like – Life at Eppleton Academy Primary Audience: Children/ Parents/ OFSTED Purpose: Inform/ Explain	Write a flashback story including the first impression of Auggie from different characters POV Audience: Child/ Adult Purpose: Entertain	Discussion Text –To the school board about Auggie starting school – 2 opposing views. Audience: Adult/ Professional Purpose: Discuss	Write the events of the Halloween chapter in the POV of either Julian or Jack Audience: Child/ Adult Purpose: Entertain