



YEAR 5						
Summer TERM						
Novel / Texts	The Explorer – Katherine Rundell				The Real Story of the Three Little Pigs - Jon Scieszka	
Genre	Non-chronological Reports	Procedural Text	Recount	Narrative	Procedural Text (Short Writing Piece)	Recount (Short Writing Piece)
	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.	Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.	Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.	Write a five-part story using language to evoke mood and atmosphere and develop characterisation.	Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.	Adapt a story into a newspaper recount. Showing a shift in formality between paragraphs
Reading	<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. 	<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. 	<ul style="list-style-type: none"> Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear. 	<ul style="list-style-type: none"> Deduce characters’ feelings, thoughts and motives for actions, and can explain the deduction process 	<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. 	<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.
<ul style="list-style-type: none"> Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. Explain how words and phrases can have different meaning in multiple contexts and the impact of this. Draw inferences from reading and explain thinking returning to the text to support opinions. Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader. Justify opinions about texts with confidence. 						
Writing	<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"> Write a linear procedural text with a wide range of presentational and organisational devices. Use a wide range of presentational and organisational features to structure texts specific 	<ul style="list-style-type: none"> Write a recount with a specific form and audience 	<ul style="list-style-type: none"> Plan and write a five-part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. 	<ul style="list-style-type: none"> Write a linear procedural text with a wide range of presentational and organisational devices. Use a wide range of presentational and organisational features to structure texts specific to the form and audience. 	



		<p>to the form and audience.</p> <ul style="list-style-type: none"> Use prepositional phrases and expanded noun phrases to add detail, qualification, and precision. 		<ul style="list-style-type: none"> Use dialogue to convey character & advance the action 	<ul style="list-style-type: none"> Use prepositional phrases and expanded noun phrases to add detail, qualification, and precision. 	
	<ul style="list-style-type: none"> Use literary devices such as repetition, alliteration, 'rule of three, Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Write in different styles based on purpose and audience selecting appropriate grammar & vocabulary. Build cohesion within and across a paragraph using a range of devices. Spell correctly many words from Y5 & 6 Consistently produce legible joined handwriting 					
Grammar Vocabulary Punctuation	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. 	<p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p>	<p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before.</p>		
Spelling	<p>27. Words that are homophones</p> <p>28. Words that are homophones or near homophones</p>	<p>29. Words that are homophones or near homophones</p> <p>30. Challenge Words</p>	<p>31. Revision: Year 5 words</p> <p>32. Revision: Year 5 words</p>	<p>33. Revision: Year 5 words</p> <p>34. Revision: Year 5 words</p>	<p>35. Revision: Year 5 words</p> <p>36. Revision: Year 5 words</p>	
Final Writing Task	<p>A non-chronological report about Rainforest Animals</p> <p>Audience: Scientist Purpose: Inform</p>	<p>Survival Guide for a Jungle Exploration</p> <p>Audience: Adult/ Scientist Purpose: Instruct</p>	<p>Newspaper Article about the plane crash</p> <p>Audience: Reader of a Newspaper (Adult) Purpose: Recount</p>	<p>Jungle Adventure story</p> <p>Audience: Child/ Adult Purpose: Entertain</p>	<p>Instructions: How to gain access to a pig's home/ defend against a wolf house invasion</p> <p>Audience: Child/ Adult Purpose: Explain</p>	<p>Newspaper Report about the Pig Invasion</p> <p>Audience: Adult Purpose: Inform</p>