



YEAR 5						
AUTUMN TERM 2023						
Baseline piece	Setting Description – Range of photographs as stimulus					
Novel / Texts	Cosmic – Frank Cottrell-Boyce			The Boy in the Girl’s Bathroom – Louis Sachar		
Genre	Narrative	Persuasion (Short Writing Piece)	Explanation	Narrative	Persuasion	Discussion (Short Writing Piece)
	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.	Use a range of persuasive vocabulary to write a persuasive letter in role as a character from the class novel.	Plan, compose, edit and refine an explanation text, focusing on clarity, conciseness and impersonal style.	Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character.	Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.	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
Reading	<ul style="list-style-type: none"> Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader. Deduce characters’ thoughts, feelings and motives for their actions 		<ul style="list-style-type: none"> Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing 	<ul style="list-style-type: none"> Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and convention 	<ul style="list-style-type: none"> Identify techniques used to shift formality and evaluate the effectiveness and purpose. 	<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"> Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words. Make comparisons between books, making links between themes, events and characters. Scan a text to identify a word or phrase from reading and give alternative meaning for it. Provide reasons for views about texts read. 					
Writing	<ul style="list-style-type: none"> Begin to use dialogue to convey character and advance the action. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Plan, compose, edit and refine an explanation text showing good awareness of the reader. 	<ul style="list-style-type: none"> Begin to use dialogue to convey character and advance the action. Write in the style of a particular author, organising writing into chapters, extend 	<ul style="list-style-type: none"> Begin to adapt writing based on a change in the audience. 	<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.



				ways to link paragraphs using adverbs and adverbial phrases.		<ul style="list-style-type: none"> Use a wide range of presentational and organisational features to structure texts specific to the form and audience
	<ul style="list-style-type: none"> Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Use literary devices such as repetition, alliteration, “rule of three”. 					
Grammar Vocabulary Punctuation	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	Begin to use a range of devices to build cohesion (e.g. conjunctions , adverbials of time and place, pronouns, synonyms) across paragraphs	Brackets, dashes or commas to indicate parenthesis. Modal Verbs	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of commas to clarify meaning or avoid ambiguity.
Spelling	<p>1. Words ending in ‘-ious.’</p> <p>2. Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelled ‘-cious.’</p> <p>3. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.</p>	<p>4. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.</p> <p>5. Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-itial’ after a consonant. But there are many exceptions.</p>	<p>6. Challenge words</p> <p>7. Words ending in ‘-ant.’ ‘-ant’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.</p>	<p>8. Words ending in ‘-ance.’ ‘-ance’ Is used if there is an ‘a’ or ‘ay’ sound in the right place.</p> <p>9. Use –ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.</p> <p>10. Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’</p>	<p>11. Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably</p> <p>12. Challenge Words</p>	<p>13. Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.</p> <p>14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.</p>
Final Writing Task	<p>Write an alternative set of events when they are in training in the desert. (Pg150 in book)</p> <p>Audience: Adult/ Child Purpose: Entertain</p>	<p>Write a letter to persuade Florida to/ not to go to Infinity Park OR Children plan a letter designed to persuade Dinah Drax to allow Liam to accompany the ‘children’ on the rocket. (Pg 83)</p> <p>Audience: Teenager Purpose: Persuade</p>	<p>How to stay safe in Space.</p> <p>Audience: Scientist/ Space Traveller Purpose: Explain</p>	<p>Retell the story from Jeff’s point of view.</p> <p>Audience: Child/ Adult Purpose: Entertain</p>	<p>Write a persuasive letter to governors/ DFE/ Government persuading them to keep the school counsellor.</p> <p>Audience: Child/ Adult Purpose: Entertain</p>	<p>Was Bradley Chalkers Naughty or was he just misunderstood?</p> <p>Audience: Teacher/ Parents Purpose: discuss opposing points of view</p>