

Year 5	Term 2 – Anglo Saxons and Vikings				Term 3 – Rio to the rainforest		Term 4- Diverse Dursley		Term 5 – Coast to Coast			Term 6 – Benin				
Genres Covered (Based on each lasting 2-3 weeks)	Traditional Literature - fiction	Non-Chronological Report- Non-fiction	Sci-fic Fiction	Traditional Tales – legends Fiction	Poetry: Cinquain	Ghost stories Fiction	Instructions- Non-Fiction	Structure- Spoken Word poetry/rap	Formal letters- Nonfiction	Mystery and suspense- Fiction	Recounts: Biographies	Adventure Fiction	Explanation- Non-fiction	Informal letters	Fiction	Poetry- Vocabulary building(Read, Write, Perform)
Texts currently being used Alice in wonderland 1.Text mark- Alice in wonderland 2. Retell- Alternative Little Red riding hood 3.Big write- Hansel and Gretel- Antony Brown 4.Shared write- Alice and wonderland This unit is aim to recap and ease the children back in.	Planet/Space 1.Text Mark- The information guide The space suit 2.Retell- Mars 3.Big write- Neptune 4. Shared write- Pluto: The Dwarf planet Links to Science unit	The War of the worlds 1.Text mark- The War of the Worlds. 2. Retell- Alien settings 3. Big write- Alien character description 4. Shared write- The War of the Worlds	Beowulf 1.Text Mark- Beowulf 2.Retell- Odin's Golden eye 3.Big write- Beowulf's mother's story 4.Shared write- innovation of Beowulf Links to History unit	Viking themed 1.Text mark- Vikings 2. Retell- 3.Big write- 4.Shared write-	Christmas Carol 1.Text mark-Christmas Carol 2. Retell- Ghost of Christmas present. The ghost of Christmas present Disney a Christmas carol 2009 13/20 ghost spirit 2 (youtube.com) 3.Big write- Christmas meeting by Rosemary in Roald dahl's ghost stories book. A Christmas Meeting by Rosemary Timperley. #audiobook - YouTube 4.Shared write- Christmas Carol Cultural Capital	Instructions- An interview with... 1.Text Mark- How to survive the rainforest. 2.Retell- How to look after a hippogriff. 3.Big write- How to look after a Niffler. 4. Shared write- How to look after a/an _____? or How to survive the wilderness? Links to Geography rainforest/animal of own interest.	I'm Walking My Iguana by Brian Moses 1.Text mark-Tiger, Tiger burning bright 2. Retell- I'm walking my iguana 3.Big write- write poem but with different animal Peter the Parrot by John Hegley 4.Shared write-Own rhythmic poem	1.Text mark- Marcus Rashford's letter to MP's 2. Retell- Persuasive letter to find a sustainable palm oil source. 3.Big write- Save the orangutan's 4.Shared write- Persuasive letter regarding pollution Links to Geography, PSHE, Cultural Capital and RE (Ladato S)	Storm breaker by Alex Rider/Stage fright by Rosie Radford 1.Text mark- Intro to Storm breaker by Alex Rider 2. Retell- Drip, drip, drip 3.Big write- Hourglasses. 4.Shared write- Innovation of Hourglasses.	Street Child by Berlie Doherty 1.Text mark- Biography of a character from street child. 2. Retell- Biography of JK Rowling 3.Big write- Biography of Nelson Mandela 4.Shared write- Thomas Barnado Links to RE, CST, History and Cultural Capital	The Arrival by Shaun Tan/ The Journey by Francesca Sanna 1.Text mark- Snippet of the journey- focus on setting and atmosphere 2. Retell- Coming to England- focus on - focus on setting and atmosphere 3.Big write- The Arrival- make sure chn have a chance to unpick the imagery. 4.Shared write- My journey as a refugee. Links to Cultural capital, CST, RE(refugees)	Range of explanation texts 1.Text mark- How can we stay safe in water? RNLJ Beach Safety – Top Five Tips To Stay Safe By The Sea 2. Retell- How a rainbow is formed. 3.Big write- Literacy shed about magic shoes- write an explanation text about how to look after said shoes. 4.Shared write-How a volcano works Links to Geography unit about volcanoes	1.Text mark- Letter about moving house. 2. Retell- Letter about holidays. 3.Big write- letter about school. 4.Shared write- Letter about favourite holidays.	The children of the Benin Kingdom by Dinah Orji 1.Text mark- The children of the Benin Kingdom 2. Retell- The Bronze hunter of Benin 3.Big write- Choose a historical period and write an short story. 4.Shared write- Enhance the Big write with a Benin focus. Links to PSHE, RE, CST, History, and Cultural capital	Benjamin Zephaniah Talking Turkeys- book Heros- text mark Rap connected Retel Links to PSHE, RE, CST, History, and Cultural capital	
Composition	Plan their writing by	<ul style="list-style-type: none"> Can begin to draw on reading and research to develop their initial idea when necessary. Can begin to consider how authors have developed characters and setting sin what they have read, listened to, or seen performed; then use this to inform their writing. 														
	Draft and write by	<ul style="list-style-type: none"> Can mostly write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Can begin to select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues within narratives). Can begin to integrate dialogue in narratives to convey character and advance the action. Can precis long paragraphs. Can begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Can use further organisational and presentational devices to structure texts and to guide the reader. Can use verb tenses consistently and correctly through their writing. Can begin to use correct subject and verb agreement when using singular or plural distinguishing between the language of speech and writing, and choosing the appropriate register. Can begin to perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear. 														
	Evaluate and edit by	<ul style="list-style-type: none"> Can evaluate and edit by: assessing the effectiveness of their own and others writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Can proof read for spelling and punctuation errors. 														
	Other	<ul style="list-style-type: none"> Can maintain legibility in joined handwriting when writing at speed. Can begin to use a thesaurus 														
VCOP	Vocabulary	Noun phrases recap from Y3 and Y4; including thesaurus introduction	Can understand how words are related by meaning as synonyms and antonyms.	Can understand how words are related by meaning as synonyms and antonyms.				Recap on figurative language.	Can begin to understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form.				Can begin to understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form.			
	Conjunctions												Subordinating conjunctions.			
	Openers	Fronted adverbials recap from Y4							Recap of openers.							
Punctuation		Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.		Can begin to use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).			Recap of apostrophes for contraction Recap of possessive apostrophes for singular and plural nouns.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	Can begin to use punctuation correctly and effectively; commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.	
Grammar			Can use relative clauses beginning with who, which, where, when, whose, or that with an implied relative pronoun		Rules of adding "ing" to words- recap of Y2		Can use passive verbs to affect how information is presented.			Perfect form	Short sentences for effect.				Can use relative clauses beginning with who, which, where, when, whose, or that with an implied relative pronoun	Dialects.