Year 5												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.	Paraphernalia by George Mackay Brown	Everythin g You Need To Know About Snakes by John Woodwar d	ATHEFIN THE VILLAGE ON STATE OF THE VILLAGE ON STATE O	Extreme Animals by Nicola Davies	'Art' from A Word in Your Ear by Tony Ross	The Everyday Journeys of Ordinary Things by Libby Deutsch and Valpuri Kerttula	Chitty Chitty Bang Bang and the Race Against Time by Frank Cottrell- Boyce		Inside the Villains (4 weeks) by Clotilde Perrin	101 Things To Do to Become a Superharo of old genitud 101 Things To Do to Become a Superhero or Evil Genius (4 weeks) by Richard Horne and Helen Szirtes		The Lost Words by Robert McFarlane and Jackie Morris
Big Ideas (audience and purpose and form)	Description of setting Using a film as a stimulus. Atmosphere.	How layout and organis ation affects the purpos e and content in non-fiction	Wishing tale set in everyday context. Cultural diversity	Non- chronologi cal report for a young reader	A ghost story	Sequential explanatio ns of everyday things	Classic, adventure story		Traditional fairy tale elements Hybrid text (narrative/information)	Instruction al and explanator y manual		Poetry based on the natural world
Focus	Consolidate understandin g of single and multi- clause sentences	Organis ation: cohesio n and layout devices	Creating character including use of dialogue	Informatio n presented concisely. Balance of formal and informal writing	Developin g and varying atmospher e Cohesion Developin g plot	Layout and organisati on Cohesion	Dialogue to convey character Develop plot.		Understan ding the archetypal characters Presentin g them in narrative and nonnarrative form.	Formality and register (authoritati ve voice)		Poetic devices and poetic structures Vocabular y choice Punctuatio n to avoid ambiguity in poetry
Purposeful Writing Outcomes	PI – you do/ paragraph of	PI – you do/	PI – you do/ to write a	PI – you do/ write about	PI – you do/ To write their	PI – you do/ sequential	PI – you do/ to write a		PI – you do/ to retell/	PI – you do/ to include		PI – you do/ they write

	section of the story	Informatio n text on interests of the child (not animals) with at least three sections.	wishing tale of their own	an animal or plant that survives in extreme desert conditions.	own ghost story following the blue print of the modelled text.	explanation of how does water get into my tap (water cycle, purifying etc)	chapter for the book where chitty visits Anglo- Saxons or Roman (history link)	rewrite a story about a chosen character. To produce a fact file about chosen character. To write a first person introduction about this character.	one of the fairy tale characters in the manual	their own poem based on something from the natural world and illustrate this.
Grammar and Punctuation Numbers represent how many times you will cover the objective throughout the year. (4) (5) (6) (2) (2) (8) (2)	Simple clause structure Subject-verb agreement (4) Adverbials (5) Expanded nouns (6)	Noun phrases includin g relative clauses Verb tenses (2) Vocabu lary choices (2) Modal verbs (2)	Writing multi-clause sentences Commas for clarity Integrating dialogue to convey character (8)	Revising multi-clause sentences Cohesion within and between paragraph s Precision in the use of noun phrases Revise relative clauses Introduce parenthesi s	Link within and between paragraph Using a range of punctuation within sentences Using dialogue for character and to advance the action.	Linking with adverbials of time Expanded noun phrases to convey complicat ed writing precisely Relative clauses as part of a noun phrase Parenthes is (adding informatio n)	Expanded noun phrases for descriptions. Using the perfect form of the verb Using and punctuating dialogue to convey character and convey action Revision of punctuating for parenthesis	Cohesion within and between paragraph Vocabular y structures to reflect formality. Purposefu I choice of punctuation	Revisiting multi-clause sentences Modal verbs (adverbs for possibility) Using punctuation to enhance the meaning (hyphen/d ash)	Expanded nouns to describe Using commas to clarify meaning Using parenthesi s
Spelling (Spelling Shed)										