


Writing Curriculum Map

Year 5

Term (Weeks)		Autumn 1 (7)		Autumn 2 (7)	
Shared Reading (Key Text)	Daffodils by William Wordsworth	War of the Worlds by H.G. Wells		The Golden Horsemen of Baghdad by Saviour Pirotta	
Genre and Weeks	Poetry (2) Type: Lyrical Purpose: To entertain the reader	Narrative (5) Type: Suspense story Focus: Suspense Purpose: To create suspense that builds tension, scares the reader and keeps them wanting to find out what will happen		Narrative (4) Type: Journey story Focus: Action Purpose: To generate pace, show how a character acts and reacts and develop atmosphere	Non-Fiction (3) Type: Discussion Form: Discussion text for book club podcast Purpose: To discuss a topic
Hook (Examples)	Enter the classroom to find it decorated with daffodils (photographs of them en masse and close ups etc.) Read the poem and discuss the effect of seeing the daffodils on the poet. What natural things do you hold dear? What lifts your spirits?	Open a special delivery – inside is a copy of the book and an instruction to watch “ New Media ” (The Literacy Shed sci-fi film). Discuss the genre (science fiction) and children’s initial emotions and responses to the video. Explain that’s the response we’re going to create for our readers!		Play a Desert Escape Room Game – what would be worth making this difficult journey for? Reveal the front cover of The Golden Horsemen of Baghdad and read synopsis. Discuss why Jabir might eventually need to cross a desert.	Listen to an episode of a child-friendly podcast e.g. What If World. Explain that the children are going to write a discussion text that they will read aloud to make their own podcast, based on The Golden Horsemen of Baghdad.
Journey (Examples)	Imitation and model text: Daffodils (original) Innovation: own nature-inspired poem (The Forest – familiar setting – can take children into the forest to shared write) Independent application: own nature-inspired poem e.g. beach, field of wheat, sunflowers, meadow	Imitation and model text: War of the Worlds (simplified – alien invasion of Earth) Innovation: suspense story with a different science fiction creature that invades – the arrival of a “crystal swarm” Independent application: own suspense story with science fiction creatures that invade e.g. iron spiders, shadow stalkers, mist walkers, jelly spheres		Imitation and model text: The Golden Horsemen of Baghdad (simplified version, focusing on Jabir and Moussa’s task, the attempt to steal Jabir’s invention, the Caliph’s contest and Jabir’s new beginning) Innovation: sequel including Jabir (The Messenger’s Mission – Jabir and Moussa must travel to Samarkand to deliver an important message but someone wants to sabotage them) Independent application: own sequel including Jabir (e.g. Jabir and Moussa discover a secret tunnel under the city but someone is using it to smuggle dangerous objects into the Caliph’s palace... or a fire breaks out at the House of Wisdom and Jabir must save ancient scrolls... or Jabir is chosen to ride with the horsemen to protect the honour of the Caliph’s court but someone wants him to fail)	Imitation and model text: Should Jabir go to Baghdad? Innovation: Should Moussa tell the Caliph’s guards? Independent application: Should Jabir be imprisoned for theft?
Toolkit and Planning Tool (T4W) <i>NB: Toolkits are important elements for oral retelling and for impacting the reader but may include elements beyond your year group’s expectations for GPS. Journeys must reflect the GPS objectives below.</i>	Generate toolkit based upon cohort-specific needs (what GPS do children need support with?) Planning tool: text map	Toolkit: Suspense Planning tool: box up plan		Toolkit: Action Planning tool: box up plan	Toolkit: Discussion Planning tool: box up plan

 = new GPS (other objectives need regularly revisiting and consolidating)

Writing Curriculum Map

Year 5


Term (Weeks)		Autumn 1 (7)		Autumn 2 (7)	
Shared Reading (Key Text)		Daffodils by William Wordsworth	War of the Worlds by H.G. Wells	The Golden Horsemen of Baghdad by Saviour Pirotta	
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell most Year 3 / Year 4 words</p> <p>Identify and secure:</p> <ul style="list-style-type: none"> Verb forms – progressive / simple Identifying word classes: prepositions, noun, verb, adjective, adverb Prepositional phrases 	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p> <p>Identify modal verbs e.g. might, should, will, must</p>
	Sentence	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher à the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher à the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p>	<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher à the strict maths teacher with curly hair)</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must</p>	<p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must</p>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material (stanzas)</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p>
Handwriting (RWI)	Stage 3 – revise joins (x2 per week) depending on cohort's needs		Stage 3 – revise joins (x2 per week) depending on cohort's needs		
Spelling (Ed. Shed)	<p>Stage 5 – Autumn 1</p> <ol style="list-style-type: none"> Step 1 – words ending in -tious and -ious Step 2 – words ending in -cious Step 3 – words ending in -cial Step 4 – words ending in -tial Step 5 – words ending in -cial and -tial Step 6 – challenge words e.g. appreciate, immediately, thorough, vegetable 		<p>Stage 5 – Autumn 2</p> <ol style="list-style-type: none"> Step 7 – words ending in -ant Step 8 – words ending in -ance and -ancy Step 9 – words ending in -ent and -ence Step 10 – words ending in -able and -ible Step 11 – words ending in -ably and -ibly Step 12 – challenge words e.g. accommodate, opportunity, sincerely, suggest 		

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Writing Curriculum Map

Year 5

Term and Weeks		Spring 1 (6)		Spring 2 (6)	
Shared Reading (Key Text)		Holes by Louis Sachar		Holes by Louis Sachar	
Genre and Weeks		Non-Fiction Short-Burst Write (2)	Non-Fiction (4)	Narrative (4)	Non-Fiction Short-Burst Write (2)
		Type: Information Form: Fact file Purpose: To inform the reader	Type: Persuasion (informal) Form: Persuasive letter Purpose: To persuade your reader	Type: Cumulative Focus: Dialogue Purpose: To create dialogue that sounds real, reflects characters and moves action forwards	Type: Recount Form: Newspaper report Purpose: To recount an event
Hook (Examples)		A Suitcase of Secrets : invite children to open a suitcase containing objects / photographs from the story (such as a small shovel, a plastic lizard, a mini treasure chest, a can of peaches, onions, a golden lipstick tube and a packet of sunflower seeds). Reveal one at a time and discuss possible significances of each, predicting what the story might be about.	Greet the children dressed in role as Stanley and invite them to hot seat you, forming questions relating to Stanley's emotions around being wrongly sent to Camp Green Lake and how the adults treat them. Start the journey with plenty of drama and a short-burst write – Stanley's recount (diary entry) of his first day at Camp Green Lake. Lead into needing to persuade Mum to let him out.	Start with a short-burst write challenge – children work in pairs to select a scene from Holes and draft a brief playscript, detailing conversation between two characters. Then briefly perform in pairs.	Reveal a water damaged news report with parts of the heading still visible e.g. "Camp G..... Manager ... F... Questions." It finally rained again in Green Lake but the text has been ruined. Can you rewrite it?
Journey (Examples)		Imitation and model text: N/A Innovation: Non-chronological report – fact file about dragons Independent application: Non-chronological report – fact file about Yellow-Spotted Lizards	Imitation and model text: letter from Jabir to the Caliph, persuading him to grant him an audience so he can share his invention (previously read text – The Golden Horsemen of Baghdad) Innovation: letter from Fern to her dad, persuading him not to kill Wilbur (previously read text – Charlotte's Web) Independent application: letter from Stanley to his mum, persuading her to let him return from Camp Green Lake	Imitation and model text: Chapter including dialogue between Stanley and Zero when they first met (reveal how they begin to trust one another, Stanley's kindness and Zero's shyness and how they form their alliance – moving action on by detailing how they become friends at the end of the discussion) Innovation: Chapter including Stanley and Zero's plan to escape to God's Thumb (reveal their bravery and determination and Zero's loyalty – moving action on by detailing the plan they make) Independent application: Chapter including Stanley confronting the Warden (reveal Stanley's growing courage and sense of justice and her reaction to that – moving action on by the Warden giving Stanley a punishment)	Imitation and model text: N/A Innovation: newspaper report: "Local Boy Sent to Camp Under Mysterious Circumstances" (Stanley's arrest and sentencing to CGL, including reactions from the community) Independent application: newspaper report: Camp Green Lake Manager Faces Questions" (report on the Warden's leadership and controversies, including reports from fictional camp staff)
Toolkit and Planning Tool (T4W) <i>NB: Toolkits are important elements for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</i>		Toolkit: Information Planning tool: shared box up plan	Toolkit: Persuasion (informal – PEIA toolkit) Planning tool: box up plan	Toolkit: Dialogue Planning tool: box up plan	Toolkit: Instructions Planning tool: text map

 = new GPS (other objectives need regularly revisiting and consolidating)

Writing Curriculum Map

Year 5

Term and Weeks		Spring 1 (6)		Spring 2 (6)	
Shared Reading (Key Text)		Holes by Louis Sachar		Holes by Louis Sachar	
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p> <p>Identify modal verbs e.g. might, should, will, must</p> <p>Identify modal adverbs e.g. perhaps, surely</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use a range of tenses – present perfect, present progressive and simple present / present past, past progressive and simple past</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p>
	Sentence	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify the difference between direct and indirect (reported) speech</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Begin to vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify the difference between direct and indirect (reported) speech</p>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets to indicate parenthesis</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets and dashes to indicate parenthesis</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p>
Handwriting	<p>Maintain fluency and joins when writing passages: Y3+Y4 English Dictation Activities 1-4 (x1 every fortnight)</p>		<p>Maintain fluency and joins when writing passages: Y3+Y4 English Dictation Activities 5-8 (x1 every fortnight)</p>		
Spelling (Ed. Shed)	<p>Stage 5 – Spring 1</p> <ol style="list-style-type: none"> Step 13 – words ending in -able where the e from the root word remains Step 14 – words that are adverbs of time Step 15 – words with suffixes where the root word ends in fer Step 16 – words with 'silent' first letters Step 17 – words with 'silent' letters Step 18 – challenge words e.g. ancient, excellent, foreign, symbol 		<p>Stage 5 – Spring 2</p> <ol style="list-style-type: none"> Step 19 – words with ie after c Step 20 – words where 'ei' can make an ee sound Step 21 – words where 'ough' makes an or sound Step 22 – words containing 'ough' Step 23 – adverbs of possibility and frequency Step 24 – challenge words e.g. accompany, desperate, nuisance, queue, restaurant 		

Use brackets, dashes and commas to indicate parenthesis = new GPS (other objectives need regularly revisiting and consolidating)

Writing Curriculum Map

Year 5

Term and Weeks		Summer 1 (5)		Summer 2 (7)		
Shared Reading (Key Text)		Street Child by Berlie Doherty		Rooftoppers by Katherine Rundell		
Genre and Weeks		Narrative (4)	Non-Fiction Short Burst Write (1)	Narrative Short-Burst Write (2)	Non-Fiction (3)	Non-Fiction Short Burst Write (2)
		Type: Character description Focus: Characterisation Purpose: To create characters that sound real and that the reader can imagine	Type: Instructions Form: Set of instructions Purpose: To instruct the reader	Type: Setting description Focus: Settings Purpose: To create a setting that the reader can imagine, which sounds real and that the reader can imagine	Type: Persuasion (formal) Form: Speech Purpose: To persuade your reader	Type: Explanation Form: Explanation text Purpose: To explain something
Hook (Examples)		Play songs that convey a theme of hope e.g. Lean On Me by Bill Withers, Here Comes the Sun by The Beatles and Somewhere Over the Rainbow. Then show images of poor people during the Victorian era and share the excerpt in Street Child about the real-life inspiration of Dr. Barnardo. Discuss what might have happened to Jim. How would you maintain hope? How would you help?	Give children scraps of fabric and string. Challenge them to make a rag doll within the timeframe given. Discuss how Jim and the other children find comfort and express their creativity by making rag dolls. Let's write a set of instructions.	Invite children to take items from a story bag e.g. postcard from Paris, statue of the Eiffel Tower and a French map etc. Reveal the front cover and the blurb, making predictions.	<u>Speeches That Changed the World</u> : share clips of or read famous speeches aloud e.g. Martin Luther King Jr's "I have a dream," Winston Churchill's "we shall fight on the beaches" or Malala Yousafzai's "dear sisters and brothers." Discuss the emotional power of these speeches and explain that the children will craft a speech of their own for Charles.	Receive instructions from "The Skywalkers' Guild" – a fictional society of rooftoppers. We need to make sure that all who desire to be rooftoppers know how to. Can you write an explanation text for us?
Journey (Examples)		Imitation and model text: Jim (from Street Child) – determined, hopeful and innocent tone Innovation: Fagin (from Oliver) – cruel, intimidating and merciless tone Independent application: Grimy Nick (from Street Child) – cruel, intimidating and merciless tone	Imitation and model text: N/A Innovation: How to Make Sploosh (previously read text – Holes) Independent application: How to Make a Rag Doll (inspired by the children in Street Child using scraps to make rag dolls)	Imitation and model text: N/A Innovation: description of London (unwelcoming tone e.g. during Victorian era) Independent application: description of Paris (unwelcoming tone e.g. when in hiding)	Imitation and model text: simplified version of Malala's speech (dear sisters and brothers...") Innovation: persuasive speech in role as Jim (previously read text – Street Child), explaining why he should be removed from his aunt's care Independent application: persuasive speech in role as Charles presenting to The National Childcare Agency, explaining why Sophie should remain in his care	Imitation and model text: N/A Innovation: How Are Rooftop Homes and Hideouts Made? Independent application: How do Rooftoppers Travel?
Toolkit and Planning Tool <i>NB: Toolkits are important elements for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</i>		Toolkit: Characterisation Planning tool: box up plan	Toolkit: Instructions Planning tool: box up plan	Toolkit: Settings Planning tool: shared box up plan	Toolkit: Persuasion (formal – PEIA toolkit) Planning tool: box up plan	Toolkit: Persuasion (formal – PEIA toolkit) Planning tool: box up plan

= new GPS (other objectives need regularly revisiting and consolidating)

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Year 5

Term and Weeks		Summer 1 (5)		Summer 2 (7)	
Shared Reading (Key Text)		Street Child by Berlie Doherty		Rooftoppers by Katherine Rundell	
Grammar, Punctuation and Spelling (National Curriculum)	Word	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell some Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p> <p>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell many Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p>	<p>Spell most Year 3 / Year 4 words</p> <p>Spell many Year 5 / Year 6 words</p> <p>Use a range of tenses – perfect, progressive and simple (past, present, future)</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use pronouns or nouns appropriately for clarity, cohesion and to avoid repetition (including possessive pronouns)</p> <p>Identify relative pronouns</p> <p>Identify modal verbs e.g. might, should, will, must</p> <p>Identify modal adverbs e.g. perhaps, surely</p> <p>Use verb prefixes (dis-, de-, mis, over- and re-)</p>
	Sentence	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within a paragraph, using adverbials of time, place and number or tense choices</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within a paragraph, using adverbials of time, place and number or tense choices</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Indicate degrees of possibility using modal verbs e.g. might, should, will, must and modal adverbs e.g. perhaps, surely</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use coordination (FANBOYS – for, and, nor, but, or, yet, so)</p> <p>Extend the range of sentences with more than one clause and express time, place and cause by using a wider range of conjunctions (A WHITE BUS – as, although, when, while, however, if, that, before, because, until, unless, so, since)</p> <p>Vary the position of the subordinate clause for effect</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun</p> <p>Use adverbs to express time, reason, manner and place (TRaMP – time, reason AND manner, place)</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p> <p>Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns</p>
	Punctuation	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list and after fronted adverbials</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p>	<p>Punctuate sentences correctly (capital letters, full stops, exclamation marks, question marks)</p> <p>Use commas to separate items in a list, after fronted adverbials and to clarify meaning / avoid ambiguity</p> <p>Use apostrophes to mark plural possession e.g. boy's name / boys' names</p> <p>Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause and end punctuation within inverted commas)</p> <p>Use paragraphs as a way of grouping related material</p> <p>Use brackets, dashes and commas to indicate parenthesis</p>
Handwriting	<p>Maintain fluency and joins when writing passages: Y5+Y6 English Dictation Activities 1-4 (x1 every fortnight)</p>		<p>Maintain fluency and joins when writing passages: Y5+Y6 English Dictation Activities 5-8 (x1 every fortnight)</p>		
Spelling (Ed. Shed)	<p>Stage 5 – Summer 1</p> <ol style="list-style-type: none"> Step 25 – words that are homophones or near homophones e.g. advice / advise, practice / practise Step 26 – words that are homophones e.g. isle / aisle, allowed / aloud Step 27 – words that are homophones e.g. bridal / bridle, guessed / guest Step 28 – words that are homophones or near homophones e.g. cereal / serial, principal / principle Step 29 – words that are homophones or near homophones e.g. affect / effect, who's / whose Step 30 – challenge words e.g. achieve, bargain, community, necessary, vehicle 		<p>Stage 5 – Summer 2</p> <ol style="list-style-type: none"> Step 31 – words with hyphens Step 32 – challenge words e.g. ancient, deceive Step 33 – revision words e.g. accompany, bought, definitely, though Step 34 – revision words e.g. comfortably, manageable, understandable Step 35 – revision words e.g. probably, receive, thought Step 36 – revision words e.g. aloud, precede, stationary 		

Identify and use devices to build cohesion within and across paragraphs, using adverbials of time, place and number, correct tense choices and pronouns = new GPS (other objectives need regularly revisiting and consolidating)