

Year 5 Term 1

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Narrative Structure	1, 2, 4, 9, 13, 14 (GfW 38)	3, 6 (GfW 34)	1, 2, 3, 9	2	Class novel Short stories Extracts	<ul style="list-style-type: none"> Reading journal Narrative planning
Plays	5, 18, 19, 20	2 (GfW 33), 5, 7 (GfW 36)	1, 2, 3	2	Plays of known texts	<ul style="list-style-type: none"> Scene or short play to be performed
Aspects of narrative	3, 10, 11, 12, 13, 15	4 (GfW 35), 5, 7 (GfW 36)	1, 2, 3, 7, 10	2/3	Class novel Short story Extracts	<ul style="list-style-type: none"> Two story beginnings Reading journal New scene or character written into a story
Poetry	6, 7, 8, 16, 17	1	4 (SB p.40)	2	Range of poems	<ul style="list-style-type: none"> Two contrasting poems
Notetaking and recount	21, 23, 24, 26, 27	1, 3 (GfW 34), 4 (GfW 35), 5 (GfW 36), 8 (GfW 37)	6 (SB p.43), 8 (SB p.44)	3	Examples of notes Recounts of events, activities/visits related to other curriculum areas News reports	<ul style="list-style-type: none"> Notes for recounts Two recounts of same event for different readers
Instructions	22, 25	3 (GfW 34), 9	5 (SB p.41&42)	1	Instructions linked to other curriculum areas	<ul style="list-style-type: none"> Instructions to be tested

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

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Unit: Narrative structure Duration: 2 weeks	Text(s): Class novel; short stories; extracts Outcomes: Reading journal; narrative planning	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to analyse the features of a good opening and compare a number of story openings;</p> <p>T2 to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution;</p> <p>T4 to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays;</p> <p>T9 to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imaging events that are described;</p> <p>T13 to record their ideas, reflections and predictions about a book e.g. through a reading log or journal;</p> <p>T14 to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters. (<i>Grammar for writing</i> Unit 38)</p>	<p>S3 to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;</p> <p>S6 to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list. (<i>Grammar for writing</i> Unit 34)</p>	<p>W1 to identify miss-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p> <p>W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;</p> <p>W3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.); <p>W9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. <i>the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up for it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up</i>. Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing.</p>

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Unit: Plays Duration: 2 weeks	Text(s): Plays of known texts Outcomes: Scene or short play to be performed	
Text level objectives	Sentence level objectives	Word level objectives
<p>T5 to understand dramatic conventions including:</p> <ul style="list-style-type: none"> the conventions of scripting (e.g. stage directions, asides); how character can be communicated in words and gesture; how tension can be built up through pace, silences and delivery; <p>T18 write own play script, applying conventions learned from reading; include production notes;</p> <p>T19 to annotate a section of play script as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience;</p> <p>T20 to evaluate the script and the performance for their dramatic interest and impact.</p>	<p>S2 to understand the basic conventions of standard English and consider when and why standard English is used:</p> <ul style="list-style-type: none"> agreement between nouns and verbs; consistency of tense and subject; avoidance of double negatives; avoidance of non-standard dialect words (<i>Grammar for writing</i> Unit 33) <p>S5 to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through</p> <ul style="list-style-type: none"> finding and comparing examples from reading; discussing contexts and reasons for using particular forms and their effects; transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added; <p>S7 from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks. (<i>Grammar for writing</i> Unit 36)</p>	<p>W1 to identify miss-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p> <p>W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;</p> <p>W3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.).

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Unit: Aspects of narrative Duration: 2/3 weeks	Text(s): Class novel; short story; extracts Outcomes: 2 story beginnings; reading journal; new scene or character written into a story	
Text level objectives	Sentence level objectives	Word level objectives
<p>T3 to investigate how characters are presented, referring to the text:</p> <ul style="list-style-type: none"> through dialogue, action and description; how the reader responds to them (as victims, heroes etc.); through examining their relationships with other characters; <p>T10 to evaluate a book by referring to details and examples in the text;</p> <p>T11 to experiment with alternative ways of opening a story using, e.g. description, action or dialogue;</p> <p>T12 to discuss the enduring appeal of established authors and 'classic' texts;</p> <p>T13 to record their ideas, reflections and predictions about a book e.g. through a reading log or journal;</p> <p>T15 to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail.</p>	<p>S4 to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers (<i>Grammar for writing</i> Unit 35);</p> <p>S5 to understand the difference between direct and reported speech (e.g. 'she said, "I am going"' 'she said she was going'), e.g. through:</p> <ul style="list-style-type: none"> finding and comparing examples from reading; discussing contexts and reasons for using particular forms and their effects; transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added; <p>S7 from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks. (<i>Grammar for writing</i> Unit 36)</p>	<p>W1 to identify miss-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p> <p>W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;</p> <p>W3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; applying knowledge of spelling rules and exceptions; building words from other known words, and from awareness of the meaning or derivations of words; using dictionaries and IT spell-checks; using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.); <p>W7 to explain the differences between synonyms, e.g. <i>angry, irritated, frustrated, upset</i>; collect, classify and order sets of words to identify shades of meaning;</p> <p>W10 to use adverbs to qualify verbs in writing dialogue, e.g. <i>timidly, gruffly, excitedly</i>, using a thesaurus to extend vocabulary.</p>

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Unit: Poetry Duration: 2 weeks	Text(s): Range of poems Outcomes: Two contrasting poems	
Text level objectives	Sentence level objectives	Word level objectives
<p>T6 to read a number of poems by significant poets and identify what is distinctive about the style or content of their poems;</p> <p>T7 to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns.</p> <p>T8 to investigate and collect different examples of word play, relating form to meaning;</p> <p>T16 to convey feelings, reflections or moods in a poem through the careful choice of words and phrases;</p> <p>T17 to write metaphors from original ideas or from similes.</p>	<p>S1 investigate word order by examining how far the order of words in sentences can be changed:</p> <ul style="list-style-type: none"> • which words are essential to meaning; • which can be deleted without damaging the basic meaning; • which words or groups of words can be moved into a different order. 	<p>W4 to examine the properties of words ending in vowels other than the letter 'e'. (<i>Spelling bank</i> p.40)</p>

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Unit: Notetaking and recount Duration: 3 weeks	Text(s): Examples of notes; recounts of events, activities/visits related to other curriculum areas; news reports Outcomes: Notes for recounts; two recounts of same event for different readers	
Text level objectives	Sentence level objectives	Word level objectives
<p>T21 to identify the features of recounted texts such as sports reports, diaries, police reports, including:</p> <ul style="list-style-type: none"> • introduction to orientate reader; • chronological sequence; • supporting illustrations; • degree of formality adopted; • use of connectives e.g. <i>first...next...once</i>; <p>T23 to discuss the purpose of note-taking and how this influences the nature of notes made;</p> <p>T24 to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event;</p> <p>T26 to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking;</p> <p>T27 to use simple abbreviations in notetaking.</p>	<p>S1 investigate word order by examining how far the order of words in sentences can be changed:</p> <ul style="list-style-type: none"> • which words are essential to meaning; • which can be deleted without damaging the basic meaning; • which words or groups of words can be moved into a different order; <p>S3 to discuss, proof read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions (<i>Grammar for writing</i> Unit 34);</p> <p>S4 to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers (<i>Grammar for writing</i> Unit 35);</p> <p>S5 to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through</p> <ul style="list-style-type: none"> • finding and comparing examples from reading; • discussing contexts and reasons for using particular forms and their effects; • transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added (<i>Grammar for writing</i> Unit 36); 	<p>W6 to collect, and investigate the meanings and spellings of words using the following prefixes: <i>auto, bi, trans, tele, circum</i>; (<i>Spelling bank</i> p.43)</p> <p>W8 to identify word roots, derivations and spelling patterns, e.g. <i>sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission</i>, in order to extend vocabulary and provide support for spelling. (<i>Spelling bank</i> p.44)</p>

continued

Unit: Notetaking and recount - continued Duration: 3 weeks	Text(s): Examples of notes; recounts of events, activities/visits related to other curriculum areas; news reports Outcomes: Notes for recounts; two recounts of same event for different readers	
Text level objectives	Sentence level objectives	Word level objectives
	<p>S8 to revise and extend work on verbs (see Y4 objectives), focusing on:</p> <ul style="list-style-type: none"> tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will; forms: active, interrogate, imperative; person: 1st, 2nd, 3rd. Identify and classify examples from reading; experiment with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning. (<i>Grammar for writing</i> Unit 37) 	

Unit: Instructions Duration: 1 week	Text(s): Instructions linked to other curriculum areas Outcomes: Instructions to be tested	
Text level objectives	Sentence level objectives	Word level objectives
<p>T22 to read and evaluate a range of instructional texts in terms of their:</p> <ul style="list-style-type: none"> • purposes; • organisation and layout; • clarity and usefulness; <p>T25 to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games.</p>	<p>S3 to discuss, proof read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions (<i>Grammar for writing</i> Unit 34);</p> <p>S9 to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.</p>	<p>W5 to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add <i>-s</i> to most words; and <i>-es</i> to most words ending in <i>-s</i>, <i>-sh</i>, <i>-ch</i>; change <i>-f</i> to <i>-ves</i>; when <i>-y</i> is preceded by a consonant, change to <i>-ies</i>; when <i>-y</i> is preceded by a vowel, add <i>-s'</i>. (<i>Spelling bank</i> p.41, p4.2)</p>

Year 5 Term 2

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Traditional stories & fables	1, 2, 3, 9, 11, 14	2 (GfW 33) 6 (GfW 41)	2, 5 (SB p.48), 10, 12	2	Traditional stories, fables,	<ul style="list-style-type: none"> Written version of fable Oral retelling
Poetry	4, 5, 6, 7, 10, 12	4, 10 (GfW 39)	7 (SB p.50), 11	2	Longer classic poetry Narrative poetry	<ul style="list-style-type: none"> Choral performance Additional verse of poem
Myths and legends	1, 2, 8, 10, 11, 13	1 (GfW 28 & 31), 3 (GfW 35)	4, (SB p.45-47)	3	Myths and legends	<ul style="list-style-type: none"> Myth and/or legend
Explanation texts	15, 16, 17, 18, 19, 21, 22, 24	8, 9 (GfW 40)	1, 8 (SB p.51), 9	2	Range of explanatory texts – linked to other curriculum areas	<ul style="list-style-type: none"> Notes Explanatory text for a younger audience
Non-chronological report	16, 17, 18, 20, 22, 23, 24	5, 7, 9 (GfW 40)	3, 6 (SB p.49)	2	Range of non-chronological reports	<ul style="list-style-type: none"> Notes Non-chronological report related to other curriculum area

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Year 5 Term 2

<p>Unit: Traditional stories and fables</p> <p>Duration: 2 weeks</p>	<p>Text(s): Traditional stories, fables</p> <p>Outcomes: Written version of fable; oral retelling</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends;</p> <p>T2 to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories;</p> <p>T3 to explore similarities and differences between oral and written storytelling;</p> <p>T9 to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction;</p> <p>T11 to write own versions of legends, myths and fables, using structures and themes identified in reading;</p> <p>T14 make notes of story outline as preparation for oral storytelling.</p>	<p>S2 to consolidate the basic conventions of standard English:</p> <ul style="list-style-type: none"> • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words (<i>Grammar for writing</i> Unit 33); <p>S6 to be aware of the differences between spoken and written language, including;</p> <ul style="list-style-type: none"> • conventions to guide reader; • the need for writing to make sense away from immediate context; • the use of punctuation to replace intonation, pauses, gestures; • the use of complete sentences. (<i>Grammar for writing</i> Unit 41) 	<p>W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;</p> <p>W5 to investigate words which have common letter strings but different pronunciations, e.g. <i>rough, cough, bough; boot, foot</i> (<i>Spelling bank</i> p.48)</p> <p>W10 to investigate further antonyms. Why do some words have opposites, e.g. <i>near, over</i>, while others have more than one opposite, e.g. <i>big, right</i>, and others have none, e.g. <i>green, wall</i>? Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children's knowledge of adjectives and adverbs;</p> <p>W12 to investigate metaphorical expressions and figures of speech from everyday life.</p>

Year 5 Term 2

Unit: Poetry Duration: 2 weeks	Text(s): Longer classic poetry; narrative poetry. Outcomes: Choral performance; additional verse of poem	
Text level objectives	Sentence level objectives	Word level objectives
<p>T4 to read a range of narrative poems;</p> <p>T5 to perform poems in a variety of ways;</p> <p>T6 to understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features;</p> <p>T7 to compile a class anthology of favourite poems with commentaries which illuminate the choice;</p> <p>T10 to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose;</p> <p>T12 to use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas.</p>	<p>S4 to revise Y4:</p> <ul style="list-style-type: none"> • the different kinds of noun; • the function of pronouns; • agreement between nouns, pronouns and verbs; <p>S10 to ensure that, in using pronouns, it is clear to what or to whom they refer. (<i>Grammar for writing</i> Unit 39)</p>	<p>W7 – to explore spelling patterns of consonants and formulate rules; the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. <i>their, theirs; your, yours; my mine</i> (<i>Spelling bank</i> p.50)</p> <p>W11 to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. <i>splash, plop, bang, clash, smack, trickle, swoop</i>.</p>

Year 5 Term 2

Unit: Myths and legends Duration: 3 weeks	Text(s): Myths and legends Outcomes: Myth and/or legend	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends;</p> <p>T2 to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories;</p> <p>T8 to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains, and perspectives on the action from different characters;</p> <p>T10 to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose;</p> <p>T11 to write own versions of legends, myths and fables, using structures and themes identified in reading;</p> <p>T13 to review and edit writing to produce a final form, matched to the needs of an identified reader.</p>	<p>S1 to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes (<i>Grammar for writing</i> Units 28, 31);</p> <p>S3 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures. (<i>Grammar for writing</i> Unit 35)</p>	<p>W4 to explore spelling patterns of consonants and formulate rules:</p> <ul style="list-style-type: none"> • -ll in full becomes l when used as a suffix; • words ending with a single consonant preceded by a short vowel double the consonant before adding -ing, etc. e.g. <i>hummed, sitting, wetter</i>; • c is usually soft when followed by i e.g. <i>circus, accident</i>. (<i>Spelling bank</i> p.45-47)

Year 5 Term 2

Unit: Explanation texts Duration: 2 weeks	Text(s): Range of explanatory texts – linked to other curriculum areas. Outcomes: Notes; explanatory text for a younger audience	
Text level objectives	Sentence level objectives	Word level objectives
<p>T15 to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language (<i>if...then, might when the...</i>); use of words/phrases to make sequential, casual, logical connections, e.g. <i>while, during, after, because, due to, only when, so</i>;</p> <p>T16 to prepare reading by identifying what they already know and what they need to find out;</p> <p>T17 to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using CDROM and other IT sources, where available;</p> <p>T18 how authors record and acknowledge their sources;</p> <p>T19 to evaluate texts critically by comparing how different sources treat the same information;</p>	<p>S8 to construct sentences in different ways, while retaining meaning through, through:</p> <ul style="list-style-type: none"> • combining two or more sentences; • reordering them; • deleting or substituting words; • writing them in more telegraphic ways; <p>S9 to secure the use of comma in embedding clauses within sentences. (<i>Grammar for writing Unit 40</i>)</p>	<p>W1 to identify mis-spelt words in their own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p> <p>W8 to recognise and spell the suffix: <i>-cian</i>, etc. (<i>Spelling bank p.51</i>);</p> <p>W9 to search for, collect, define and spell technical words derived from work in other subjects.</p>

continued

<p>Unit: Explanation texts - continued</p> <p>Duration: 2 weeks</p>	<p>Text(s): Range of explanatory texts – linked to other curriculum areas.</p> <p>Outcomes: Notes; explanatory text for a younger audience</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
<p>T21 to convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation;</p> <p>T22 to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;</p> <p>T24 to evaluate their work.</p>		

Year 5 Term 2

Unit: Non-chronological report Duration: 2 weeks	Text(s): Range of non-chronological reports Outcomes: Notes; non-chronological report related to other curriculum areas	
Text level objectives	Sentence level objectives	Word level objectives
<p>T16 to prepare for reading by identifying what they already know and what they need to find out;</p> <p>T17 to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using CDROM and other IT sources, where available;</p> <p>T18 how authors record and acknowledge their sources;</p> <p>T20 notemaking: to discuss what is meant by 'in your own words' and when is it appropriate to copy, quote and adapt;</p> <p>T22 to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;</p> <p>T23 to record and acknowledge sources in their own writing;</p> <p>T24 to evaluate their work.</p>	<p>S5 to use punctuation effectively to signpost meaning in longer and more complex sentences;</p> <p>S7 to explore ambiguities that arise from sentence contradictions, e.g. through signs and headlines: <i>'police shot man with knife'</i>, <i>Nothing acts faster than Anadin</i>, <i>Baby Changing Room</i>;</p> <p>S9 to secure the use of comma in embedding clauses within sentences. (<i>Grammar for writing Unit 40</i>)</p>	<p>W3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-check; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.); <p>W6 to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. eight, ate; grate, great; rain, rein, reign. (<i>Spelling bank p.49</i>)</p>

Year 5 Term 3

Unit	Text level	Sentence level	Word level	Weeks	Text(s)	Outcome
Narrative - empathy/point of view	1, 2, 3, 7, 8	1, 2 (GfW 35), 3 (GfW 42), 5 (GfW 27)	1, 2, 3, 9, 11	2/3	Range of novels, stories from variety of cultures and traditions	<ul style="list-style-type: none"> Shot story written from point of view of different character Reading journal
Poetry	4, 5, 6, 11		4 (SB p.52), 5 (SB p.53-55)	2	Range of choral and performance poetry	<ul style="list-style-type: none"> Performance of poetry (two different styles including one example from 'older literature') Poem in style of one of the performance poems
Narrative - author style	6, 8, 9, 10	1 (GfW 33), 2 (GfW 35)	1, 2, 3, 8,10	2/3	Stories/novel from variety of cultures, traditions. Older literature	<ul style="list-style-type: none"> Reading journal Additional chapter written in style of author
Persuasion	12, 13, 14, 15, 16, 17, 18, 19	4, 6, 7 (GfW 43)	6 (SB p.56), 7 (SB p.57), 11, 12, 13	2x2	Range of letters, commentaries, leaflets	<ul style="list-style-type: none"> Letter of complaint Written commentary presenting two sides of an argument – linked to other curriculum area Debate

These units can be taught in any order and some word and sentence level objectives may need to be rearranged.

Year 5 Term 3

<p>Unit: Narrative - empathy/point of view</p> <p>Duration: 2/3 weeks</p>	<p>Text(s): Range of novels, stories from variety of cultures and traditions</p> <p>Outcomes: Short story written from point of view of different character; reading journal</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T1 to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs:</p> <ul style="list-style-type: none"> • identify these features by reference to the text; • consider and evaluate these features in relation to their own experience; <p>T2 to identify the point of view from which a story is told and how this affects the reader's response;</p> <p>T3 to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective;</p> <p>T7 to write another character's point of view e.g. retelling an incident in letter form;</p> <p>T8 to record predictions, questions, reflections while reading, e.g. through the use of a reading journal.</p>	<p>S1 to secure the basic conventions of standard English:</p> <ul style="list-style-type: none"> • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words; <p>S2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures (<i>Grammar for writing</i> Unit 35);</p> <p>S3 to search for, identify and classify a range of prepositions: <i>back, up, down, across, through, on</i>, etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term preposition (<i>Grammar for writing</i> Unit 42);</p> <p>S5 to revise use of apostrophes for possession (from Y4 term 1). (<i>Grammar for writing</i> Unit 27)</p>	<p>W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p> <p>W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;</p> <p>W3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.);

continued

<p>Unit: Narrative - empathy/point of view - continued Duration: 2/3 weeks</p>	<p>Text(s): Range of novels, stories from variety of cultures & traditions Outcomes: Short story written from point of view of different character; reading journal</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
		<p>W9 to understand how words vary across dialects, e.g. plimsolls, daps, sand-shoes, pumps; W11 to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses.</p>

Year 5 Term 3

Unit: Poetry Duration: 2 weeks	Text(s): Range of choral and performance poetry Outcomes: Performance of poetry (two different styles including one example from 'older literature'); poem in style of one of the performance poems.	
Text level objectives	Sentence level objectives	Word level objectives
<p>T4 to read, rehearse and modify performance of poetry;</p> <p>T5 to select poetry, justify their choices, e.g. in compiling class anthology;</p> <p>T6 to explore the challenge and appeal of older literature through:</p> <ul style="list-style-type: none"> • listening to older literature being read aloud; • reading accessible poems, stories and extracts; • reading extracts from classic serials shown on television; • discussing differences in language used; <p>T11 to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation.</p>		<p>W4 to spell unstressed vowels in polysyllabic words, e.g. <i>company, portable, poisonous interest description, carpet, sector, freedom, extra, etc.</i> (<i>Spelling bank</i> p.52);</p> <p>W5 to investigate and learn spelling rules:</p> <ul style="list-style-type: none"> • words ending in modifying <i>e</i> drop <i>e</i> when adding <i>ing</i>, e.g. <i>taking</i>; • words ending in modifying <i>e</i> keep <i>e</i> when adding a suffix beginning with a consonant, e.g. <i>hopeful, lovely</i>; • words ending in <i>y</i> preceded by a consonant change <i>y</i> to <i>ie</i> when adding a suffix, e.g. <i>flies, tried</i> – except suffixes <i>ly</i> or <i>ing</i>, e.g. <i>shyly, flying</i>; <i>i</i> before <i>e</i> except after <i>c</i> when the sound is <i>ee</i>, e.g. <i>receive</i>. Note and learn exceptions (<i>Spelling bank</i> p.53–55).

Year 5 Term 3

<p>Unit: Narrative - author style</p> <p>Duration: 2/3 weeks</p>	<p>Text(s): Stories/novel from variety of cultures, traditions. Older literature</p> <p>Outcomes: Reading journal; additional chapter written in style of author.</p>	
Text level objectives	Sentence level objectives	Word level objectives
<p>T6 to explore the challenge and appeal of older literature through:</p> <ul style="list-style-type: none"> • listening to older literature being read aloud; • reading accessible poems, stories and extracts; • reading extracts from classic serials shown on television; • discussing differences in language used; <p>T8 to record predictions, questions, reflections while reading, e.g. through the use of a reading journal;</p> <p>T9 to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter;</p> <p>T10 to write discursively about a novel or story, e.g. to describe, explain, or comment on it.</p>	<p>S1 to secure the basic conventions of standard English:</p> <ul style="list-style-type: none"> • agreement between nouns and verbs; • consistency of tense and subject; • avoidance of double negatives; • avoidance of non-standard dialect words (<i>Grammar for writing</i> Unit 33); <p>S2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures. (<i>Grammar for writing</i> Unit 35)</p>	<p>W1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn them;</p> <p>W2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;</p> <p>W3 to use independent spelling strategies, including:</p> <ul style="list-style-type: none"> • building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings; • applying knowledge of spelling rules and exceptions; • building words from other known words, and from awareness of the meaning or derivations of words; • using dictionaries and IT spell-checks; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.); <p>W8 to identify everyday words such as <i>spaghetti, bungalow, boutique</i> which have been borrowed from other languages, and to understand how this might give clues to spelling;</p>

continued

<p>Unit: Narrative - author style - continued Duration: 2/3 weeks</p>	<p>Text(s): Stories/novel from variety of cultures, traditions. Older literature Outcomes: Reading journal; additional chapter written in style of author.</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
		<p>W10 to understand how words can be formed from longer words, e.g. through the omission of letters – <i>o'clock, Hallowe'en</i>; through omission of prefixes – <i>(omni)bus, (tele)phone, (aero)plane</i>; through the use of acronyms – <i>radar, CD</i>.</p>

Year 5 Term 2

<p>Unit: Persuasion</p> <p>Duration: 2 x 2 weeks</p>	<p>Text(s): Range of letters, commentaries, leaflets</p> <p>Outcomes: Letter of complaint; written commentary presenting two sides of an argument – linked to other curriculum area; debate</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
<p>T12 to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate;</p> <p>T13 to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, e.g.</p> <ul style="list-style-type: none"> the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised seem like fact; <p>T14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;</p> <p>T15 from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. <i>'surely', 'it wouldn't be very difficult...'</i>; persuasive definitions, e.g. <i>'no-one but a complete idiot...'</i>, <i>'every right-thinking person would...'</i> <i>'the real truth is...'</i>; rhetorical questions <i>'are we expected to...?'</i> <i>'where will future audiences come from?'</i>; pandering, condescension, concession etc.; <i>'Naturally, it takes time for local residents...'</i>; deliberate ambiguities, e.g. <i>'probably the best...in the world'</i> <i>'known to cure all...'</i>, <i>'the professionals' choice'</i>;</p>	<p>S4 to punctuation marks accurately in complex sentences;</p> <p>S6 to investigate clauses through:</p> <ul style="list-style-type: none"> identifying main clause in a long sentence; investigating sentences which contain more than one clause; understanding how clauses are connected (e.g. by combining three short sentences into one); <p>S7 to use connectives to link clauses within sentences and to link sentences in longer texts. (<i>Grammar for writing Unit 43</i>)</p>	<p>W6 to transform words, e.g. changing tenses: -<i>ed, -ing</i>; negation: <i>un-, im-, il-</i>; making comparatives: <i>-er, -est, -ish</i>; changing verbs: <i>-ise, -ify, -e</i> (<i>Spelling bank p.56</i>);</p> <p>W7 to recognise the spelling and meaning of the prefixes: <i>in-, im-, ir-, il-, pro-, sus-</i> (<i>Spelling bank p.57</i>);</p> <p>W11 to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses;</p> <p>W12 to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;</p> <p>W13 to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.</p>

continued

<p>Unit: Persuasion - continued</p> <p>Duration: 2 x 2 weeks</p>	<p>Text(s): Range of letters, commentaries, leaflets</p> <p>Outcomes: Letter of complaint; written commentary presenting two sides of an argument – linked to other curriculum area; debate</p>	
<p>Text level objectives</p>	<p>Sentence level objectives</p>	<p>Word level objectives</p>
<p>T16 notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked;</p> <p>T17 to draft and write individual, group or class for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present finished state;</p> <p>T18 to write a commentary on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points;</p> <p>T19 to construct an argument in note form or full text to persuade others of a point of view and:</p> <ul style="list-style-type: none"> • present the case to the class or a group • evaluate its effectiveness 		