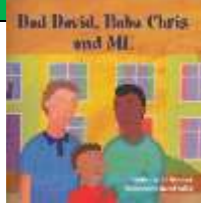
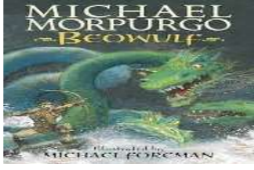

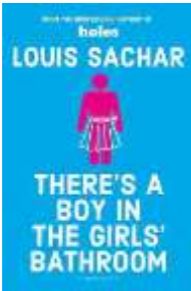
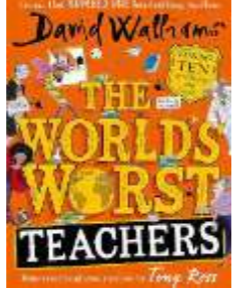



| Year 5 – Autumn 2 (7 weeks)               |  |   |   |   |  |   |
|---|--|---|---|---|--|---|
| <b>Key Text/Stimulus</b>                  |  RHE Text JH  |  Beowulf by Michael Morpurgo   | Diary entry linked to Beowulf and History topic: Anglo - Saxons   |    | <b>Christmas Adverts as stimulus</b>         |   |
| <b>Text Type</b>                          | <p><u>Sentence Work</u><br/>Compound sentences<br/>Complex sentences<br/>Relative clauses<br/>Use of present perfect</p>   | <p><u>Legend</u><br/>Setting and Character description<br/>Expanded noun phrases<br/>Sentence types<br/>Relative clauses<br/>Openers</p>  | <p><u>Legend</u><br/>Dialogue<br/>Plan, Write and Edit</p>  | <p><u>Diary:</u><br/>Features<br/>Vocabulary<br/>Adverbials<br/>Parenthesis</p>   | <p><u>Diary</u><br/>Plan, write and edit</p> | <p><u>Narrative: Christmas Setting</u><br/>Descriptive language</p> |
| <b>Curriculum Links</b>                   | RHE: empathy, relationships, teamwork  | History: Anglo Saxons   | History: Anglo Saxons   |   |  |   |
| <b>Opportunities for Oral Composition</b> | Character role play<br>Hot seat activities<br>Drama  | Character role play<br>Hot seat activities<br>Drama<br>Orally rehearse Sentences  | Character role play<br>Hot seat activities<br>Drama   |   |  |   |
| <b>Written Composition</b>                | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> | <p>Pupils should be taught to:</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>Identifying the audience and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Using some cohesive devices, including use of adverbials (time, place and manner), within and across sentences and paragraphs</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural</li> <li>Proof-reading for spelling and punctuation errors</li> </ul> | <p>Pupils should be taught to:</p> <p><b>Plan their writing by:</b></p> <p>Identifying the audience and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p><b>Draft and write by:</b></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Using some cohesive devices, including use of adverbials (time, place and manner), within and across sentences and paragraphs</p> <p><b>Evaluate and edit by:</b></p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural</p> <p>Proof-reading for spelling and punctuation errors</p> <p>Grammar</p> <p>use adverbs and modal verbs to add detail, qualification and precision</p> <p>use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>use relative clauses, sometimes omitting the relative pronoun</p> <p>use a wide range of clause structures, sometimes varying their position within the sentence</p> | <p>Pupils should be taught to:</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>Identifying the audience and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>Using some cohesive devices, including use of adverbials (time, place and manner), within and across sentences and paragraphs</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>Ensuring correct subject and verb agreement when using singular and plural</li> <li>Proof-reading for spelling and punctuation errors</li> </ul> |  |   |

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|---|--|--|---|---|---|
| <p><b>Vocabulary, Grammar and Punctuation</b></p> |  | <p>Grammar<br/>use adverbs and modal verbs to add detail, qualification and precision<br/>use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase<br/>use relative clauses , sometimes omitting the relative pronoun<br/>use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Punctuation<br/>Commas to clarify meaning or avoid ambiguity<br/>Use brackets, dashes or commas to indicate parenthesis<br/>Inverted commas and other speech punctuation</p> | <p>Grammar<br/>use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase<br/>use a wide range of clause structures, sometimes varying their position within the sentence<br/>Use a range of figurative language</p> <p>Punctuation<br/>Commas to clarify meaning or avoid ambiguity</p> | <p>Grammar<br/>use adverbs and modal verbs to add detail, qualification and precision<br/>use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase<br/>use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Punctuation<br/>Commas to clarify meaning or avoid ambiguity</p> |   |
| <p><b>Handwriting</b></p>                         | <p>Progression:<br/>TBC</p>  | <p><b>Spelling</b></p>   | <p><b>NC:</b> Words ending in –able and –ible Words ending in –ably and –ibly<br/>Endings which sound like /ʃəs/ spelt –cious or –tious<br/>Words ending in –ant, –ance/–ancy, –ent, –ence/–ency</p> <p>-cious    -tious<br/>-cial    -tial<br/>-ant    -ance    -ancy<br/>-ent    -ence    -ency<br/>-able    -ably<br/>-ible    -ibly</p>   | <p><b>Assessment</b></p>  | <p>Assessment 1: Legend<br/>Assessment 2: Diary entry</p> |
| <p><b>Class Reads</b></p>                         | <div style="display: flex; justify-content: space-around; align-items: center;">    </div> |  |   |   |   |