Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
			Learning	Objectives:	,	
Correct	ly use the full range	of punctuation taught	_	relative clauses with relative pror	nouns (who. which. where. whe	n. whose. that)
		es or commas to indica		•	t punctuation and spelling error	
			•	RUCTURES	<u> </u>	
tion- secure indep	endent use of planning tool	s: Story map and 'Boxing-up' g		Non-Fiction – Secure independent use of p	lanning tools across all genres: Text map ar	nd 'Boxing up' grid
	description /action/dialogue			Secure use of range of layouts suitable to tex	kt.	
•		o build cohesion into a paragra	aph	Structure: Introduction / Middle / Ending		
•	time and action to link ideas Tany of the 5 points of the 5	across paragrapns. part story structure. This may ii	nclude flashbacks	Secure use of paragraphs:		
•	· ·	character or setting / dialogue		Use a variety of ways to open texts and draw	• •	
	spense techniques			Link ideas within and across paragraphs usin	ng a full range of connectives and signposts	i.
	may be more than one pro	blem to be resolved		Use rhetorical questions to draw reader in. Express own opinions clearly .		
iolution: clear link		anges or lessons, look forward t	o the future ask a question.	Consistently maintain viewpoint.		
<u></u>	and remove on evenies, any one	anges of ressons, rook for mara t	o me racare asica questioni	Summary clear at the end to appeal directly	to the reader.	
				Consolidate Year 4 list and:	Consolidate Year 4 list and:	
YEAR	Temple Cat	September:				
A ratio Cham Cham Cham Cham Cham Cham Cham Cham	A Ashro Causa Vikono la Gertinia	hearty		Relative clauses	Converting nouns or	Consolidate
5		homonym			adjectives into verbs	Year 4 list and
		antonym		beginning with who, which,	_	
TERM 1		achievement	relative clause	that, where, when, whose	using suffixes	
Ŝ		portable	relative pronoun	or	e.g. – ate –ise –ify	
<u> </u>	Emma Carroll	exasperate	modal verb	an omitted relative pronoun.		Introduce:
1	Sin Miss	cautiously visible	parenthesis	P		
A	- 1		bracket dash	the of dealers to be a site or		Brackets/dashe
A		agree prejudice	determiner	Use of rhetorical questions.		/commas to
D	18/21	October:	cohesion			indicate
ACADEMIC		independent	ambiguity	Secure use of simple /		parenthesis
=	Adventure	gigantic	metaphor	embellished sentences.		parentnesis
	stories	identical	personification			
Ę	Newspaper	anxious	onomatopoeia rhetorical	Socure use of compound		
R	article	aggressive	question	Secure use of compound		
20	Non-	beverage	past-progressive tense	sentences		
YEAR 2022-2023	chronological	excavate	Page biodicopiec relige			
2-2		arrive				
000	report	solar				
23		confident				

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
			Learning	Objectives:		
Edit to	ensure tense is accu	rate and consistent	_	• Use pronouns	(including personal pronouns)	to avoid repetition
		• In	dependently correct punc	tuation and spelling errors		•
			TEXT ST	RUCTURES		
an openings using: aragraphs: Vary con se change of place, riting could start at troduction: should i aild-up: develop sus oblem or Dilemma: esolution: clear linke ding: character cou	description /action/dialogu nectives within paragraphs time and action to link idea any of the 5 points of the 5 include action/ description pense techniques may be more than one pros s with dilemma ald reflect on events, any ch	to build cohesion into a paragr s across paragraphs. part story structure. This may i -character or setting / dialogue blem to be resolved	aph nclude flashbacks e	Non-Fiction – Secure independent use of p Secure use of range of layouts suitable to tes Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw Link ideas within and across paragraphs usin Use rhetorical questions to draw reader in. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly	w reader in and make the purpose clear. ng a full range of connectives and signposts	
YEAR 5 TERM 2 – ACADEMIC YEAR 2022-2023	Character Descriptions Diary writing Writing to persuade (letter of apology) Portal story	industrious illuminate accident alternate preserve exert character vivid dedicate strive YEAR 5 December: intense immense attention altitude protagonist blizzard exhibit combine access	relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense	Indicating degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	Consolidate Year 5 Term 1 list and: Secure use of verb prefixes e.g. dis- de- mis- over- re-	Consolidate Year 5 Term 1 list and: Consolidate: Brackets/dashes /commas to indicate parenthesis

deprive

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
•	•		gular and plural) • Use	Objectives: organisational and presentational	Integrate dialogue to devices to structure text and g	
Plan openings using: Paragraphs: Vary control Use change of place, to Writing could start at Introduction: should in Build-up: develop sustended in Problem or Dilemma: Resolution: clear links Ending: character course	description /action/dialogumectives within paragraphs ime and action to link idea any of the 5 points of the 5 nclude action/ description pense techniques may be more than one proses with dilemma ld reflect on events, any chemostrips of the second contents.	to build cohesion into a paragra as across paragraphs. 5 part story structure. This may in a -character or setting / dialogue bblem to be resolved nanges or lessons, look forward t	nph nclude flashbacks	Non-Fiction – Secure independent use of pl Secure use of range of layouts suitable to tex Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and drav Link ideas within and across paragraphs usin Use rhetorical questions to draw reader in. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly	t. v reader in and make the purpose clear. g a full range of connectives and signposts	
YEAR 5 TERM 3 – ACADEMIC YEAR 2022-2023	character description newspaper report	January: intercept hazy impressive antagonist provide budge companion withdraw detect courteous February: summit sparse slither route require overthrow nonchalant escalate crave remote	relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense	Sentence reshaping techniques e.g., lengthening or shortening sentence for meaning and /or effect Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.	consolidate Year 5 Term 2 list and: make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description.	Consolidate Year 5 Term 2 list and: Introduce: Use of commas to clarify meaning or avoid ambiguity.

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
1	ganisational and pre		ngular and plural and inclustructure text and guide to trook	he reader • Integrate dialo	Use the perfect verb form (happed)	ns walked, had eaten)
		ls: Story map and 'Boxing-up' gi		RUCTURES Non-Fiction – Secure independent use of p		1/0 : / : !
Plan openings using: Paragraphs: Vary con Use change of place, Writing could start at Introduction: should Build-up: develop sus Problem or Dilemma Resolution: clear link Ending: character con	description /action/dialogu nectives within paragraphs time and action to link idea any of the 5 points of the 5 include action/ description spense techniques may be more than one pro s with dilemma uld reflect on events, any ch	to build cohesion into a paragra is across paragraphs. part story structure. This may in -character or setting / dialogue bblem to be resolved	a ph nclude flashbacks	Secure use of range of layouts suitable to tend to structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw Link ideas within and across paragraphs usin Use rhetorical questions to draw reader in. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly	xt. w reader in and make the purpose clear. ng a full range of connectives and signposts	
YEAR 5 TERM 4 – ACADEMIC YEAR 2022-2023	Letter Free verse poem biography	March: suspend spurt sluggish saunter resemble pardon numerous evade compassion astound	relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense	Consolidate Year 5 Term 3 list and: Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly through the lonely streetsat midnight.	make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description.	Consolidate Year 5 Term 3 list and: Consolidate: Use of commas to clarify meaning or avoid ambiguity.

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
Fiction- secure indep- Plan openings using: Paragraphs: Vary con- Use change of place, to Writing could start at Introduction: should in Build-up: develop sus	Use organize bullet-points co endent use of planning too description /action/dialogunectives within paragraphs time and action to link idea any of the 5 points of the 5 include action/ description pense techniques may be more than one pro	nsistently Is: Story map and 'Boxing-up' go te to build cohesion into a paragra as across paragraphs. Expert part story structure. This may in -character or setting / dialogue	Edit to ensurational devices to structure Use TEXT ST	re tense is correct and consistent re text and guide the reader • semi-colons to mark boundaries by the result of the semi-colons to mark boundaries by the semi-colons to semi-colons t	Use a colon to introduce a petween independent clause lanning tools across all genres: Text map and the color with the color of the col	ı d ' Boxing up' grid
Ending: character cou	uld reflect on events, any ch	nanges or lessons, look forward to prdinate clauses with range o	o the future ask a question. If subordinating conjunctions.	Consistently maintain viewpoint. Summary clear at the end to appeal directly	to the reader.	
YEAR 5 TERM 5 – ACADEMIC YEAR 2022-2023	Marcus Sedgwick FLOODLAND Serving in advanted and speech Letter of advice Balanced argument	May: talon suffix solitary senseless retire pedestrian obsolete mischief comply avalanche	relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense	Consolidate Year 5 Term 4 list and: Develop complex sentences: with full range of conjunctions. Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.	make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description including the use of technical language. metaphor personification onomatopoeia	Consolidate Year 5 Term 4 list and: Introduce: colons and semicolons to mark lists and boundaries between independent clauses respectively.

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
		·	Learning	Objectives:		<u> </u>
• Independent	ly correct punctuation	on and spelling errors	• Edit to ensu	re tense is correct and consistent	Use commas to	o avoid ambiguity
•	•		ational devices to structu	re text and guide the reader •	Use a colon to introduce a	ist
• Punctu	ate bullet-points co			semi-colons to mark boundaries b		
- Tunctu	ate banet points to	noistentry		RUCTURES	between macpenaent clause	
Fiction- secure inden	endent use of planning too	ls: Story map and 'Boxing-up' g		Non-Fiction – Secure independent use of p	lanning tools across all genres. Text man an	d 'Boying un' grid
	description /action/dialogu		110	Secure use of range of layouts suitable to tex		a boxing up grid
		to build cohesion into a paragra	aph	Structure: Introduction / Middle / Ending		
Use change of place,	time and action to link idea	s across paragraphs.		Secure use of paragraphs:		
_		part story structure. This may in		Use a variety of ways to open texts and draw	w reader in and make the purpose clear.	
	•	-character or setting / dialogue	!	Link ideas within and across paragraphs usin	• •	
Build-up: develop sus	spense techniques : may be more than one pro	phlam to be resolved		Use rhetorical questions to draw reader in.	· · · · · · · · · · · · · · · · · · ·	
Resolution: clear link		bleili to be resolved		Express own opinions clearly.		
		anges or lessons, look forward t	o the future ask a question.	Consistently maintain viewpoint.		
Develop complex s	entences: Main and subo	ordinate clauses with range o	of subordinating conjunctions.	Summary clear at the end to appeal directly	to the reader.	
YEAR 5 TERM 6 – ACADEMIC YEAR 2022-2023	SHACKLION'S JUNION FOR THE POSTS Guide for Survival Non-Chronological reports poem	June: taunt suffocate solo sever revert perish occasion monarch compose bungle	relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense	Consolidate Year 5 Term 5 list and: Elaboration of starters using adverbial phrases e.g. Throughout the night, the wind howled like an injured creature. Drop in –'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. Indicating degrees of possibility using modal verbs e.g., might, should, will, must or adverbs e.g. perhaps, surely	make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description including the use of technical language.	Consolidate Year 5 Term 5 list and: Consolidate: colons and semicolons to mark lists and boundaries between independent clauses respectively.