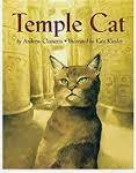




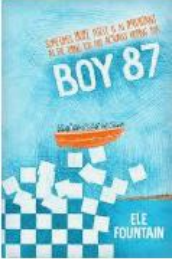
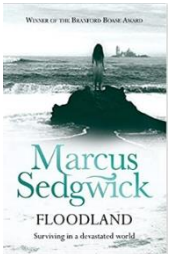


Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Correctly use the full range of punctuation taught at LKS2</b> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul> </li> <li>• <b>Use relative clauses with relative pronouns (who, which, where, when, whose, that)</b> <ul style="list-style-type: none"> <li>• Independently correct punctuation and spelling errors</li> </ul> </li> </ul>						
<b>TEXT STRUCTURES</b>						
<p><b>Fiction</b>- secure independent use of planning tools: Story map and 'Boxing-up' grid  <b>Plan openings using:</b> description /action/dialogue  Paragraphs: Vary connectives within paragraphs to <b>build cohesion into a paragraph</b>  Use change of place, time and action to <b>link ideas across paragraphs</b>.  Writing could start at any of the 5 points of the 5 part story structure. This may include flashbacks  <b>Introduction:</b> should <b>include action/ description -character or setting / dialogue</b>  <b>Build-up:</b> develop <b>suspense techniques</b>  <b>Problem or Dilemma:</b> may be <b>more than one problem to be resolved</b>  <b>Resolution:</b> <b>clear links with dilemma</b>  <b>Ending:</b> <b>character could reflect</b> on events, any changes or lessons, look forward to the future ask a question.</p>				<p><b>Non-Fiction</b> – Secure independent use of planning tools across all genres: Text map and 'Boxing up' grid  Secure use of <b>range of layouts</b> suitable to text.  Structure: Introduction / Middle / Ending  Secure use of paragraphs:  <b>Use a variety of ways to open texts</b> and draw reader in and <b>make the purpose clear</b>.  <b>Link ideas within and across paragraphs using a full range of connectives and signposts</b>.  Use <b>rhetorical questions</b> to draw reader in.  <b>Express own opinions clearly</b>.  <b>Consistently maintain viewpoint</b>.  Summary clear <b>at the end to appeal directly to the reader</b>.</p>		
<b>YEAR 5 TERM 1 – ACADEMIC YEAR 2022-2023</b>	    Adventure stories Newspaper article Non-chronological report	<b>September:</b> hearty homonym antonym achievement portable exasperate cautiously visible agree prejudice <b>October:</b> independent gigantic identical anxious aggressive beverage excavate arrive solar confident	relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense	<p style="background-color: yellow;"><b>Consolidate Year 4 list and:</b></p> <p style="text-align: center;"><b>Relative clauses</b>  beginning with who, which, that, where, when, whose  or  an <b>omitted relative pronoun</b>.</p> <p>Use of rhetorical questions.</p> <p style="text-align: center;"><b>Secure use of simple / embellished sentences.</b></p> <p style="text-align: center;"><b>Secure use of compound sentences</b></p>	<p style="background-color: yellow;"><b>Consolidate Year 4 list and:</b></p> <p style="text-align: center;"><b>Converting nouns or adjectives into verbs using suffixes</b>  e.g. – ate –ise –ify</p>	<p style="background-color: yellow;"><b>Consolidate Year 4 list and:</b></p> <p style="background-color: yellow;"><b>Introduce:</b></p> Brackets/dashes /commas to indicate parenthesis

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• <b>Edit to ensure tense is accurate and consistent</b></li> <li>• <b>Use pronouns (including personal pronouns) to avoid repetition</b></li> <li>• <b>Independently correct punctuation and spelling errors</b></li> </ul>						
<b>TEXT STRUCTURES</b>						
<p><b>Fiction- secure independent use of planning tools:</b> Story map and 'Boxing-up' grid  <b>Plan openings using:</b> description /action/dialogue            Paragraphs: Vary connectives within paragraphs to <b>build cohesion into a paragraph</b>            Use change of place, time and action to <b>link ideas across paragraphs</b>.            Writing could start at any of the 5 points of the 5 part story structure. This may include flashbacks  <u>Introduction:</u> should <b>include action/ description -character or setting / dialogue</b>  <u>Build-up:</u> develop <b>suspense techniques</b>  <u>Problem or Dilemma:</u> may be <b>more than one problem to be resolved</b>  <u>Resolution:</u> <b>clear links with dilemma</b>  <u>Ending:</u> <b>character could reflect</b> on events, any changes or lessons, look forward to the future ask a question.  <b>Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</b></p>				<p><b>Non-Fiction – Secure independent use of planning tools across all genres:</b> Text map and 'Boxing up' grid            Secure use of <b>range of layouts</b> suitable to text.            Structure: Introduction / Middle / Ending            Secure use of paragraphs:  <b>Use a variety of ways to open texts</b> and draw reader in and <b>make the purpose clear</b>.  <b>Link ideas within and across paragraphs using a full range of connectives and signposts</b>.            Use <b>rhetorical questions</b> to draw reader in.  <b>Express own opinions clearly</b>.  <b>Consistently maintain viewpoint</b>.            Summary <b>clear at the end to appeal directly to the reader</b>.</p>		
<b>YEAR 5 TERM 2 – ACADEMIC YEAR 2022-2023</b>	 <p>Character Descriptions Diary writing Writing to persuade (letter of apology) Portal story</p>	<p><b>November:</b> industrious illuminate accident alternate preserve exert character vivid dedicate strive YEAR 5</p> <p><b>December:</b> intense immense attention altitude protagonist blizzard exhibit combine access deprive</p>	<p>relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense</p>	<p><b>Consolidate Year 5 Term 1 list and:</b></p> <p>Indicating <b>degrees of possibility using adverbs</b> e.g. perhaps, surely <b>or modal verbs</b> e.g. might, should, will, must</p>	<p><b>Consolidate Year 5 Term 1 list and:</b></p> <p><b>Secure use of verb prefixes</b> e.g. dis- de- mis- over- re-</p>	<p><b>Consolidate Year 5 Term 1 list and:</b></p> <p><b>Consolidate:</b> Brackets/dashes /commas to indicate parenthesis</p>

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Edit to ensure tense is correct and consistent               <ul style="list-style-type: none"> <li>• Place possessive apostrophe correctly (singular and plural)</li> </ul> </li> <li>• Independently correct punctuation and spelling errors</li> <li>• Integrate dialogue to advance the action</li> <li>• Use organisational and presentational devices to structure text and guide the reader</li> </ul>						
<b>TEXT STRUCTURES</b>						
<p><b>Fiction</b> – secure independent use of planning tools: Story map and ‘Boxing-up’ grid  <b>Plan openings using:</b> description /action/dialogue            Paragraphs: Vary connectives within paragraphs to <b>build cohesion into a paragraph</b>            Use change of place, time and action to <b>link ideas across paragraphs</b>.            Writing could start at any of the 5 points of the 5 part story structure. This may include flashbacks  <u>Introduction:</u> should <b>include action/ description -character or setting / dialogue</b>  <u>Build-up:</u> develop <b>suspense techniques</b>  <u>Problem or Dilemma:</u> may be <b>more than one problem to be resolved</b>  <u>Resolution:</u> <b>clear links with dilemma</b>  <u>Ending:</u> <b>character could reflect</b> on events, any changes or lessons, look forward to the future ask a question.            Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p>				<p><b>Non-Fiction</b> – Secure independent use of planning tools across all genres: Text map and ‘Boxing up’ grid            Secure use of <b>range of layouts</b> suitable to text.            Structure: Introduction / Middle / Ending            Secure use of paragraphs:  <b>Use a variety of ways to open texts</b> and draw reader in and <b>make the purpose clear</b>.  <b>Link ideas within and across paragraphs using a full range of connectives and signposts</b>.            Use <b>rhetorical questions</b> to draw reader in.  <b>Express own opinions clearly</b>.  <b>Consistently maintain viewpoint</b>.            Summary clear <b>at the end to appeal directly to the reader</b>.</p>		
<b>YEAR 5 TERM 3 – ACADEMIC YEAR 2022-2023</b>	    character description newspaper report	<p><b>January:</b>            intercept            hazy            impressive            antagonist            provide            budge            companion            withdraw            detect            courteous</p> <p><b>February:</b>            summit            sparse            slither            route            require            overthrow            nonchalant            escalate            crave            remote</p>	relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense	<p style="text-align: center;"><b>Consolidate Year 5 Term 2 list and:</b></p> <p style="text-align: center;"><b>Sentence reshaping techniques</b>            e.g., lengthening or shortening sentence for meaning and /or effect</p> <p style="text-align: center;"><b>Stage directions in speech</b>            (speech + verb + action)            e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p>	<p style="text-align: center;"><b>Consolidate Year 5 Term 2 list and:</b></p> <p style="text-align: center;">make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description.</p>	<p style="text-align: center;"><b>Consolidate Year 5 Term 2 list and:</b></p> <p style="text-align: center;"><b>Introduce:</b> Use of commas to clarify meaning or avoid ambiguity.</p>

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
<p style="text-align: center;"><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Place possessive apostrophe correctly (singular and plural and including irregular plurals)</li> <li>• Use the perfect verb form (has walked, had eaten)</li> <li>• Use organisational and presentational devices to structure text and guide the reader</li> <li>• Integrate dialogue</li> <li>• Independently correct punctuation and spelling errors</li> </ul>						
<b>TEXT STRUCTURES</b>						
<p><b>Fiction</b> - secure independent use of planning tools: Story map and 'Boxing-up' grid  <b>Plan openings using:</b> description /action/dialogue            Paragraphs: Vary connectives within paragraphs to <b>build cohesion into a paragraph</b>            Use change of place, time and action to <b>link ideas across paragraphs</b>.            Writing could start at any of the 5 points of the 5 part story structure. This may include flashbacks  <u>Introduction:</u> should <b>include action/ description -character or setting / dialogue</b>  <u>Build-up:</u> develop <b>suspense techniques</b>  <u>Problem or Dilemma:</u> may be <b>more than one problem to be resolved</b>  <u>Resolution:</u> <b>clear links with dilemma</b>  <u>Ending:</u> <b>character could reflect</b> on events, any changes or lessons, look forward to the future ask a question.            Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p>				<p><b>Non-Fiction</b> – Secure independent use of planning tools across all genres: Text map and 'Boxing up' grid            Secure use of <b>range of layouts</b> suitable to text.            Structure: Introduction / Middle / Ending            Secure use of paragraphs:  <b>Use a variety of ways to open texts</b> and draw reader in and <b>make the purpose clear</b>.  <b>Link ideas within and across paragraphs using a full range of connectives and signposts</b>.            Use <b>rhetorical questions</b> to draw reader in.  <b>Express own opinions clearly</b>.  <b>Consistently maintain viewpoint</b>.            Summary clear <b>at the end to appeal directly to the reader</b>.</p>		
<b>YEAR 5 TERM 4 – ACADEMIC YEAR 2022-2023</b>	 <p style="text-align: center;">Letter Free verse poem biography</p>	<p><b>March:</b> suspend spurt sluggish saunter resemble pardon numerous evade compassion astound</p>	<p>relative clause relative pronoun modal verb parenthesis bracket dash determiner cohesion ambiguity metaphor personification onomatopoeia rhetorical question past-progressive tense</p>	<p><b>Consolidate Year 5 Term 3 list and:</b></p> <p><b>Moving sentence chunks</b> (how, when, where) <b>around for different effects</b> e.g. The siren echoed loudly .... through the lonely streets ....at midnight.</p>	<p>make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description.</p>	<p><b>Consolidate Year 5 Term 3 list and:</b></p> <p><b>Consolidate:</b> Use of commas to clarify meaning or avoid ambiguity.</p>

Year 5	Focus Texts	Tier 2 Vocabulary	Tier 3 Vocabulary	Sentence Construction	Word structure and language	Punctuation and grammar
<p style="text-align: center;"><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Independently correct punctuation and spelling errors</li> <li>• Use organisational and presentational devices to structure text and guide the reader</li> <li>• Punctuate bullet-points consistently</li> <li>• Edit to ensure tense is correct and consistent</li> <li>• Use a colon to introduce a list</li> <li>• Use semi-colons to mark boundaries between independent clause</li> <li>• Use commas to avoid ambiguity</li> </ul>						
<p><b>TEXT STRUCTURES</b></p>						
<p><b>Fiction</b>- secure independent use of planning tools: Story map and 'Boxing-up' grid  <b>Plan openings using:</b> description /action/dialogue            Paragraphs: Vary connectives within paragraphs to <b>build cohesion into a paragraph</b>            Use change of place, time and action to <b>link ideas across paragraphs</b>.            Writing could start at any of the 5 points of the 5 part story structure. This may include flashbacks  <u>Introduction:</u> should <b>include action/ description -character or setting / dialogue</b>  <u>Build-up:</u> develop <b>suspense techniques</b>  <u>Problem or Dilemma:</u> may be <b>more than one problem to be resolved</b>  <u>Resolution:</u> <b>clear links with dilemma</b>  <u>Ending:</u> <b>character could reflect</b> on events, any changes or lessons, look forward to the future ask a question.            Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.</p>				<p><b>Non-Fiction</b> – Secure independent use of planning tools across all genres: Text map and 'Boxing up' grid            Secure use of <b>range of layouts</b> suitable to text.            Structure: Introduction / Middle / Ending            Secure use of paragraphs:  <b>Use a variety of ways to open texts</b> and draw reader in and <b>make the purpose clear</b>.  <b>Link ideas within and across paragraphs using a full range of connectives and signposts</b>.            Use <b>rhetorical questions</b> to draw reader in.  <b>Express own opinions clearly</b>.  <b>Consistently maintain viewpoint</b>.            Summary clear <b>at the end to appeal directly to the reader</b>.</p>		
<p><b>YEAR 5 TERM 5 – ACADEMIC YEAR 2022-2023</b></p>	 <p>Poetry            Persuasive speech            Letter of advice            Balanced argument</p>	<p><b>May:</b>            talon            suffix            solitary            senseless            retire            pedestrian            obsolete            mischief            comply            avalanche</p>	<p>relative clause            relative pronoun            modal verb            parenthesis            bracket            dash            determiner            cohesion            ambiguity            metaphor            personification            onomatopoeia            rhetorical question            past-progressive tense</p>	<p style="background-color: yellow;"><b>Consolidate Year 5 Term 4 list and:</b></p> <p><b>Develop complex sentences: with full range of conjunctions.</b></p> <p><b>Expanded –ed clauses as starters</b>            e.g. Encouraged by the bright weather, Jane set out for a long walk.</p> <p>Terrified by the dragon,            George fell to his knees.</p>	<p>make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description including the use of technical language.</p> <p>metaphor            personification            onomatopoeia</p>	<p style="background-color: yellow;"><b>Consolidate Year 5 Term 4 list and:</b></p> <p style="background-color: yellow;"><b>Introduce:</b></p> <p>colons and semi-colons to mark lists and boundaries between independent clauses respectively.</p>

Year 5	<b>Focus Texts</b>	<b>Tier 2 Vocabulary</b>	<b>Tier 3 Vocabulary</b>	<b>Sentence Construction</b>	<b>Word structure and language</b>	<b>Punctuation and grammar</b>
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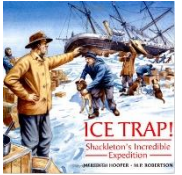
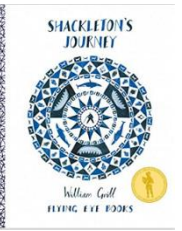
**Learning Objectives:**

- **Independently correct punctuation and spelling errors**
- **Use organisational and presentational devices to structure text and guide the reader**
- **Punctuate bullet-points consistently**
- **Edit to ensure tense is correct and consistent**
- **Use semi-colons to mark boundaries between independent clause**
- **Use commas to avoid ambiguity**
- **Use a colon to introduce a list**

**TEXT STRUCTURES**

**Fiction- secure independent use of planning tools:** Story map and 'Boxing-up' grid  
**Plan openings using:** description /action/dialogue  
 Paragraphs: Vary connectives within paragraphs to **build cohesion into a paragraph**  
 Use change of place, time and action to **link ideas across paragraphs.**  
 Writing could start at any of the 5 points of the 5 part story structure. This may include flashbacks  
Introduction: should **include action/ description -character or setting / dialogue**  
Build-up: develop **suspense techniques**  
Problem or Dilemma: may be **more than one problem to be resolved**  
Resolution: **clear links with dilemma**  
Ending: **character could reflect** on events, any changes or lessons, look forward to the future ask a question.  
 Develop complex sentences: Main and subordinate clauses with range of subordinating conjunctions.

**Non-Fiction – Secure independent use of planning tools across all genres:** Text map and 'Boxing up' grid  
 Secure use of **range of layouts** suitable to text.  
 Structure: Introduction / Middle / Ending  
 Secure use of paragraphs:  
**Use a variety of ways to open texts** and draw reader in and **make the purpose clear.**  
**Link ideas within and across paragraphs using a full range of connectives and signposts.**  
 Use **rhetorical questions** to draw reader in.  
**Express own opinions clearly.**  
**Consistently maintain viewpoint.**  
 Summary **clear at the end to appeal directly to the reader.**

<b>YEAR 5 TERM 6 – ACADEMIC YEAR 2022-2023</b>	 	<p><b>June:</b>          taunt          suffocate          solo          sever          revert          perish          occasion          monarch          compose          bungle</p>	<p>relative clause          relative pronoun          modal verb          parenthesis          bracket          dash          determiner          cohesion          ambiguity          metaphor          personification          onomatopoeia          rhetorical question          past-progressive tense</p>	<p style="background-color: yellow;"><b>Consolidate Year 5 Term 5 list and:</b></p> <p><b>Elaboration of starters using adverbial phrases</b>          e.g. Throughout the night, the wind howled like an injured creature.</p> <p><b>Drop in –'ed' clause e.g.</b>          Poor Tim, exhausted by so much effort, ran home.</p> <p><b>Indicating degrees of possibility using modal verbs or adverbs</b>          e.g., might, should, will, must          e.g. perhaps, surely</p>	<p>make deliberate, adventurous and apt vocabulary choices that expand and develop ideas, information and description including the use of technical language.</p>	<p style="background-color: yellow;"><b>Consolidate Year 5 Term 5 list and:</b></p> <p style="background-color: yellow;"><b>Consolidate:</b></p> <p>colons and semi-colons to mark lists and boundaries between independent clauses respectively.</p>
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