

Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
I AM STARTING TO (RED)					
Composition: Pupils should be taught to: -Plan their writing by: ♣ I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Draft and write by: ♣ I am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ I am starting to use a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	2	Plan writing: considering how authors have developed characters Draft and write: in narrative, describing character use a range of devices to build cohesion within paragraphs Edit and evaluate: proof-read for spelling and punctuation errors Use expanded noun phrases to convey information. Use commas to clarify meaning (with openers) listen and respond appropriately to adults and their peers (To take place during share and edit lesson)	I can vary openers, using fronted adverbials. I can use commas for clarity after openers. I am starting to use expanded noun phrases with pre- and post-modifiers. I can proof-read my work for spelling and grammar errors.	Character descriptionUse a familiar character from the story to build vocabulary and ideas. Use a silhouette to separate personality traits and outward appearance and movement.Progress to introducing a character at the opening of a story.Introduce ISPACE posters for using varying openers in descriptive writing- have visual in classroom for constant reference.Analyse features from a WAGOLL and use them in context; plan using a silhouette structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version	
-Evaluate and edit by: *I am starting to assess the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register I am			I can integrate dialogue. I can use relative clauses. I can use brackets, dashes and commas for parenthesis. I can gain and maintain the	Newspaper Reports Use events that appear in the book. Consider bold headline and conciseness of information. What will happen if w aren't concise? Use events from recent news or cross-curricular links suc as History to write reports.	

using appropriate intonation, volume, and movement so that meaning is clear. VPG: Pupils should be taught to: -Develop their understanding of the concepts set out in English Appendix 2 by: +starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms + beginning to use passive verbs to affect the presentation of information in a sentence + starting to using the perfect form of verbs to mark relationships of time and cause + starting to use expanded noun phrases to convey complicated information concisely + using modal verbs or adverbs to indicate degrees of possibility + starting to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun + starting to use the grammar for years 5 and 6 in English Appendix -Indicate grammatical and other features by: + using commas to clarify meaning or avoid ambiguity in writing + using hyphens to avoid ambiguity + using brackets, dashes or commas to indicate parenthesis + using semicolons, colons or dashes to mark boundaries between independent clauses + using a colon to introduce a list + punctuating bullet points consistently -Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. S&L Pupils should be taught to: + listen and respond appropriately to adults and their peers + ask relevant questions to extend their understanding and knowledge + use relevant strategies to build their vocabulary + articulate and justify answers, arguments and opinions + give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings + maintain attention and parti	3	Plan writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Edit and evaluate: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register using modal verbs or adverbs to indicate degrees of possibility using semi-colons to mark boundaries between independent clauses maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (in planning) listen and respond appropriately to adults and their peers	I can use modal verbs or adverbs to show possibility or certainty. I can use semicolons to separate sentences. I can think about the use of vocabulary to enhance meaning. I can distinguish between language when I am speaking and writing. I can distinguish between language when I am speaking and writing.	Consider topics with different moods- the difference between reporting something positive and something sad. Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version. Persuasive Letter Letters from the children to the King or other official asking for the release of the prisoner. Present verbal arguments before writing, thinking about the difference between written and spoken language. Use one scenario and write a persuasive letter for and against it- think about how arguments differ. Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version. Other curriculum links: Use Votes for Schools for interesting arguments that can be adapted to a persuasive letter. Use scenarios relevant to children and their lives.
initiating and responding to comments & use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas & speak audibly and fluently with an increasing command of Standard English & participate in discussions, presentations, performances, role play, improvisations	5	Plan writing: Noting and developing ideas, drawing on research Draft and write: use a range of devices to build cohesion within and across paragraphs Edit and evaluate:	I can summarise key events of the story to present in form of a review.	Book Review Children to create a Book Review, summarising main events and character developments. Have a look at reviews of the

and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication	6	Assess the effectiveness of own and others' writing recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms articulate and justify answers, arguments (during verbal debate) Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others	I can use modal verbs. I can use expanded noun phrases to describe events and characters.	book online – what do people say? What do they think of the plot? Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.
Vocabulary:	parenth Text spe	esis (brackets, dashes, commas), ambiguity, forn	nal, informal, synonyms, antonyn rt, character, dialogue, expanded	onouns, adverbs, modal verbs, cohesion, adverbials of time, ns, passive, active, subjunctive form, ellipsis, hyphen noun phrase, performance, intonation, concise paragraphs,

Subject English – Year 5 Autumn 2 M

/ITP Covered once/ Covered twice / Revisited/ S&L

TEXT: Alone on a Wide, Wide, Sea

Spelling and handwriting practice to take place daily.						
National Curriculum I AM STARTING TO (RED)	Week	NC - Coverage	Skills Taught	Activity outline		
Composition: Pupils should be taught to: -Plan their writing by: am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own n noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Draft and write by: am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages i am starting to use a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings,	2	Plan writing: in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen Draft and write: in narrative, describing settings and atmosphere and integrating dialogue use a range of devices to build cohesion within paragraphs Edit and evaluate: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey information concisely. listen and respond appropriately to adults and their peers (To take place during share and edit lesson)	 I am beginning to use different openers to help my writing flow. I can use expanded noun phrases with ambitious qualifiers. I can integrate dialogue to convey setting. I can suggest changes to my work to enhance its effect. 	Setting Descriptions Hook- use a visual, well-known setting from a the book (eg; Australian Outback/ Liverpool Docks). Let children collect vocabulary using thesauruses and mind mapping methods before writing. Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.		
bullet points, underlining] -Evaluate and edit by: A am starting to assess the effectiveness of their own and others' writing A proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning A ensuring the consistent and correct use of tense throughout a piece of writing A ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register A I am beginning to -proof-read for spelling and punctuation errors A I am starting to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. A I am starting to use semi-colons,	3	Plan writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write: using a wide range of devices to build cohesion within and across paragraphs Edit and evaluate: ensuring the consistent and correct use of tense throughout a piece of writing using the perfect form of verbs to mark relationships of time and cause give well-structured descriptions, explanations and narratives for different purposes, including	I can use the past and present perfect tense. I can use semi colons to separate sentences. I can use dashes and colons to separate sentences. I can ensure tense is correct and consistent in my work.	Diary Entry Link diary recount to familiar characters from the story. Think about different moods- positive and negative. Consider the same event from different people's perspectives and think how language and voice will differ. Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using		

colons or dashes to mark boundaries between independent clauses		for expressing feelings (through presenting of work)		editing pens with support from teacher and peers; rewrite a
				finished version
VPG:				
Pupils should be taught to:	5	Plan writing:	I can use a range of openers	Dilemma Narrative
-Develop their understanding of the concepts set out in	5	In writing narrative, consider how authors	•	
English Appendix 2 by: Astarting to recognise vocabulary			to help my work flow.	Plan using an Alan Peats planning structure- who, where,
and structures that are appropriate for formal speech		have developed characters and settings in		
and writing, including subjunctive forms 🌲 beginning to		what pupils have read.	I can use dialogue,	where next, why, what goes wrong, who helps, where last.
use passive verbs to affect the presentation of		Draft and write:	punctuated with inverted	Consider 'what is the dilemma' and 'what two options does
information in a sentence 🌲 starting to using the perfect		in narratives, describing settings, characters and	commas.	the character have'.
form of verbs to mark relationships of time and cause 🐣		atmosphere and integrating dialogue to convey character and advance the action		
starting to use expanded noun phrases to convey			I can add post-modifiers to	Analyse features from a WAGOLL and use them in context;
complicated information concisely 📥 using modal verbs	6	Edit and evaluate:	dialogue to advance action.	plan using Mighty Writer structure; draft writing using
or adverbs to indicate degrees of possibility starting to	-	Assess the effectiveness of own and others'		previously taught skills; proof-read and edit work using
use relative clauses beginning with who, which, where,		writing	I can assess if my writing is	
when, whose, that or with an implied (i.e. omitted)			effective and look at someone	editing pens with support from teacher and peers; rewrite a
relative pronoun * starting to use the grammar for years		listen and respond appropriately to adults and	else's.	finished version.
5 and 6 in English Appendix -Indicate grammatical and other features by: A using		their peers (during feedback and peer		
commas to clarify meaning or avoid ambiguity in writing		feedback)		
 using hyphens to avoid ambiguity using hyphens to avoid ambiguity using brackets, 	7	Plan writing:	I can perform with	<u>Poetry</u>
dashes or commas to indicate parenthesis & using semi-		Identifying the audience and purpose for the	appropriate expression and	
colons, colons or dashes to mark boundaries between		writing, using similar writing as models for	volume.	Sonnet poem theme linking to the love of the sea.
independent clauses 🌲 using a colon to introduce a list 🌲		<mark>their own.</mark>		
punctuating bullet points consistently		Draft and write:	I can use movement to	Provide children with an example poem that they need to
-Use and understand the grammatical terminology in		integrating dialogue to convey character and		style in their own composition.
English Appendix 2 accurately and appropriately in		advance the action	demonstrate character.	style in their own composition.
discussing their writing and reading.		Edit and evaluate:		Analyze features from a MACOLL and use them in context.
<u>S&L</u>		assessing the effectiveness of their own and	I can consider my audience	Analyse features from a WAGOLL and use them in context;
Pupils should be taught to: A listen and respond		<mark>others' writing</mark>	and purpose when	plan using vocabulary mind map; draft writing using
appropriately to adults and their peers & ask relevant		Perform composition using appropriate	performing.	previously taught skills; proof-read and edit work using
questions to extend their understanding and knowledge		volume, intonation and movement.		editing pens with support from teacher and peers; rewrite a
use relevant strategies to build their vocabulary *		Participate in performances and role play		finished version.
articulate and justify answers, arguments and opinions A		speak audibly and fluently with an increasing		
give well-structured descriptions, explanations and		command of Standard English		
narratives for different purposes, including for expressing				
feelings & maintain attention and participate actively in				
collaborative conversations, staying on topic and initiating and responding to comments & use spoken				
language to develop understanding through speculating,				
hypothesising, imagining and exploring ideas & speak				
audibly and fluently with an increasing command of				
Standard English & participate in discussions,				
presentations, performances, role play, improvisations				

and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication	
Vocabulary:	NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice



Subject English – Year 5 Spring 1 MTP Covered once/ Covered twice / Revisited/ S&L

Spelling and handwriting practice to take place daily.						
National Curriculum I AM STARTING TO (RED)	Week	NC - Coverage	Skills Taught	Activity outline		
Composition: Pupils should be taught to: -Plan their writing by: ▲ I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ▲ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Draft and write by: ▲ I am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précising longer passages ♣ I	2	Plan writing: Identifying the audience and purpose for the writing, using similar writing as models for their own. Draft and write: Select appropriate vocabulary, understanding how choices can enhance meaning Edit and evaluate: Propose changes to vocabulary to enhance meaning Perform composition using appropriate volume, intonation and movement. Participate in performances	I can use different openers to help my writing flow. I can use expanded noun phrases with ambitious qualifiers. I can integrate dialogue to convey setting. I can suggest changes to my work to enhance its effect	Character Descriptions Let children collect vocabulary using thesauruses and mind mapping methods before writing. Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.		
am starting to use a wide range of devices to build cohesion within and across paragraphs \bullet using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -Evaluate and edit by: \bullet I am starting to assess the effectiveness of their own and others' writing \bullet proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning \bullet ensuring the consistent and correct use of tense throughout a piece of writing \bullet ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register \bullet I am beginning to -proof-read for spelling and punctuation errors \bullet I am starting to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. \bullet I am starting to use semi-colons,	3	Plan writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Edit and evaluate: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register using modal verbs or adverbs to indicate degrees of possibility using semi-colons to mark boundaries between independent clauses	I can use headings, including using questions for headings. I can relative clauses with different pronouns. I can choose language appropriate to my audience.	Non-chronological reportUse tablets or laptops to research any information needed about a fairly familiar topic to the book (mythical creatures, strange lands etc.). Alternatively, provide information and ask children to separate it into paragraphs.Write for different audiences to consider language- e.g. children and adults.Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.		

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colons or dashes to mark boundaries between		maintain attention and participate actively in	I can propose changes to	
independent clauses		collaborative conversations, staying on topic and	grammar to clarify meaning	
		initiating and responding to comments (in		
VPG:		planning)		
Pupils should be taught to:			I can integrate dialogue to	Suspense Narrative
-Develop their understanding of the concepts set out in			show character and advance	
English Appendix 2 by: Astarting to recognise vocabulary			action.	Analyse features from a WAGOLL and use them in context
and structures that are appropriate for formal speech				of 'The Secret Garden'; plan using Mighty Writer structure;
and writing, including subjunctive forms + beginning to			I can use a range of openers,	draft writing using previously taught skills; proof-read and
use passive verbs to affect the presentation of			using commas correctly.	
information in a sentence A starting to using the perfect			using commus concerty.	edit work using perfecto pens with support from teacher
form of verbs to mark relationships of time and cause 🍝			l can use ellipsis.	and peers; rewrite a finished version.
starting to use expanded noun phrases to convey			i can use empsis.	
complicated information concisely + using modal verbs				
or adverbs to indicate degrees of possibility starting to			I can give feedback to	
use relative clauses beginning with who, which, where,			somebody else about their	
when, whose, that or with an implied (i.e. omitted)			work.	
relative pronoun * starting to use the grammar for years	5	Plan writing:	I can perform with	Poetry
5 and 6 in English Appendix		in writing narratives, considering how authors	appropriate expression and	
-Indicate grammatical and other features by: * using		have developed and settings in what pupils have		Hook theme poem relating to the Phoenix Code.
commas to clarify meaning or avoid ambiguity in writing		<mark>read, listened to or seen</mark>	volume.	
 using hyphens to avoid ambiguity suing brackets, 		Draft and write:		Provide children with an example poem that they need to
dashes or commas to indicate parenthesis & using semi-		in narrative, describing settings and	I can use movement to	
colons, colons or dashes to mark boundaries between		atmosphere and integrating dialogue	demonstrate character.	style in their own composition.
independent clauses & using a colon to introduce a list &		use a range of devices to build cohesion		
punctuating bullet points consistently -Use and understand the grammatical terminology in		within paragraphs	I can consider my audience	Analyse features from a WAGOLL and use them in context;
English Appendix 2 accurately and appropriately in	6	Edit and evaluate:	and purpose when	plan using vocabulary mind map; draft writing using
discussing their writing and reading.		proposing changes to vocabulary, grammar and	performing.	
S&L		punctuation to enhance effects and clarify	performing.	previously taught skills; proof-read and edit work using
Pupils should be taught to: A listen and respond		meaning		editing pens with support from teacher and peers; rewrite a
appropriately to adults and their peers \clubsuit ask relevant		meaning		finished version.
questions to extend their understanding and knowledge		Use expanded noun phrases to convey		
 use relevant strategies to build their vocabulary 				
articulate and justify answers, arguments and opinions &		information concisely.		
give well-structured descriptions, explanations and		listen and respond appropriately to adults		
narratives for different purposes, including for expressing		and their peers (To take place during share		
feelings A maintain attention and participate actively in		and edit lesson)		
collaborative conversations, staying on topic and				
initiating and responding to comments & use spoken				
language to develop understanding through speculating,				
hypothesising, imagining and exploring ideas & speak				
audibly and fluently with an increasing command of				
Standard English & participate in discussions,				
presentations, performances, role play, improvisations				
presentations, performances, role play, improvisations				

and debates & gain, maintain and monitor the interest of the listener(s) & consider and evaluate different viewpoints, attending to and building on the contributions of others & select and use appropriate registers for effective communication	
Vocabulary:	NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice

Subject English – Year 5 Spring 2 MTP Covered	once/ (covered twice / Revisited/ S&L	TEXT: The Sec	ret Garden		
Spelling and handwriting practice to take place daily.						
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline		
I AM STARTING TO (RED)						
Composition: Pupils should be taught to: -Plan their writing by: * I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Draft and write by: * I am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * I am starting to use a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -Evaluate and edit by: * I am starting to assess the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense	2	Plan writing: In writing narrative, consider how authors have developed characters and settings in what pupils have read. Draft and write: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action I am starting to use a wide range of devices to build cohesion within and across paragraphs Edit and evaluate: Assess the effectiveness of own and others' writing using commas to clarify meaning or avoid ambiguity in writing listen and respond appropriately to adults and their peers (during feedback and peer feedback)	 I can use different openers to help my writing flow. I can use expanded noun phrases with ambitious qualifiers. I can integrate dialogue to convey setting. I can suggest changes to my work to enhance its effect 	Setting Descriptions Let children collect vocabulary using thesauruses and min mapping methods before writing. Analyse features from a WAGOLL and use them in contex plan using Mighty Writer structure; draft writing usin previously taught skills; proof-read and edit work usin editing pens with support from teacher and peers; rewrite finished version.		
throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <mark>♣</mark> I am	3	Plan writing:		Persuasive Letter		

				[]
beginning to -proof-read for spelling and punctuation		Noting and developing ideas, drawing on	I can use modal verbs or	Use The Secret Garden for inspiration to create interesting
errors 📥 I am starting to perform my own compositions,		<mark>research</mark>	adverbs to show possibility or	arguments that can be adapted to a persuasive letter. Use
using appropriate intonation, volume, and movement so			certainty.	scenarios relevant to children and their lives.
that meaning is clear. A l am starting to use semi-colons,		Draft and write:		
colons or dashes to mark boundaries between	4			Present verbal arguments before writing, thinking about the
<mark>independent clauses</mark>		using further organisational and presentational		difference between written and spoken language.
		devices to structure text and to guide the reader	I can use semicolons to	
I am starting to use commas to clarify meaning or avoid		[for example, headings, bullet points, underlining]	separate sentences.	Use one scenario and write a persuasive letter for and
ambiguity in writing				against it- think about how arguments differ.
		Edit and evaluate:		
				Analyse features from a WAGOLL and use them in context;
		ensuring correct subject and verb agreement when	I can think about the use of	plan using Mighty Writer structure; draft writing using
		using singular and plural, distinguishing between		previously taught skills; proof-read and edit work using
1/BC:		the language of speech and writing and choosing	vocabulary to enhance	editing pens with support from teacher and peers; rewrite a
VPG: Pupils should be taught to:		the appropriate register	meaning.	finished version.
-Develop their understanding of the concepts set out in		I am beginning to -proof-read for spelling and		
English Appendix 2 by: A starting to recognise vocabulary		punctuation errors		
and structures that are appropriate for formal speech				
and writing, including subjunctive forms 🌲 beginning to		punctuating bullet points consistently	I can distinguish between	
use passive verbs to affect the presentation of		recognising vocabulary and structures that are	language when I am speaking	
information in a sentence * starting to using the perfect		appropriate for formal speech and writing,	and writing.	
form of verbs to mark relationships of time and cause *		including subjunctive forms		
starting to use expanded noun phrases to convey complicated information concisely & using modal verbs				
or adverbs to indicate degrees of possibility & starting to		participate in discussions, presentations		
use relative clauses beginning with who, which, where,		consider and evaluate different viewpoints, attending to and building on the contributions of		
when, whose, that or with an implied (i.e. omitted)		others		
relative pronoun * starting to use the grammar for years		articulate and justify answers, arguments and		
5 and 6 in English Appendix		debate (during verbal debate)		
-Indicate grammatical and other features by: A using		(
commas to clarify meaning or avoid ambiguity in writing			I can integrate dialogue to	Narrative
 using hyphens to avoid ambiguity susing brackets, 			show character and advance	
dashes or commas to indicate parenthesis A using semi- colons, colons or dashes to mark boundaries between			action.	Analyse features from a WAGOLL and use them in context
independent clauses & using a colon to introduce a list *				of 'The Secret Garden'; plan using Mighty Writer structure;
punctuating bullet points consistently			I can use a range of openers,	draft writing using previously taught skills; proof-read and
-Use and understand the grammatical terminology in			using commas correctly.	
English Appendix 2 accurately and appropriately in				edit work using perfecto pens with support from teacher
discussing their writing and reading.			I can use ellipsis.	and peers; rewrite a finished version.
<u>S&L</u>				
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Pupils should be taught to: * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication	5 Plan writing: in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen Draft and write: 6 in narrative, describing settings and atmosphere and integrating dialogue use a range of devices to build cohesion within paragraphs Edit and evaluate: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use expanded noun phrases to convey information concisely. listen and respond appropriately to adults and their peers (To take place during share and edit lesson) NC terminology: Nouns, adjectives, verbs, suffixes, pre-	I can give feedback to somebody else about their work. I can use a range of figurative language including onomatopoeia, metaphors and personification. I can structure and shape my poem in interesting ways. I can perform my composition with intonation, volume and movement.	Poetry Provide children with an example poem that they need to style in their own composition. Analyse features from a WAGOLL and use them in context; plan using vocabulary mind map; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.
	parenthesis (brackets, dashes, commas), ambiguity, forr	nal, informal, synonyms, antonyn rt, character, dialogue, expanded	



Subject English – Year 5 Summer 1 MTP Covered once/ Covered twice / Revisited/ S&L

TEXT: The Lion, The Witch & The Wardrobe

Spelling and handwriting practice to take place daily.					
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline	
Composition: Pupils should be taught to: -Plan their writing by: * I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Draft and write by: * I am starting to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action * I am starting to use a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	2	Plan writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Draft and write: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Edit and evaluate: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	I can use different openers to help my writing flow. I can use expanded noun phrases with ambitious qualifiers. I can integrate dialogue to convey setting. I can suggest changes to my work to enhance its effect	Character Descriptions Let children collect vocabulary using thesauruses and mind mapping methods before writing. Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.	
-Evaluate and edit by: * am starting to assess the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense		using modal verbs or adverbs to indicate degrees of possibility using semi-colons to mark boundaries between independent clauses			
throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * I am beginning to -proof-read for spelling and punctuation		using commas to clarify meaning or avoid ambiguity in writing maintain attention and participate actively in collaborative conversations, staying on topic and			

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errors 🗍 l am starting to perform my own compositions,		initiating and responding to comments (in		
using appropriate intonation, volume, and movement so		planning)		
that meaning is clear. A I am starting to use semi-colons,				
colons or dashes to mark boundaries between	3	Plan writing:	I can use passive voice.	<u>Biography</u>
independent clauses				
		in writing narratives, considering how authors	I can use past tense	Create a Biography about a character. Children to use
I am starting to use commas to clarify meaning or avoid		have developed and settings in what pupils have	effectively in my Biography.	knowledge of characters. Use iPads/laptops if possible to
ambiguity in writing		read, listened to or seen		research more about the character.
			I can summarise main events	
		Draft and write:	to present information.	Use one scenario and write a persuasive letter for and
		State and write.		against it- think about how arguments differ.
		in parrative, describing settings and	I can distinguish between	against it- think about now arguments unter.
	4	in narrative, describing settings and	-	Analyse features from a WAGOLL and use them in context;
VPG:		atmosphere and integrating dialogue	language when I am speaking	
Pupils should be taught to:			and writing.	plan using Mighty Writer structure; draft writing using
-Develop their understanding of the concepts set out in		use a range of devices to build cohesion		previously taught skills; proof-read and edit work using
English Appendix 2 by: Astarting to recognise vocabulary		within paragraphs		editing pens with support from teacher and peers; rewrite a
and structures that are appropriate for formal speech				finished version.
and writing, including subjunctive forms A beginning to		Edit and evaluate:		
use passive verbs to affect the presentation of				
information in a sentence A starting to using the perfect		proposing changes to vocabulary, grammar and		
form of verbs to mark relationships of time and cause 🔺		punctuation to enhance effects and clarify		
starting to use expanded noun phrases to convey				
complicated information concisely & using modal verbs		meaning		
or adverbs to indicate degrees of possibility & starting to				
use relative clauses beginning with who, which, where,				
when, whose, that or with an implied (i.e. omitted)				
relative pronoun & starting to use the grammar for years		Use expanded noun phrases to convey		
5 and 6 in English Appendix		information concisely.		
-Indicate grammatical and other features by: * using				
commas to clarify meaning or avoid ambiguity in writing		using hyphens to avoid ambiguity		
using hyphens to avoid ambiguity & using brackets,				
dashes or commas to indicate parenthesis 🍝 using semi-		listen and respond appropriately to adults		
colons, colons or dashes to mark boundaries between				
independent clauses 🔶 using a colon to introduce a list 🌲		and their peers (To take place during share		
punctuating bullet points consistently		and edit lesson)		
 Starting to use and understand the grammatical terminology in English Appendix 2 accurately and 				
appropriately in discussing their writing and reading.			I can integrate dialogue.	Newspaper Reports
S&L				
Pupils should be taught to: * listen and respond			I can use relative clauses.	
appropriately to adults and their peers & ask relevant				
appropriately to addits and their peers - ask relevant	l			

questions to extend their understanding and knowledge use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication			I can use brackets, dashes and commas for parenthesis. I can gain and maintain the interest of readers and listeners.	Use events that appear in the book. Consider bold headlines and conciseness of information. What will happen if we aren't concise? Use events from recent news or cross-curricular links such as History to write reports. Consider topics with different moods- the difference between reporting something positive and something sad. Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.
	6	 Plan writing: in writing narratives, considering how authors have developed and settings in what pupils have read, listened to or seen Draft and write: in narrative, describing settings and atmosphere and integrating dialogue use a range of devices to build cohesion within paragraphs Edit and evaluate: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	I can summarise key events of the story to present in form of a review. I can use modal verbs. I can use expanded noun phrases to describe events and characters.	Book Review Children to create a Book Review, summarising main events and character developments. Have a look at reviews of the book online – what do people say? What do they think of the plot? Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.

	Use expanded noun phrases to convey information concisely. using brackets, dashes or commas to indicate parenthesis * using a colon to introduce a list listen and respond appropriately to adults and their peers (To take place during share and edit lesson)
Vocabulary:	NC terminology: Nouns, adjectives, verbs, suffixes, prefixes, relative clauses, relative pronouns, adverbs, modal verbs, cohesion, adverbials of time, parenthesis (brackets, dashes, commas), ambiguity, formal, informal, synonyms, antonyms, passive, active, subjunctive form, ellipsis, hyphen Text specific: composition, descriptive, persuasive, advert, character, dialogue, expanded noun phrase, performance, intonation, concise paragraphs, verse, stanza, metre, rhythm, structure, form, passive voice

Subject English – Year 5 Summer 2 MTP Cover	ed once	/ <mark>Covered twice /</mark> <mark>Revisited</mark> / S&L	TEXT: The B	oy Who Swam with Piranhas
National Curriculum I AM STARTING TO (RED)	Week	Spelling and handwriting practice t NC - Coverage	to take place daily. Skills Taught	Activity outline
Composition: Pupils should be taught to: -Plan their writing by: * I am starting to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own * noting and developing initial ideas, drawing on reading and research where necessary * In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. -Draft and write by: * I am starting to select appropriate grammar and vocabulary, understanding how such	1	Plan writing: Identifying the audience and purpose for the writing, using similar writing as models for their own. Draft and write: integrating dialogue to convey character and advance the action	I can use modal verbs or adverbs to show possibility or certainty. I can use semicolons to separate sentences. I can think about the use of vocabulary to enhance meaning.	Persuasive Advertisement Use The Phoenix Code to advertise (Benben Stone, Cleo's parents' business). In addition, use scenarios relevant to children and their lives. Present verbal arguments before writing, thinking about the difference between written and spoken language. Use one scenario and write a persuasive letter for and against it- think about how arguments differ.

choices can change and enhance meaning * in narratives, beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action * I am starting to use a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] -Evaluate and edit by: * I am starting to assess the effectiveness of their own and others' writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense		Edit and evaluate: assessing the effectiveness of their own and others' writing Perform composition using appropriate volume, intonation and movement. using a colon to introduce a list punctuating bullet points consistently Participate in performances and role play Speak audibly and fluently with an increasing command of Standard English	I can distinguish between language when I am speaking and writing.	Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.
 throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * I am beginning to -proof-read for spelling and punctuation errors * I am starting to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear. * I am starting to use semi-colons, colons or dashes to mark boundaries between independent clauses I am starting to use commas to clarify meaning or avoid ambiguity in writing 			I can use modal verbs or adverbs to show possibility or certainty. I can use semicolons to separate sentences. I can think about the use of vocabulary to enhance meaning. I can distinguish between language when I am speaking and writing.	Persuasive LetterUse The Boy Who Swam with Piranhas for interesting arguments that can be adapted to a persuasive letter. In addition, use scenarios relevant to children and their lives.Present verbal arguments before writing, thinking about the difference between written and spoken language.Use one scenario and write a persuasive letter for and against it- think about how arguments differ.Analyse features from a WAGOLL and use them in context; plan using Mighty Writer structure; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.
<u>VPG</u> : <u>Pupils should be taught to:</u> -Develop their understanding of the concepts set out in English Appendix 2 by: *starting to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * beginning to use passive verbs to affect the presentation of	3	Plan writing:	I can use a variety of openers to make my writing flow.	Historical Narrative Use a relevant history topic or book to inspire writing and model features of the historical period.

information in a sentence A starting to using the perfect form of verbs to mark relationships of time and cause A		Identifying the audience and purpose for the	I can use dialogue to advance	Use Alan Peats story structure to plan own story with a
starting to use expanded noun phrases to convey	4	writing, using similar writing as models for their own.	action.	beginning, middle and end- who, where, where next, why,
complicated information concisely + using modal verbs	_	their own.		what goes wrong, who helps, where last, feelings
or adverbs to indicate degrees of possibility a starting to use relative clauses beginning with who, which, where,		Draft and write:		Analyse features from a WAGOLL and use them in context;
when, whose, that or with an implied (i.e. omitted)			I can hyphens.	plan using Mighty Writer structure; draft writing using
relative pronoun & starting to use the grammar for years		Select appropriate vocabulary,		previously taught skills; proof-read and edit work using
5 and 6 in English Appendix		understanding how choices can enhance		
-Indicate grammatical and other features by: A using				editing pens with support from teacher and peers; rewrite a
commas to clarify meaning or avoid ambiguity in writing		meaning	I can suggest changes to my	finished version.
using hyphens to avoid ambiguity & using brackets,			own and others' work.	
dashes or commas to indicate parenthesis 🐥 using semi-		Edit and evaluate:	own und others work.	
colons, colons or dashes to mark boundaries between				
independent clauses		Propose changes to vocabulary to enhance		
- Starting to use and understand the grammatical		meaning		
terminology in English Appendix 2 accurately and				
appropriately in discussing their writing and reading.				
<u>S&L</u>				
Pupils should be taught to: A listen and respond		Perform composition using appropriate		
appropriately to adults and their peers + ask relevant		volume, intonation and movement.		
questions to extend their understanding and knowledge				
use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions		Participate in performance		
give well-structured descriptions, explanations and				
narratives for different purposes, including for expressing		Speak audibly and fluently with an increasing		
feelings * maintain attention and participate actively in		command of Standard English		
collaborative conversations, staying on topic and				
initiating and responding to comments & use spoken	5	Plan writing:	I can use a range of figurative	Poetry
language to develop understanding through speculating,			language including	
hypothesising, imagining and exploring ideas A speak		in writing narratives, considering how authors	onomatopoeia, metaphors	Hook- summer themed poems/ end of term and transition
audibly and fluently with an increasing command of		have developed characters and settings in what	and personification.	links. This can also be linked to the class text.
Standard English A participate in discussions, presentations, performances, role play, improvisations		pupils have read, listened to or seen	and personneation.	
and debates & gain, maintain and monitor the interest of				Provide children with an example poem that they need to
the listener(s) & consider and evaluate different		Draft and write:		style in their own composition.
viewpoints, attending to and building on the			I can structure and shape my	style in their own composition.
contributions of others & select and use appropriate	6	in narratives, describing settings, characters and	,	Analyse features from a WAGOLL and use them in context;
registers for effective communication		atmosphere and integrating dialogue to convey	poem in interesting ways.	
		character and advance the action		plan using vocabulary mind map; draft writing using
				previously taught skills; proof-read and edit work using
		Edit and evaluate:		

		proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning using expanded noun phrases to convey complicated information concisely using hyphens to avoid ambiguity listen and respond appropriately to adults and their peers	I can perform my composition with intonation, volume and movement.	editing pens with support from teacher and peers; rewrite a finished version.
Vocabulary:	parenth Text spe	esis (brackets, dashes, commas), ambiguity, forn	nal, informal, synonyms, antonyn rt, character, dialogue, expanded	onouns, adverbs, modal verbs, cohesion, adverbials of time, is, passive, active, subjunctive form, ellipsis, hyphen noun phrase, performance, intonation, concise paragraphs,