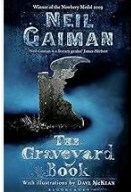
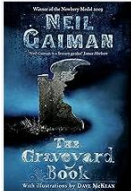


Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<b>Genre 1: 3 weeks</b> <b>Setting Description</b> (Link to QT Leon and the Place Between by Angela McAllister) 	Words with silent letters ( <i>doubt, solemn</i> ) Words ending in -cious ( <i>conscious, suspicious</i> ) Words ending in -able and -ible ( <i>adorable, visible</i> )	Expanded noun phrases including prepositions ( <i>The towering, velvet-draped tent rested beneath the star-strewn sky</i> ) Relative clauses ( <i>The tent, which shimmered in the moonlight, beckoned Leon inside.</i> ) Embedding coordination and subordination Similes and metaphors	Appropriate size and spacing Joins where necessary Fluent writers	Commas for relative clauses; demonstrating clarity; separating adjectives Exclamation marks Question marks for rhetorical questions	<b>Science: Separating mixtures</b>  <b>Geography: Investigating World Trade</b>  <b>Religion &amp; Worldviews: How are Hindu beliefs expressed in worship?</b>  <b>Art &amp; Design: Illustrations &amp; Narrative Art</b>
	<b>C&amp;C</b> Author's ability to link to senses to bring the 'setting to life' Logical structuring of the description Range of sentence types (simple, compound, complex)  <b>Alan Peat: Outside (inside) sentences.</b>	<b>Planning</b>	<b>Editing</b> Precision: avoid overuse of adjectives	<b>Vocabulary</b> Tier 2 words to elevate description ( <i>glistening, shadowed</i> ) Developing ability to use precise verbs for effect ( <i>lanterns flickered brightly</i> )	
<b>Genre 2: 3 weeks</b> <b>Character Description</b> (Link to QT Leon and the Place Between by Angela McAllister) 	Words with silent letters ( <i>doubt, solemn</i> ) Words ending in -cious ( <i>conscious, suspicious</i> ) Words ending in -able and -ible ( <i>adorable, visible</i> )	Embedding coordination and subordination Similes and metaphors Embed use of relative clauses Adverbials to describe movement and expression ( <i>Her eyes flickered nervously</i> )	Appropriate size and spacing Joins where necessary Fluent writers	Commas for relative clauses; demonstrating clarity; separating adjectives Exclamation marks Question marks for rhetorical questions	
	<b>C&amp;C</b> Range of sentence types (simple, compound, complex) Convey character (show don't tell)  <b>Alan Peat: Outside (inside) sentences.</b>	<b>Planning</b>	<b>Editing</b> Precision: avoid overuse of adjectives	<b>Vocabulary</b> Tier 2 words to elevate description ( <i>glistening, shadowed</i> ) Developing ability to use precise verbs for effect ( <i>lanterns flickered brightly</i> )	

Year 5 – Autumn 2 – Writing to Entertain

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<b>Genre 1: 3 weeks</b> <b>Narrative</b> (Link to QT The Graveyard Book by Neil Gaiman) 	Words with silent letters ( <i>knight, gnome</i> ) Other general suffixes ( <i>forceful, regrettable</i> ) Latin-derived words ( <i>audience, civilisation, emperor</i> )	Embed Autumn 1 Dialogue for characterisation (" <i>I wouldn't go in there," he muttered, eyes darting to the shadows.</i> ") Colons for emphasis ( <i>She had one goal: escape</i> ) Expanded noun phrases for clarity ( <i>The highly disciplined Roman army...</i> )	Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity Exclamation marks Question marks Inverted commas, and dialogue punctuated accurately	<b>Science: Energy</b>  <b>History: (European) Ancient Rome</b>  <b>Religion &amp; Worldviews: How does sacred text help Hindus understand Dharma?</b>  <b>Design &amp; Technology: Interactive Display</b>
	<b>C&amp;C</b> Clear intent to develop beginning, build-up, problem etc Begin to use dialogue to convey character Begin to blend description, action and dialogue Varied sentence starters ( <i>Meanwhile; in the distance, without warning</i> ) <b>Alan Peat: Noun which, who where sentences.</b>	<b>Planning</b>	<b>Editing</b> Precision: avoid overuse of adjectives	<b>Vocabulary</b> Tier 2 words to elevate description ( <i>reluctant, ponder</i> ) Developing ability to use precise verbs for effect ( <i>She lurched in the shadows.</i> )	
<b>Genre 2: 3 weeks</b> <b>Description</b> (Link to QT The Graveyard Book by Neil Gaiman) 	Words with silent letters ( <i>knight, gnome</i> ) Other general suffixes ( <i>forceful, regrettable</i> ) Latin-derived words ( <i>audience, civilisation, emperor</i> )	Embed Autumn 1 Dialogue for characterisation (" <i>I wouldn't go in there," he muttered, eyes darting to the shadows.</i> ") Colons for emphasis ( <i>She had one goal: escape</i> ) Expanded noun phrases for clarity ( <i>The highly disciplined Roman army...</i> )	Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity Exclamation marks Question marks Inverted commas, and dialogue punctuated accurately	
	<b>C&amp;C</b> Range of sentence types (simple, compound, complex) Convey character (show don't tell) <b>Alan Peat: Noun which, who where sentences.</b>	<b>Planning</b>	<b>Editing</b> Precision: avoid overuse of adjectives	<b>Vocabulary</b> Tier 2 words to elevate description ( <i>reluctant, ponder</i> ) Developing ability to use precise verbs for effect ( <i>She lurched in the shadows.</i> )	

Year 5 – Spring 1 – Writing to Inform

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<b>Genre 1: ? weeks</b> <b>Non-Chronological Report</b> Link to Autumn 2 – <b>History: Ancient Rome</b>	Words with the suffix –ibly and –ably ( <i>responsibly, admirably</i> ) Words with ei and ie rules ( <i>deceive, siege</i> ) Tier 3 words linked to science / RWV?	Cause and effect ( <i>As a result, consequently</i> ) Embed subordination and coordination, including varied sentence starters ( <i>since Dharma is based on duty, individuals must...</i> ) Correct tense ( <i>past tense for non-chronological</i> ) Embed relative clauses for additional information	Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity, including subordination ( <i>Although the Romans had advanced engineering, they still relied on slave labour for construction.</i> ) Apostrophe for possession Colons for explanations ( <i>Ancient Rome had a strict social hierarchy: emperors ruled at the top, followed by senators, equestrians, and plebeians.</i> )	<b>Science: Life Cycles</b>  <b>Geography: Looking at North America &amp; Water</b>  <b>Religion &amp; Worldviews: How do Buddhists explain suffering?</b>
	<b>C&amp;C</b> Formal language <i>evidence suggests that...</i> Texts are logically sequenced and structured Paragraphs organised around a theme or specific topic, including subheadings where appropriate <b>Alan Peat: 2 pairs sentences.</b>	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b> Tier 3 words for non-chronological report ( <i>emperor, auxiliary, chariot</i> ) Precision of vocabulary Formal language: factual and objective	<b>Art &amp; Design: Journeys</b>
Focus	Spelling	Grammar	Handwriting	Punctuation	
<b>Genre 2: ? weeks</b> <b>Explanation</b> Link to <b>Religion and Worldviews</b> from Au 2: <b>What is Dharma and how is it fulfilled?</b>	Words with the suffix –ibly and –ably ( <i>responsibly, admirably</i> ) Words with ei and ie rules ( <i>deceive, siege</i> ) Tier 3 words linked to science / RWV?	Cause and effect ( <i>As a result, consequently</i> ) Embed subordination and coordination, including varied sentence starters ( <i>since Dharma is based on duty, individuals must...</i> ) Correct tense ( <i>present tense for explanation</i> ) Embed relative clauses for additional information	Appropriate size and spacing Joins where necessary Fluent writers	Commas for clarity, including subordination ( <i>Although the Romans had advanced engineering, they still relied on slave labour for construction.</i> ) Apostrophe for possession Colons for lists ( <i>Dharma influences many aspects of life: moral choices, daily actions, and religious duties.</i> )	
	<b>C&amp;C</b> Texts are logically sequenced and structured Paragraphs organised around a theme or specific topic, including subheadings where appropriate <b>Alan Peat: 2 pairs sentences.</b>	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b> Precision of vocabulary Formal language: factual and objective	

Year 5 – Spring 2 – Writing to Inform

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<b>Genre 1: ? weeks</b> <b>Biography</b> (Influential British figure)	Words with the suffix -ous ( <i>famous, victorious, dangerous</i> ) Words with prefixes ( <i>misinterpret, preconceive</i> ) Adjectives with hyphens ( <i>man-eating, life-size, old-fashioned</i> )	Embed relative clauses for additional information	Appropriate size and spacing Joins where necessary Fluent writers	Commas for dates and details ( <i>In the spring of 1840, he became the youngest prime minister ever</i> ) Apostrophe for possession ( <i>The author's legacy was profound</i> ) Brackets for additional information Quotation marks to reflect quotes or famous words	<b>Science: Human Development</b>  <b>History: (European) Roman Empire in Britain</b>  <b>Religion &amp; Worldviews: How have events in history shaped Christian diversity?</b>  <b>Design &amp; Technology: Food - Sauces</b>
	<b>C&amp;C</b> Chronologically structured (biography) Coherence and ideas linked across paragraphs ( <i>After a breakthrough in 1845, she...</i> ) <b>Alan Peat: 3 bad - (dash) question?</b>	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b> Tier 3 words linked directly to biographical writing ( <i>legacy, achievement, pioneer</i> )	
<b>Genre 2: ? weeks</b> <b>Newspaper Report</b> (Link to <b>History: (European) Roman Empire in Britain</b> Poss focus on Roman invasion or Boudica's rebellion)	Words with the suffix -ous ( <i>famous, victorious, dangerous</i> ) Words with prefixes ( <i>misinterpret, preconceive</i> ) Adjectives with hyphens ( <i>man-eating, life-size, old-fashioned</i> )	Direct and indirect speech ("The Roman general said, 'We will conquer this land,'" reported the historian.) Passive voice for objectivity ( <i>Britain was invaded by the Romans in 43 AD</i> ) Third person to maintain impartiality (newspaper) Embed relative clauses for additional information	Appropriate size and spacing Joins where necessary Fluent writers	Brackets for additional information Quotation marks to reflect quotes or famous words	
	<b>C&amp;C</b> Inverted information pyramid in newspaper: important information first Balanced tone: factual yet engaging with dramatic effect  <b>Alan Peat: 3 bad - (dash) question?</b>	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b> Tier 3 words linked directly to history ( <i>invasion, conquest, legion, empire</i> ) Formal language for newspaper: factual and objective Comprehensive, yet concise conveying of information	

Year 5 – Summer 1 – Writing to Entertain

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<b>Genre 1: ? weeks</b> <b>Narrative</b> (Link to QT – The Last bear by Hannah Gold) 	Words with the prefixes re- and un- (redistribute, unconventional) Words from the year 5/6 spelling list Homophones and near homophones (their, there, they're; plane, plain; heard, herd)	Figurative language (the silence pressed on him like a heavy fog.) Modal verbs to create atmosphere/suspense (The air might have been enchanted.) Embed expanded noun phrases Dialogue to convey character and advance the plot (show, don't tell)	Appropriate size and spacing Joins where necessary Fluent writers	Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens	<b>Science-Forces</b> <b>Geography:</b> Climate Across the World <b>Religion &amp; Worldviews:</b> How has belief in Jesus as the Messiah impacted art? <b>Art &amp; Design:</b> Pattern & Sculpture
	<b>C&amp;C</b> Experimenting with differing character perspectives Consolidating cohesion within and across paragraphs using pronouns, adverbials Create suspense to build tension and advance pace  Alan Peat: 3 -ed sentences.	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b> Figurative language (the silence pressed on him like a heavy fog.) Using synonyms and antonyms with accuracy Integrating Tier 2 and Tier 3 vocabulary into writing to make descriptions more precise and engaging (elaborate, ominous, tranquillity, ominous).	
<b>Genre 2: ? weeks</b> <b>Description</b> (Link to QT – The Last bear by Hannah Gold) 	Words with the prefixes re- and un- (redistribute, unconventional) Words from the year 5/6 spelling list Homophones and near homophones (their, there, they're; plane, plain; heard, herd)	Figurative language (the silence pressed on him like a heavy fog.) Modal verbs to create atmosphere/suspense (The air might have been enchanted.) Embed expanded noun phrases	Appropriate size and spacing Joins where necessary Fluent writers	Apply the full range of punctuation expected in year 5: full stops, commas, apostrophes, inverted commas, brackets, exclamations, questions, colons, hyphens	
	<b>C&amp;C</b> Experimenting with differing character perspectives Consolidating cohesion within and across paragraphs using pronouns, adverbials Create suspense to build tension and advance pace  Alan Peat: 3 -ed sentences.	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b> Figurative language (the silence pressed on him like a heavy fog.) Using synonyms and antonyms with accuracy Integrating Tier 2 and Tier 3 vocabulary into writing to make descriptions more precise and engaging (elaborate, ominous, tranquillity, ominous).	

Year 5 – Summer 2 – Writing to Influence

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<b>Genre 1: ? weeks</b> <b>Discussion</b> (Link to <b>Religion &amp; Worldviews: Where do I stand?</b> )	Words with the suffix -ance (importance, dominance, resistance)  Words from the year 5/6 spelling list	Embed modal verbs for persuasion (You must not miss out the opportunity...) Imperative verbs (Don't miss out on this opportunity—buy now!") Embed all sentence types using subordination and coordination	Appropriate size and spacing Joins where necessary Fluent writers		<b>Science: Earth &amp; Space</b> <b>History: (Global) Quest for Knowledge</b> <b>Religion &amp; Worldviews: Where do I stand?</b> <b>Design &amp; Technology: Flat Pack</b>
	<b>C&amp;C</b>	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b>	
	Alan Peat: Consolidation				
Focus	Spelling	Grammar	Handwriting	Punctuation	
<b>Genre 2: ? weeks</b> <b>Advert</b> (Link to <b>Design &amp; Technology: Flat Pack</b> )			Appropriate size and spacing Joins where necessary Fluent writers		
	<b>C&amp;C</b>	<b>Planning</b>	<b>Editing</b>	<b>Vocabulary</b>	
	Alan Peat: Consolidation				