

Year 5



Objectives taken from the National Curriculum 2014

Children should plan their writing by:

- identifying 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

Children should draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using 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]

Children should evaluate and edit by:

- assessing 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

Children should proof-read for spelling and punctuation errors.

Use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)	Use adverbs to indicate degrees of possibility	Use expanded noun phrases to convey complicated information concisely	Use commas to clarify meaning or avoid ambiguity	Use adverbials of time, place or number (or tense choices) to links ideas across a paragraph
Use modal verbs to indicate possibility (e.g. might, should, must, will)	Use brackets, dashes and commas to indicate parenthesis	Use the perfect form of verbs to mark relationships of time and cause	Use devices to build cohesion within a paragraph	Use verb prefixes (dis-, de-, mis-, over-, re-)
Use suffixes to convert nouns and adjectives into verbs (-ate, -ise, -ify).				

N = New Learning **R = Recall of prior learning** **T – New terminology** **S – Spellings (SR =spelling recall)**

Autumn Terrible Tudors		Spring American Adventure (Mayan Times)		Summer Ancient Greeks	
Teachers must teach the conventions of the genre alongside the GaPS skills.					
<p>Recount/diary (3 weeks)</p> <p>R – use pronouns to aid cohesion R – identify and use fronted adverbials of time, manner and place and demarcate with commas R – expanded noun phrases which include modifying adjectives, nouns and prepositions R – use inverted commas and other speech punctuation to punctuate direct speech R – apostrophes for plural and singular possession, and contractions R – use Standard English verb inflections</p>	<p>narrative (2 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) N – modal verbs to indicate possibility (e.g. might, should, must, will) T – modal verb</p>	<p>narrative (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility N – use brackets, dashes and commas to indicate parenthesis T – parenthesis, bracket, dash</p>	<p>Reports(non chron/explanatory) (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis R – use expanded noun phrases to convey complicated information concisely N – use the perfect form of verbs to mark relationships of time and cause</p>	<p>Narrative (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis R – use expanded noun phrases to convey complicated information concisely R – use the perfect form of verbs to mark relationships of time and cause R – use commas to clarify meaning or avoid ambiguity N – use devises to build cohesion within a paragraph T – cohension</p>	<p>Newspaper Reports (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis R – use expanded noun phrases to convey complicated information concisely R – use the perfect form of verbs to mark relationships of time and cause R – use commas to clarify meaning or avoid ambiguity R – use cohesive devises to build link ideas within and across paragraphs N – verb prefixes (dis-, de-, mis-, over-, re-)</p>
<p>Report (2 weeks)</p> <p>R – use pronouns to aid cohesion R – identify and use fronted adverbials of time, manner and place and demarcate with commas R – expanded noun phrases which include modifying</p>	<p>letters (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p>	<p>recounts (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p>	<p>letters (3 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p>	<p>biographies (2 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p>	<p>letters (2 weeks)</p> <p>R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun)</p>

<p>adjectives, nouns and prepositions R – use inverted commas and other speech punctuation to punctuate direct speech R – apostrophes for plural and singular possession, and contractions R – use Standard English verb inflections N – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) T – relative pronoun, relative clause</p>	<p>R – modal verbs to indicate possibility (e.g. might, should, must, will) N – use adverbs to indicate degrees of possibility</p>	<p>R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis N – use expanded noun phrases to convey complicated information concisely</p>	<p>R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis R – use expanded noun phrases to convey complicated information concisely R – use the perfect form of verbs to mark relationships of time and cause N – use commas to clarify meaning or avoid ambiguity T – ambiguity</p>	<p>R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis R – use expanded noun phrases to convey complicated information concisely R – use the perfect form of verbs to mark relationships of time and cause R – use commas to clarify meaning or avoid ambiguity R – use devices to build cohesion within a paragraph N – use adverbials of time, place or number (or tense choices) to link ideas across a paragraph</p>	<p>R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis R – use expanded noun phrases to convey complicated information concisely R – use the perfect form of verbs to mark relationships of time and cause R – use commas to clarify meaning or avoid ambiguity R – use cohesive devices to build link ideas within and across paragraphs R – verb prefixes (dis-, de-, mis-, over-, re-) N – use suffixes to convert nouns and adjectives into verbs (-ate, -ise, -ift).</p>
	<p>recounts/letters (2 weeks) R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility</p>				<p>Leaflets/persuasive reports (2 weeks) R – use relative clauses (who, which, where, when, whose, that, or implied relative pronoun) R – modal verbs to indicate possibility (e.g. might, should, must, will) R – use adverbs to indicate degrees of possibility R – use brackets, dashes and commas to indicate parenthesis R – use expanded noun phrases to convey complicated information concisely</p>

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