



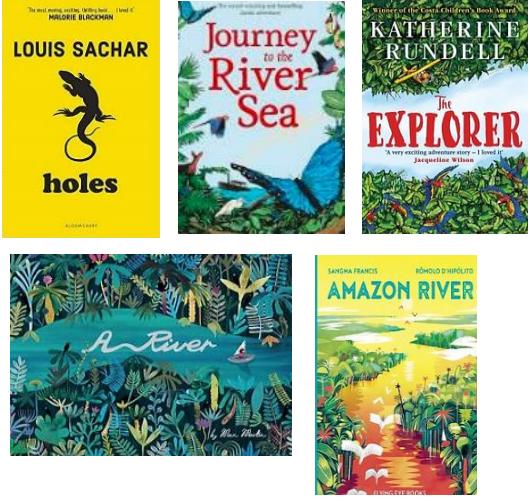
Year 5 Overview

Units

Writing Outcome:	ENTERTAIN	PERSUADE	POETRY	DISCUSS	INFORM	
<p><u>Walk like an Egyptian</u></p> <p><u>Autumn 1</u> Non-Chronological report - Ancient Egypt Letter - Based on Secrets of the Sun King (Lil's letter to Grandad) Persuasive travel text - Visiting Egypt</p> <p><u>Autumn 2</u> Instructions - Mummification Narrative - Egyptian Cinderella Newspaper - Discovery of Tutankhamun's tomb</p>		<p><u>To Infinity and Beyond</u></p> <p><u>Spring 1</u> Information text - The Solar System Narrative - Character & Setting description focused on Space Narrative (building atmosphere) - Agents of Shield (Chapter excerpt)</p> <p><u>Spring 2</u> Poetry - rockets Narrative - Cosmic Newspaper Report - Moon Landing Persuasive writing - Advert to become an Astronaut</p>		<p><u>Spirit of Samba</u></p> <p><u>Summer 1</u> Non-Chronological report - Rainforests Narrative - linked to Journey to the River Sea Poetry - Rainforest</p> <p><u>Summer 2</u> Balanced Argument - Deforestation Narrative - Holes Explanation text - Holes</p>		

Suggested Texts

These are **limited** recommendations. Any high-quality text, that fits with the aims of the unit, can be planned from.

		
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Skills and Knowledge

Composition

- To plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work
- To plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary
- To plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films
- To draft and write by selecting the correct grammar in my writing. To use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work
- To write pieces describing characters and include speech that helps show the character and their personality or mood
- To draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph
- To draft and write by linking ideas across paragraphs using adverbials of time eg later, place eg nearby, and number eg secondly or tense choices eg he had seen her before
- To set out my work correctly and use headings, bullet points or underlining depending on the purpose of my writing eg letter, leaflet, information text, instructions
- To use different verb forms with consideration for the audience and purpose
- To give feedback on and improve my own writing and my classmates'
- To give feedback on and edit vocabulary, grammar and punctuation to make writing clearer
- To mark and edit work to have the correct tense throughout
- To mark and edit work to have the correct subject and verb agreement
- To read work looking for spelling errors and correct them using a dictionary

Vocabulary, Grammar and Punctuation

- To add information to my sentences using relative clauses starting with: who, which, where, when, whose, that, or by missing out the pronoun
- To use a wide range of different sentence structures

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- To give feedback on and improve my own writing and my classmates'
- To give feedback on and edit vocabulary, grammar and punctuation to make writing clearer
- To mark and edit work to have the correct tense throughout
- To mark and edit work to have the correct subject and verb agreement
- To read work looking for spelling errors and correct them using a dictionary
- To proof-read for punctuation errors, including the use of brackets
- To proof-read for punctuation errors, including the use of dashes
- To proof-read for punctuation errors, including the use of commas for parenthesis
- To write pieces describing settings and atmosphere
- To perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear

Composition

- To plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work
- To plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary
- To plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films
- To draft and write by selecting the correct grammar in my writing. To use capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly in my work
- To write pieces describing characters and include speech that helps show the character and their personality or mood
- To draft and write by summarising longer passages.
- To set out my work correctly and use headings, bullet points or underlining depending on the purpose of my writing eg letter, leaflet, information text, instructions
- To give feedback on and improve my own writing and my classmates'
- To give feedback on and edit vocabulary, grammar and punctuation to make writing clearer
- To mark and edit work to have the correct tense throughout
- To mark and edit work to have the correct subject and verb agreement
- To read work looking for spelling errors and correct them using a dictionary
- To proof-read for punctuation errors, including the use of brackets
- To proof-read for punctuation errors, including the use of dashes
- To proof-read for punctuation errors, including the use of commas for parenthesis
- To perform my own work to a group with some confidence, changing the tone and volume of my voice to make the meaning clear

Vocabulary, Grammar and Punctuation

- To use devices to build cohesion within a paragraph eg then, after that, firstly

- To indicate degrees of possibility using adverbs eg perhaps, surely, or modal verbs eg might, should
- To use devices to build cohesion within a paragraph eg then, after that, firstly
- To link ideas across paragraphs using adverbials of time eg later, place eg nearby and number eg secondly or tense choices eg he had seen her before
- To understand the following terms: modal verb, relative pronoun, relative clause, bracket, dash
- To use layout devices such as headings, subheadings, columns, bullets or tables, to structure text
- To use modal verbs mostly appropriately

Speaking and listening

- I can confidently perform my own work to a group ensuring it is interesting by controlling the tone and volume.

Handwriting

- I can write legibly, fluently and with increasing speed.

Vocabulary, Grammar and Punctuation

- To use devices to build cohesion within a paragraph eg then, after that, firstly
- To link ideas across paragraphs using adverbials of time eg later, place eg nearby and number eg secondly or tense choices eg he had seen her before
- To use layout devices such as headings, subheadings, columns, bullets or tables, to structure text
- To use brackets for parenthesis
- To use commas to make my writing clear to the reader
- To understand the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash
- To use the colon to introduce a list
- To use bullet points to list information
- To use commas for clarity
- To use punctuation for parenthesis
- To use dashes for parenthesis
- To use commas for parenthesis

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- To understand the following terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash
- To use layout devices such as headings, subheadings, columns, bullets or tables, to structure text
- To use commas for clarity
- To use punctuation for parenthesis
- To use dashes for parenthesis
- To use commas for parenthesis
- To use the passive to affect the presentation of information in a sentence
- To change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify
- To use hyphens for clarity eg man eating shark or man-eating shark
- To use expanded noun phrases to explain complicated information simply
- To use the semi-colon to mark the boundary between independent clauses
- To use the colon to introduce a list and use semi-colons within lists

Speaking and listening

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Handwriting

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