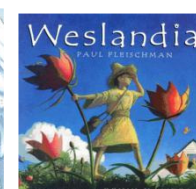


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 5	<ul style="list-style-type: none"> Stories which raise issues or dilemmas Film narrative Plays into drama Modern fiction (the Iron Man) Extended traditional stories Stories from other cultures and myths and legends (Vikings myths) 	<ul style="list-style-type: none"> Non-chronological reports (Viking life) Recounts (including autobiography/biography) Newspaper reports Instructions Persuasion Explanation Discussion (Introduction of mixed genre) 	<ul style="list-style-type: none"> Free verse Structured poetry Narrative poetry (Beowulf)

Writing Style Guide - Year 5

- Use personification for mood e.g. The sea whispered against the sand
- Add ed-ing-ly starters
- Create '3 If' sentences e.g. If you can offer some time, if you are sociable, if you would like to help others, then call today.
- Add embedded adverbials e.g. She banged on the door, shaking with rage, and waited.
- Use rhetorical sentences
- Use asides to the reader
- Write in third person omniscient (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character)
- Foreshadow events
- Build tension
- Use adjectives of taste e.g. bitter
- Hide details from the reader
- Use repetition to engage the reader
- Use contrast within and beyond sentences e.g. Out of the dirty, ramshackle house walked the gleaming silver robot
- Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.



Read Aloud to Year 5	Book Study	Author/ Genre Box
Odd and the frost giants, Neil Gaiman Beowulf Morpurgo/Crossley-Holland	Extracts from Beowulf Westlandia	Free Verse Historical fiction Persuasion Recounts

It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

Objectives for Year 5 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
<p>Speaking, Listening and Discussion Present a well-structured, persuasive argument including reasons and evidence Analyse the use of persuasive language in different contexts Plan and manage a group task over time</p> <p>Drama Vary voice for dramatic effect e.g. by using volume, tone and pitch</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Being a Reader Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Increase their familiarity with fiction genres including books from other cultures Know a range of children's authors and poets Read for a range of purposes Learn poems by heart Recommend a book and explain why Use pertinent and technically specific vocabulary when talking about books Discuss a text confidently with others, responding to their ideas and challenging their views courteously</p> <p>Reading Comprehension Check that the text makes sense to them and discuss their understanding Use imagination and empathy to explore a text beyond the page Answer questions drawing on information from several places in the text Predict what may happen using stated and implied details and a wider personal understanding of the world Summarise using an appropriate amount of detail as evidence Use evidence to both support and challenge conclusions drawn within and from a text Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Discuss and evaluate how authors use language and the impact on the reader Recognise that different parts of the text may have different purposes Comment on the effect that the reader's or writer's context has on the meaning of texts e.g. historical context, location</p> <p>Being a Researcher Detect bias and distinguish fact from opinion Search texts (including screen-based texts) for information quickly and efficiently and make choices about the appropriateness of the information Understand copying, quoting and adapting source material</p>	<p>Planning, Composing and Evaluating Develop ideas through reading and research Use a wide knowledge of text types, forms and styles to inform their writing Plan and write for a clear purpose and audience Choose a text form Ensure that the content and style of writing accurately reflects the purpose Borrow writers' techniques from book, screen and stage Structure and organise writing in well linked paragraphs Build cohesion within a paragraph Link openings to closings Use a variety of sentence openers Carefully select words to create effects Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense through a longer piece of writing Change vocabulary and grammar to enhance effects and clarify meaning Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 5)</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Identify relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Use devices (connectives) for cohesion within a paragraph Experiment with clause position in complex sentences Ensure correct subject verb agreement</p>
<p>Transcription</p> <p>Spelling Use a dictionary to check the meaning and spelling of words Investigate spelling patterns and conventions Use a thesaurus Use etymology to aid spelling Spell words with the suffix -ive Spell words with the suffix -ist Spell words ending in -cious Spell words ending in -tious Spell words ending in -cial and -tial Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Begin to adapt handwriting to specific purposes e.g. printing, use of italics Use features of layout, presentation and organisation effectively in written and on-screen media</p>		