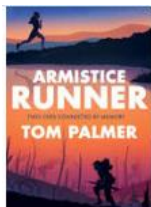


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 5	<ul style="list-style-type: none"> Stories which raise issues or dilemmas Plays into drama Modern fiction Extended traditional stories Stories from other cultures and myths and legends (Vikings myths) 	<ul style="list-style-type: none"> Non-chronological reports Recounts (including autobiography/ biography) reports Instructions (How to make an alarm) Persuasion Explanation (How a circuit works) Discussion 	<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
	Armistice Runner book study (2 nd half)	WW1 and local history

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 3

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

Spoken Language	Reading	Writing
<p>Speaking, Listening and Discussion Use language fluidly to speculate, hypothesise, imagine and explore ideas Identify and analyse the use of different question types e.g. open, closed, leading, probing, hypothetical, rhetorical, challenging and reflective Use a range of question types in discussion and conversation</p> <p>Drama Perform a published script experimenting with voice, gesture and staging</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 traditional stories Know a range of children's authors and poets Read for a range of purposes Learn more complex poems by heart Recommend an author 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 Explain some choices an author has made in structuring and organising their text Identify how the choice of language contributes to meaning Identify, describe and compare writers' themes across a range of texts 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</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 and adapt writers' techniques from book, screen and stage Select which parts of writing need to be developed in detail Balance narrative writing between action, description and dialogue Develop paragraphs creatively using techniques such as contrast, additional detail and explanation Use stanzas to organise ideas around a theme in poetry Use vivid description 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) Select and use stylistic devices to enhance writing</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use the suffixes –ate, -ise, and –ify to convert nouns or adjectives into verbs Understand what parenthesis is Recognise and identify brackets and dashes Use brackets, dashes or commas for parenthesis Ensure correct subject verb agreement</p>
Transcription		
<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 prefix im- Spell words with the prefix pro- Spell words ending in -able and -ible Spell words ending in -ably and -ibly Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Combine written text, illustration, moving image and sound appropriately to enhance the words and their meaning</p>		