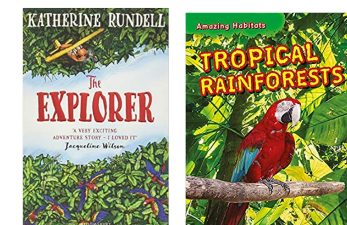


Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 5	<ul style="list-style-type: none"> Stories which raise issues or dilemmas (The Tin Forest/ The Promise) Film narrative Plays into drama Modern fiction (The Explorer) Extended traditional stories Stories from other cultures and myths and legends (Vikings myths) 	<ul style="list-style-type: none"> Non-chronological reports (Planet Earth Documentary) Recounts (including autobiography/ biography) (Women in Science) Newspaper reports (The Explorer) Instructions Persuasion Explanation Discussion (Introduction of mixed genre) 	<ul style="list-style-type: none"> Free verse Structured poetry (Tyger, Tyger) Narrative poetry

Writing Style Guide - Year 5

- Use personification for mood e.g. The sea whispered against the sand
- 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.



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)

Read Aloud to Year 5	Book Study	Author/ Genre Box
The Explorer (Katherine Rundell)	The Explorer (extracts) Tyger, Tyger (William Blake) The Tin Forest (Helen Ward) The Promise (Nicola Davies)	Biography (Mary Anning) Non-chronological report Newspaper report Recount (diary)

Objectives for Year 5 Term 2

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

Spoken Language	Reading	Writing
<p>Speaking, Listening and Discussion Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener Analyse techniques designed to engage the listener Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group</p> <p>Drama Invent dialogue, gesture and movement to suit a character</p>	<p>Word Reading Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) 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 modern fiction Know a range of children's authors and poets Read for a range of purposes Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience 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 Explain why an author has used figurative language and the effect this has Comment on a writer's purpose and viewpoint e.g. noting bias 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 own 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 Maintain a viewpoint throughout a text Engage the reader throughout Ensure cohesion within and between all paragraphs in a text Use stanzas to organise ideas around a theme in poetry Use varied vocabulary to sustain and develop ideas 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 Identify relative clauses e.g. beginning with who, which, where, when, whose, that Use relative clauses to expand sentences Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text Use commas to clarify meaning or avoid ambiguity Orchestrate a range of sentence structures 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 ending in -ant, -ance and -ancy Spell words ending in -ent, -ence and -ency Spell diminutives using mini-, micro-, -ette and -ling Spell words with the prefix bi- Spell words with the prefix trans- Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip (-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Increase the speed of handwriting without losing legibility Combine written text and illustration to enhance the words and their meaning</p>		