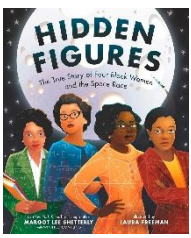
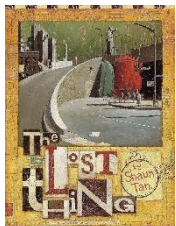
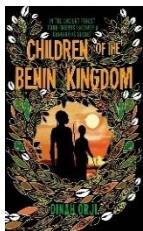
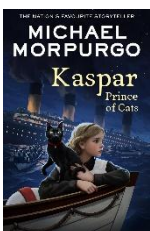
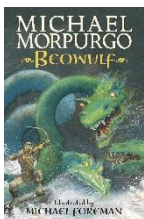
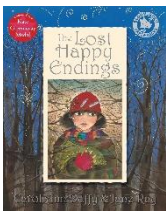
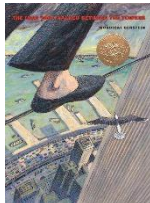
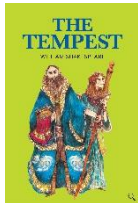
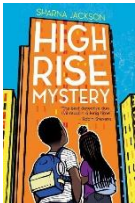
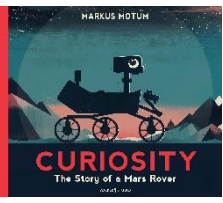
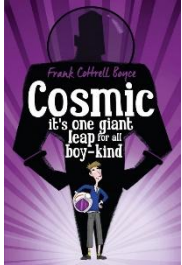
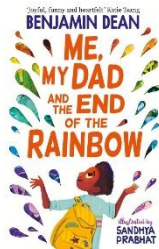
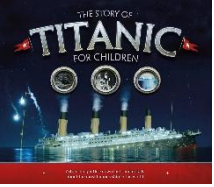
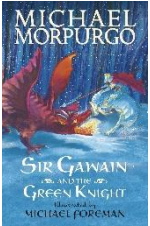
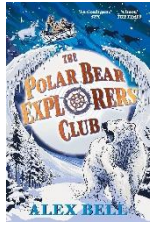
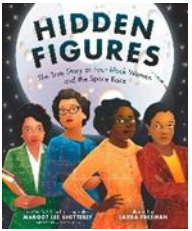
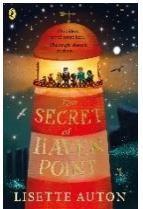
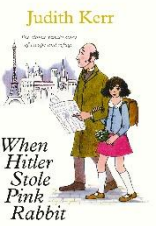
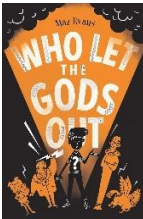
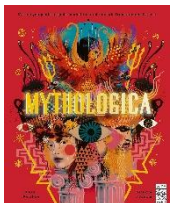
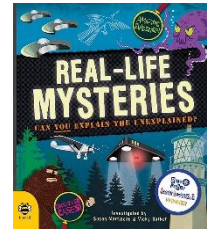


Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Ambition & Aspiration	Theme: Belonging & Equality	Theme: Lessons From History	Theme: Legends & Folklore	Theme: Power Vs Principles	Theme: Mystery & Truth
 	 	 	 	 	 
<i>Robot Girl</i> – Malorie Blackman <i>Hidden Figures</i> – Margot Lee Shetterly	<i>The Lost Thing</i> – Shaun Tan <i>The Lizzie & Belle Mysteries</i> – J.T. Williams	<i>Children of the Benin Kingdom</i> – Dina Orji <i>Kaspar, The Prince of Cats</i> – Michael Morpurgo	<i>Beowulf</i> – Michael Morpurgo <i>The Lost Happy Endings</i> – Carol Ann Duffy	<i>The Man Who Walked Between the Towers</i> – Mordecai Gernstein <i>The Tempest</i> – William Shakespeare	<i>High Rise Mystery</i> – Sharna Jackson <i>Curiosity</i> – Markus Motem
Science Fiction Non-Fiction	Fiction Historical Mystery Fiction	Historical Fiction Adventure Fiction	Prose Poetry Literary Fiction	Picture Book Comedy	Mystery, Fiction Non Fiction
Fiction Writing Outcomes					
Discussion / debate, character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review Main outcome: Science-fiction narrative	diary entries, formal letters, guides / non-chronological reports, adverts, official paperwork, lost tags Main outcome: Own version fantasy narrative posters, diary entries, case notes, letters, dialogue (quotations), character descriptions, fact files, persuasive speeches Main outcome: Biography of Ignatius Sancho	Informal letter, contrasting diary entry, survival guide, eyewitness report, summary Main outcome: Non-chronological report Outcomes: Character descriptions, reports, letters, advertising leaflet, balanced report Main outcome: Newspaper article	Epitaph, glossary, letter of advice, dialogue, recount, character and setting description, summarising captions, obituary Main outcome: Own version legend or missing chapter	Setting description, character descriptions /comparisons, diary entry, dialogue Main outcome: Playscript	Outcomes: Character description, police report, setting description, newspaper article, dialogue, formal persuasive letter Main outcome: Extended narrative
Non-Fiction Writing Outcomes					
Non-chronological reports, job adverts, formal persuasive letters, informal letters, diary entries, character descriptions, opinion pieces Main outcome: Non-chronological report about the achievements of the women and the history of NASA	N/A	N/A	N/A	Fact file, journalistic writing, setting descriptions, letter of advice, persuasive speech Main outcome: Biography	Outcomes: Proposal to NASA, information labels, short explanation, NASA log of Mars landing, news report Main outcome: Expanded explanation for a new rover
Poetry Writing Outcomes					
N/A	N/A	N/A	Outcomes: Letter, poetry, passage of direct speech, diary entry, story ending	N/A	N/A

			Main outcome: Prequel- alternative perspective		
GPS Outcomes					
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - Use of expanded noun phrases to convey complicated information concisely - How words are related by meaning as synonyms and antonyms [for example, big, large, little] - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter) - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Using expanded noun phrases to convey complicated information concisely - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn]	Develop their understanding of the concepts set out in English Appendix 2 by: - Recognising vocabulary and structures that are appropriate for formal speech and writing • Using passive verbs to affect the presentation of information in a sentence - Using expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - Learning the grammar for years 5 and 6 in English Appendix 2 Indicate grammatical and other features by: - Using commas to clarify meaning or avoid ambiguity in writing - Using brackets, dashes or commas to indicate parenthesis - Using semi-colons, colons or dashes to mark boundaries between independent clauses - Using a colon to introduce a list - Punctuating bullet points consistently - Use and understand the grammatical terminology in	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] - Use of commas to clarify meaning or avoid ambiguity - Use of expanded noun phrases to convey complicated information concisely - Use of inverted commas and other punctuation to indicate direct speech (Y4) - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in	- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - Using passive verbs to affect the presentation of information in a sentence - Using expanded noun phrases to convey complicated information concisely - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Use of commas to clarify meaning or avoid ambiguity - Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] (LKS2) - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] (LKS2) - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition	- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] - Use of expanded noun phrases to convey complicated information concisely - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] - How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6) - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] (Y6) - Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

	• Using hyphens to avoid ambiguity • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Use of the colon to introduce a list • Using brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity • Punctuation of bullet points to list information • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	English Appendix 2 accurately and appropriately in discussing their writing and reading. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure • Using passive verbs to affect the presentation of information in a sentence	some very formal writing and speech] (Y6) • Use of layout devices [for example, headings, subheadings, columns, bullets or tables] to structure text (Y6) • Indicate grammatical and other features by: • Using commas to clarify meaning or avoid ambiguity in writing • Using semi-colons, colons or dashes to mark boundaries between independent clauses	phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) (LKS2) • Fronted adverbials [for example, Later that day, I heard the bad news.] (LKS2) • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • How words are related by meaning as synonyms and antonyms [for example, big, large, little] (Y6)	• Use of commas to clarify meaning or avoid ambiguity • Brackets, dashes or commas to indicate parenthesis • Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] (Y6)
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Whole Class Guided Reading Texts					
 <i>Cosmic – Frank Cottrell Boyce</i>	 <i>Me, My Dad and The End of the Rainbow - Benjamin Dean</i>	 <i>The Story of Titanic for Children – Joe Fullman</i>	 <i>Sir Gawain and the Green Knight – Michael Morpurgo</i>	 <i>The Good Thieves – Katherine Rundell</i>	 <i>The Polar Bear Explorers' Club – Alex Bell</i>
 <i>Hidden Figures – Margot Lee Shetterly</i>	 <i>The Secret of Haven Point – Lisette Auton</i>	 <i>When Hitler Stole Pink Rabbit – Judith Kerr</i>	 <i>Who Let the Gods Out – Maz Evans</i>	 <i>Mythologica – Stephen P Kershaw</i>	 <i>Real-Life Mysteries: Can you explain the unexplained? – Susan Martineau</i>