

YEAR	Term	Range
5	Autumn	Fiction and Poetry: novels, stories and poems by significant children’s writers; play scripts; concrete poetry Non-Fiction: recounts of events, activities from a range of sources; instructional texts in a range of forms and media
Speaking and Listening <i>Children should be taught:</i>		
Speaking		
1. to tell a story using notes designed to cue techniques such as repetition, recap and humour		
Listening		
2. to identify some aspects of talk which vary between formal and informal occasions e.g. <i>contrasting excerpts from Newsround and Main News etc</i>		
Group Discussion and Interaction		
3. to plan and manage a group task over time by using and revising different levels of planning e.g. Gant		
Drama		
4. to perform a scripted scene making use of dramatic conventions		
Grammar, Punctuation and Core Vocabulary <i>Children should be taught:</i>		
1. to investigate word order by examining how far the order of words in sentences can be changed: a. which words are essential to meaning? b. which words can be deleted without damaging the basic meaning? c. which words or groups of words can be moved into a different order?		
2. to understand the basic conventions of standard English and consider when and why standard English is used: a. agreement between nouns and verbs b. consistency of tense and subject c. avoidance of double negatives d. avoidance of non-standard dialect words		
3. to proofread and discuss their own work for clarity and correctness e.g. <i>by creating more complex sentences, using a range of connectives, simplifying clumsy constructions</i>		
4. to adapt writing for different audiences and purposes e.g. <i>by changing vocabulary, tone and sentence structure to suit</i>		
5. to understand the difference between direct and reported speech by finding examples in own reading, discussing the context and reasons for use and transforming from one form to the other noting changes in punctuation and words that have to be changed or added;		
6. to understand the need for punctuation as an aid to the reader e.g. <i>commas to mark grammatical boundaries, colons signal lists etc</i>		
7. to understand how dialogue is set out from their own reading		
8. to revise all work on verbs from Year 4		
9. to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes		
10. to explain the differences between synonyms to identify shades of meaning e.g. <i>angry, irritated, frustrated, upset etc</i>		
Reading <i>Children should be taught:</i>		
1. to analyse the features of a good opening and compare a number of story openings creating a checklist of features;		
2. to compare the structure of different stories, to discover how they differ in pace, build up, sequence, complication and resolution;		
3. to investigate how characters are presented, referring to the text: a. through dialogue, action and description b. how the reader responds to them (as victims, heroes etc.) c. through examining their relationships with other characters		
4. to consider how a text can be rooted in the writer’s experiences e.g. <i>historical events and places, experiences of wartime or friendships or holidays</i>		
5. to understand dramatic conventions including: a. the conventions of scripting b. how character can be communicated in words and gesture c. how tension can be built up through pace, silences and delivery		
6. to read a number of poems by significant poets and identify what is significant about their style and content;		
7. to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning through vocabulary use; to explain and justify personal tastes, to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns;		
8. to investigate and collect different examples of word play, relating form to meaning;		
9. to develop an active attitude towards reading across a range of subjects e.g. <i>making questions, seeking answers, anticipating and predicting events, empathising with characters and imagining events</i>		
10. to experiment with different ways of opening a story e.g. <i>dialogue, description or action</i>		
11. to identify the core features of recounted texts in different forms such as sports reports, diaries, police reports etc a. introduction to orientate the reader b. chronological sequence c. supporting illustrations or diagrams d. degree of formality adopted e. use of connectives		
12. to read and evaluate a range of instructional texts in terms of their a. purposes b. organisation and layout c. clarity and usefulness		
13. to discuss a range of note taking purposes and techniques and how best to use each technique		
Core Vocabulary (as previous year plus)		
• tense (verb)		
• synonyms		
• root word		
• derivation		
• imperative		
Writing <i>Children should be taught:</i>		
1. to record their ideas, reflections and predictions about a book e.g. <i>through a reading log or journal</i>		
2. to map out texts showing development and structure e.g. <i>its high and low points, the links between sections and paragraphs and chapters etc</i>		
3. to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail		
4. to convey feelings, reflections or moods in a poem through the careful choice of words and phrases		
5. to write metaphors from original ideas or from similes		
6. write own play script, applying conventions learned from reading; including production notes		
7. to annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience		
8. to evaluate the script and performance for dramatic interest and impact		
9. to write recounts based on subject, topic or personal experiences (from this and other subjects) for (a) a close friend and (b) an unknown reader		
10. to write instructional texts and test them out		
11. to make notes for a range of different purposes in order to support reading, writing and group work		
Spelling <i>Children should be taught</i>		
1. to spell unstressed vowels in polysyllabic words (SfS)		
2. to spell words with common letter strings and different pronunciations (SfS)		
3. to examine the properties of words ending in vowels other than ‘e’		
4. to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings e.g. <i>add –s to most words, add –es to most words ending in ‘s’, ‘sh’ and ‘ch’, change –f to –ves, when –y is preceded by a consonant, change to –ies, when –y is preceded by a vowel, add –s;</i>		
5. to collect and investigate the meanings and spellings of words using the following prefixes: auto, bi, trans, tele, circum		
6. to identify root words, derivations and spelling patterns e.g. <i>sign, signature, signal, bomb, bombard, remit, permit, permission</i> in order to extend vocabulary and provide support for their own spelling		

YEAR	Term	Range
5	Spring	Fiction and Poetry: traditional stories, myths, legends, fables from a range of cultures; longer classic poetry including narrative poetry Non-Fiction: non-chronological reports and explanations using content from other subjects
Speaking and Listening <i>Children should be taught:</i>		
Speaking		
1. to use and explore different question types e.g. <i>how to use, vary and sequence different questions types</i>		
Listening		
2. to identify different question types and evaluate their impact on an audience e.g. <i>closed, open, leading, negative and rhetorical</i>		
Group Discussion and Interaction		
3. to understand and use the processes and language of decision making e.g. <i>considering consequences and alternatives, achieving compromise where necessary using language to seek agreement</i>		
Drama		
4. to reflect on how working in role helps to explore complex issues		
Grammar, Punctuation and Core Vocabulary <i>Children should be taught:</i>		
1. to re-order simple sentences, noting changes which are required in word order and verb forms and discuss the effects of the changes		
2. to consolidate the basic conventions of standard English		
a. agreement between nouns and verbs		
b. consistency of tense and subject		
c. avoidance of double negatives		
d. avoidance of non-standard dialect words		
3. to understand how writing can be adapted for different purposes and audiences e.g <i>by changing vocabulary and sentence structures</i>		
4. to revise from Year 4		
a. the different kinds of noun		
b. the function of pronouns		
c. agreement between nouns, pronouns and verbs		
5. to use punctuation effectively to signpost meaning in longer and more complex sentences		
6. to be aware of the differences between spoken and written language including:		
a. conventions to guide the reader		
b. the need for writing to make sense away from the immediate context		
c. the use of punctuation to replace intonation, pauses and gestures		
d. the use of complete sentences		
7. to explore the ambiguities that arise from sentence contractions e.g. <i>through signs and headlines .. ‘Police shot man with knife’; ‘Baby Changing Room’ etc</i>		
8. to construct sentences in different ways while retaining the original meaning e.g.		
a. combining two or more sentences		
b. re-ordering sentences		
c. deleting or substituting words		
d. embedding clauses such as –ed clauses		
e. starting with adverbial phrases or clauses		
f. starting with expanded –ed clauses		
9. to secure the use of commas in embedding clauses within sentences		
10. to understand pronoun chains and that when using pronouns it is clear to what or to whom they refer		
Reading <i>Children should be taught:</i>		
1. to identify and classify the features of Myths, Legends and Fables e.g. <i>the moral in a fable, fantastical beasts in legends etc</i>		
2. to investigate different versions of the same story in print or in film, identifying similarities and differences; recognise how stories change over time and differences in culture and place are expressed in story		
3. to explore similarities and differences between oral and written storytelling		
4. to read a range of narrative poems		
5. to perform poems in a variety of ways		
6. to understand terms which describe different kinds of poems e.g. <i>ballad, sonnet, rap, elegy, narrative poem</i> and to identify typical features		
7. to compile a class anthology of favourite poems with commentaries which highlight the reasons for the choice		
8. to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of characters e.g. <i>minor characters, heroes, villains</i> and perspectives on the action from different characters		
9. to identify the features of different fiction genres e.g. <i>science fiction, adventure</i> discussing the appeal of popular fiction		
10. to understand the differences between literal and figurative language e.g. <i>by discussing the detailed effect on the reader of imagery in poetry and prose</i>		
11. to make notes of story outlines as preparation for oral retelling		
12. to read a range of explanatory texts, investigating and noting features of impersonal style e.g. <i>complex sentences; use of passive voice, technical vocabulary, hypothetical language (if...when, might etc.), use of words and phrases to make sequential, causal, logical connections e.g. while, after, during, because, due to, only, when, so</i>		
13. to prepare for reading by identifying what they already know and what they need to find out		
14. to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of the text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text marking (vi) using a range of media where available		
15. how authors record and acknowledge their sources		
16. to evaluate texts critically by comparing how different sources treat the same information and discuss why there may be differences		
17. make notes and discuss what is meant by “in your own words” and when it is appropriate to copy, quote and adapt		
18. to explore onomatopoeia by collecting and inventing		
Core Vocabulary (as previous year plus)		
● myth, legend and fable		
● onomatopoeia		
● scanning and skimming		
● hypothetical		
● imagery		
● clauses		
Writing <i>Children should be taught:</i>		
1. to write own versions of legends, myths and fables using structures, themes and styles identified in their reading		
2. to use structures of poems read to write extensions based on these e.g. <i>additional verses or substituting own words and ideas</i>		
3. to review and edit writing to produce a final form matched to the needs of the identified reader		
4. to convert personal notes into notes for others to read (in this and other subjects) paying attention to appropriateness of style, vocabulary and presentation		
5. to plan, compose, edit and refine short non-chronological reports and explanatory texts using reading as a source, focusing on clarity, conciseness and impersonal style		
6. to record and acknowledge sources in own writing		
7. to evaluate their own work		
Spelling <i>Children should be taught</i>		
1. to explore the spelling patterns of consonants and to formulate rules (SfS)		
2. to explore less common prefixes and suffixes (SfS)		
3. to investigate words which have common letter strings but different pronunciations e.g. <i>rough, tough, cough, bough, boot, foot etc</i>		
4. to distinguish between homophones e.g. <i>ate/eight; grate/great; rain, reign, rein</i>		
5. the correct use and spelling of possessive pronouns linked to work on grammar e.g. <i>their, theirs, your, yours, my, mine etc</i>		
6. to search for, collect, define and spell technical tier 2 and tier 3 words from other subjects		
7.		

YEAR	Term	Range
5	Summer	Fiction and Poetry: novels, stories and poems from a variety of cultures and traditions; choral and performance poetry Non-Fiction: Persuasive and Discursive writing showing clear sides and viewpoints from a range of sources and media including letters
Speaking and Listening <i>Children should be taught:</i>		
Speaking		
1. to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language;		
Listening		
2. to analyse the use of persuasive language e.g. <i>how a speaker uses emphasis, rhetoric and gesture effectively</i>		
Group Discussion and Interaction		
3. to understand different ways to take the lead and support others in groups e.g. <i>identifying how to organise, chair, report, listen constructively and draw others in</i>		
Drama		
4. to use and recognise the impact of theatrical effects in drama e.g. <i>describing and reflecting on style and genre in performances</i>		
Grammar, Punctuation and Core Vocabulary <i>Children should be taught:</i>		
1. to secure the basic conventions of standard English		
a. agreement between verbs and nouns		
b. consistency of tense and subject		
c. avoidance of double negatives		
d. avoidance of non-standard dialect words		
2. to understand how writing can be adapted for different audiences and purposes e.g. <i>by changing vocabulary and sentence structures</i>		
3. to search for, identify in a range of sources and classify a wide range of prepositions while experimenting by changing the prepositions in sentences and texts and investigating how meaning has changed		
4. to use punctuation accurately in sentences		
5. to revise the use of the possessive apostrophe from Year 4		
6. to investigate clauses through		
a. identifying the main clause in a long sentence		
b. investigating sentences which contain more than one clause		
c. understanding how clauses are connected and trialling different methods		
7. to use connectives to link clauses within sentences and to link whole sentences together in longer texts		
8. to understand how words can be formed from longer words e.g. <i>through omission of letters; o'clock, Hallowe'en and through omission of prefixes; (omni)bus, (tele)phone, (aero)plane as well as through acronyms; radar, wifi, VAR</i>		
Core Vocabulary (as previous year plus)		
• point of view		• bias
• conjunction		• connective
• persuasion		• ambiguity
• discussion		• contraction
• omission		
• advertisement		
Reading <i>Children should be taught:</i>		
1. to investigate a range of texts from different cultures considering patterns of relationships, social customs, attitudes and beliefs and identify these features with close reference to the texts while evaluating them in relation to their own experiences		
2. to identify the point of view from which a story is told and how this affects the reader's response		
3. to change a point of view e.g. <i>tell incident or describe a situation from the point of view of another character or perspective</i>		
4. to read, rehearse and modify performance poetry		
5. to select poetry, justify their choices		
6. to explore the challenge and appeal of older literature through		
a. listening to older literature being read aloud		
b. reading accessible poems, stories and extracts		
c. reading extracts from classic serials shown on TV or online		
d. discussing differences in language used		
7. to read and evaluate letters and texts from a range of media and communications that are intended to inform, protest, complain, persuade considering how (i) they are set out (ii) how language is used to gain attention, respect, manipulate etc		
8. to read other examples e.g. <i>newspaper comment, headlines, adverts, fliers etc.</i> Comparing examples of writing which informs and persuades considering (i) the deliberate use of half truth and ambiguity / bias and (ii) how opinions can be disguised to seem like fact		
9. to select and evaluate a range of texts in print and other media for persuasiveness, clarity and quality of information		
10. from reading, to collect and investigate use of persuasive devices e.g. <i>words and phrases such as 'surely', 'it wouldn't be very difficult to...'; persuasive definitions such as 'no-one but an idiot would..', 'the real truth is ...', 'all your neighbours are...'; rhetorical questions such as 'are we expected to...', 'what will future generations think of...'; pandering, condescension, concession etc</i>		
Writing <i>Children should be taught:</i>		
1. to write from another character's point of view in different forms e.g. <i>a letter from one character to another, a social media post as another character about an incident</i>		
2. to record predictions, questions, reflections while reading e.g.. <i>through a reading journal</i>		
3. to write in the same style as a studied author e.g. <i>writing to complete a section, resolve a conflict in known story, writing additional additional dialogue to an established conversation, writing a new conversation between two characters after a set point in a story</i>		
4. to write discursively about a novel or story e.g. to describe, explain or comment upon it		
5. to use performance poems as models to write and produce poetry in polished forms through revising, redrafting and presentation		
6. to draft and write letters for real purposes e.g. <i>to put across a point of view, comment on an emotive issue, protest</i> and to edit and present these is a finished state		
7. to write a commentary on an issue on paper or on screen (taken from real life, the news or an emotive subject) setting out and justifying a personal view using structures from reading to set out and link points		
8. to construct an argument to persuade others of a point of view using features drawn from reading to support the written piece and evaluate the effectiveness of the persuasion once complete		
Spelling <i>Children should be taught</i>		
1. to investigate and learn spelling rules for adding suffixes to words ending in –e, words ending in –y and words containing ie (SfS)		
2. to identify word roots, derivations and spelling patterns as a support for spelling (SfS)		
3. to spell unstressed vowels in polysyllabic words e.g. <i>company, portable, poisonous, sector etc</i>		
4. to investigate and learn spelling rules:		
a. words ending in modifying e; drop e when adding –ing such as in ‘taking’		
b. words ending in modifying e; keep e when adding a suffix beginning with a consonant such as ‘hopeful’		
c. words ending in y preceded by a consonant; change y to ie when adding a suffix e.g. flies, tried – except for the suffixes ly or ing such as shyly or flying		
d. i before e except after c when the sound is ee e.g. <i>receive</i>		
5. to transform words e.g. <i>changing tenses –ed, -ing, negation un-, im-, il-, making comparatives –er, -est, -ish, changing verbs to nouns –ion, -ism, -ology nouns to verbs –ise, -ify, -en</i>		
6. to recognise the spelling and meaning of prefixes in-, im-, ir-, pro-, sus-		
7. to identify everyday words borrowed from other languages and undertsnad how this might be a clue to spelling e.g. <i>spaghetti, bungalow, boutique</i>		