

Year 5 Writing Long Term Plan

Autumn Term – The Secret Garden by Frances Hodgson Burnett

3 weeks		3 weeks		4 weeks		4 weeks	
Book: The Secret Garden by Frances Hodgson Burnett		Book: The Secret Garden by Frances Hodgson Burnett		Book: The Secret Garden by Frances Hodgson Burnett		Book: The Secret Garden by Frances Hodgson Burnett	
Genre Biography		Genre Formal letter / Victorian letters in a formal tone		Genre Narrative - Suspense and Setting Description		Genre Diary	
Model of Excellence Biography – Canute the Great		Model of Excellence Formal letter – from Mary’s guardian in India to her Uncle		Model of Excellence Story from Mary Lennox’s point of view.		Model of Excellence Diary entry written by Mary about being told she was leaving India.	
Warm	Biography – Queen Elizabeth or King Charles	Warm	Formal letter from Mary to Martha’s mother (thanking her for skipping ropes and telling her about life in India etc).	Warm	Story – The Hidden Bedroom	Warm	Diary entry about packing her things and saying goodbye to her friends
Hot	Biography – Harald Hardrada or Leif Erikson or Eric Bloodaxe	Hot	Formal letter replying from Uncle to India Formal letter Mr Archibald informing Mary of his life in Yorkshire before she arrives. Formal letter from Martha’s mother replying to Mary (about her life in Yorkshire and things to do).	Hot	Story – The Secret Cabin	Hot	Diary entry about arriving in England, the culture shock etc..
National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations	
<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 	
Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences New learning <ul style="list-style-type: none"> Parenthesis sentence 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences New learning <ul style="list-style-type: none"> Noun, which/where/who Sentence 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence 	
<ul style="list-style-type: none"> Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Consolidation of previously taught punctuation – apostrophes, commas, direct speech marks Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Consolidation of previously taught punctuation – apostrophes, commas, direct speech marks Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 	
<ul style="list-style-type: none"> Structural features of narrative may be included e.g. repetition for effect 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 Paragraphs are varied in length and structure Pronouns are used to hide the person doing the action e.g. It crept into the woods 		<ul style="list-style-type: none"> Developed introduction and conclusion using all the letter layout features Paragraphs developed with prioritised information Purpose of letter is clear for the reader Formal language used throughout to engage the reader 		<ul style="list-style-type: none"> Sequence of plot may be disrupted for effect e.g. flashback Structural features of narrative are included e.g. repetition for effect 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 Paragraphs are varied in length and structure Pronouns are used to hide the person doing the action e.g. It crept into the woods 		<ul style="list-style-type: none"> Developed introduction and conclusion including elaborated personal response Descriptions of events are engaging The information is organised chronologically with clear signals to the reader about time, place and personal response Purpose of the recount or experience reveals the writer’s perspective 	
<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary Précising longer passages Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural 		<ul style="list-style-type: none"> Assessing the effectiveness of their own and others’ writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors 		<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary Précising longer passages Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural 		<ul style="list-style-type: none"> Assessing the effectiveness of their own and others’ writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors 	
<ul style="list-style-type: none"> Use of brackets, dashes or commas to indicate parenthesis 		<ul style="list-style-type: none"> Using expanded noun phrases to convey complicated information concisely and 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 pronouns 		<ul style="list-style-type: none"> Using modal verbs or adverbs to indicate degrees of possibility 		<ul style="list-style-type: none"> 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 pronouns 	

Year 5 Writing Long Term Plan

Spring Term – Room 13 by Robert Swindells

3 weeks		4 weeks		3 weeks	
Book: Room 13 by Robert Swindells		Book: Room 13 by Robert Swindells		Book: Room 13 by Robert Swindells	
<u>Genre</u> Balanced Argument		<u>Genre</u> Narrative - Mystery/ Suspense		<u>Genre</u> Recount- detailed postcard	
Model of Excellence Balanced Argument – Should children be allowed mobile phones in school?		Model of Excellence Mystery story written from the teacher's point of view.		Model of Excellence A postcard by Felicity about Whitby	
Warm	Balanced Argument - Should people go to prison?	Warm	Mystery/ Suspense story, about the stroke of midnight.	Warm	Postcard written by Lisa about the hotel
Hot	Balanced Argument – Is physical punishment acceptable?	Hot	Mystery/ Suspense story, about a hidden trapdoor or ideas of their choice	Hot	Mysterious postcard written by Felicity/ Lisa David Tot Trotter about the hotel and Room 13
<u>National Curriculum Coverage and Caedmon's Expectations</u>		<u>National Curriculum Coverage and Caedmon's Expectations</u>		<u>National Curriculum Coverage and Caedmon's Expectations</u>	
<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 	
<u>Prior learning - consolidation</u> <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence 		<u>Prior learning - consolidation</u> <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence 		<u>Prior learning - consolidation</u> <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence 	
<u>New learning</u> <ul style="list-style-type: none"> Figurative language – metaphors, simile, alliteration, personification 		<u>New learning</u> <ul style="list-style-type: none"> If, if, if, then sentence Figurative language – metaphors, simile, alliteration, personification 		<u>New learning</u> <ul style="list-style-type: none"> AFOREST technique (alliteration, facts, opinion, repetition, emotive language, statistics, triples/use of three) 	
<ul style="list-style-type: none"> Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Consolidation of previously taught punctuation – apostrophes, commas, direct speech marks Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Consolidation of previously taught punctuation – apostrophes, commas, direct speech marks Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 	
<ul style="list-style-type: none"> 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 Paragraphs are varied in length and structure Pronouns are used to hide the person doing the action if appropriate 		<ul style="list-style-type: none"> Sequence of plot may be disrupted for effect e.g. flashback Structural features of narrative are included e.g. repetition for effect 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 Paragraphs are varied in length and structure Pronouns are used to hide the person doing the action e.g. It crept into the woods 		<ul style="list-style-type: none"> Structural features of recount are included 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 Paragraphs are varied in length and structure 	
<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning Précising longer passages Assessing the effectiveness of their own and others' writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing Taught to proof-read for spelling and punctuation errors 		<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning Describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description Précising longer passages Assessing the effectiveness of their own and others' writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing Taught to proof-read for spelling and punctuation errors 		<ul style="list-style-type: none"> AFOREST technique (alliteration, facts, opinion, repetition, emotive language, statistics, triples/use of three) Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural 	
<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify Verb prefixes [for example, dis-, de-, mis-, over- and re-] 		<ul style="list-style-type: none"> Spelling: adding suffixes beginning with vowel letters to words ending in -fer 		<ul style="list-style-type: none"> Commas to clarify meaning or avoid ambiguity (discuss the terms 'ambiguity'. This can include commas in a list 	

Year 5 Spelling, Punctuation and Grammar Long Term Plan

Spring Term

<p>Year 5 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 5 curriculum, blue = revision of previous year groups</p> <p>Sentences for Year 5: Noun, which/where/who Sentence Parenthesis sentence Relative clauses beginning with: who, which, where, when, whose, that (or an omitted relative pronoun) Using adverbs or modal verbs to indicate degrees of possibility: adverbs e.g. surely, perhaps; modal verbs e.g. might, should, will, must Personification sentence – not on the curriculum but important for audience and purpose If, if, if, then sentence Outside / Inside Sentence Revision Sentences from previous year group(s): Question sentence Exclamation sentence Statement sentence Command sentence Co-ordinating conjunction sentences: and, or, so, but List sentences with commas Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so) Adverb sentences e.g. then, next, soon, therefore Prepositions of time and place <u>and cause</u>: e.g. before, after, during, in, <u>because of</u> Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair Fronted adverbials e.g. later that day, I heard bad news. Simile sentences – not on the curriculum but important for audience and purpose Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)</p>												
3 weeks				4 weeks				4 weeks				
Writing genre link Balanced Argument				Writing genre link Suspense / Mystery Story				Writing genre link Recount (postcard)				
<p>SPAG Concept: Commas to clarify meaning or avoid ambiguity (discuss the terms 'ambiguity'. This can include commas in a list e.g. The teacher liked cooking, dogs and shopping. The teacher liked cooking dogs and shopping. Let's eat, Grandpa. Let's eat Grandpa.</p> <p>Sentence Work: Prepositions of time and place <u>and cause</u>: e.g. before, after, during, in, <u>because of</u></p>	<p>SPAG Concept: Main and subordinate clauses. (Note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Subordinating conjunctions: when, if, that, because, so, while, as soon as, Subordinate clause, if used at the start of a sentence it must end with a comma; if used at the end, it must not have a comma: After they had eaten dinner, they all went to bed. They all went to bed after they had eaten dinner.</p> <p>Sentence Work: Using adverbs or modal verbs to indicate degrees of possibility: adverbs e.g. surely, perhaps; modal verbs e.g. might, should, will, must</p>	<p>SPAG Concept: Spelling: adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Sentence Work: Fronted adverbials e.g. later that day, I heard bad news. Simile sentences – not on the curriculum but important for audience and purpose</p>	<p>SPAG Concept: Spelling: adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Sentence Work: Fronted adverbials</p>	<p>SPAG Concept: Spelling: -able, ible -ably -ibly</p> <p>Sentence Work: Adverbials of time (e.g. later) number (e.g. secondly) and place (e.g. nearby) – punctuating them with a comma if used at the start of a sentence or without a comma at the end.</p>	<p>SPAG Concept: Spelling: adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Sentence Work: If, if, if, then sentence</p>	<p>SPAG Concept: Spelling: i before e, except after c (and teach the exceptions)</p> <p>Sentence Work: Co-ordinating conjunction sentences: and, so, but, or Subordinating conjunction sentences: when, if, that, before, after, while, because, so, although Main and subordinate clauses – (note: all clauses have their own subject and verb but subordinate clauses do not make sense without being attached to the main clause). Follow the rules for commas (if at the front of a sentence use a comma, if at the end of a sentence do not use a comma). Also being able to move the subordinate clause to a different position (including the middle) and use the correct punctuation)</p>	<p>SPAG Concept: Apostrophes: for contraction, for singular possession and for plural possession (the apostrophe must be clearly in the correct place). Explain about plurals - the difference between: adding 's' for a plural and adding 's' to show possession.</p> <p>Sentence Work: If, if, if, then sentence</p>	<p>SPAG Concept: Revision of tense - progressive form of verbs (-ing) in the present and past tense to mark actions in progress e.g. Present: She is drumming Past: He was shouting.</p> <p>Sentence Work: Fronted adverbials e.g. later that day, I heard bad news. Link this with personification sentence – important for audience and purpose</p>	<p>SPAG Concept: Apostrophe for contraction and apostrophe for singular possession & plural possession</p> <p>Sentence Work: Simile sentences</p>	<p>SPAG Concept: Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify</p> <p>Sentence Work: Relative clauses (teach the term 'relative pronoun'): who, which, where, whose, that or an omitted relative pronoun</p>	<p>SPAG Concept: Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Sentence Work: Modal verbs: would, could, should, will, must, might, can, shouldn't etc</p>	<p>SPAG Concept: Spelling: letter string 'ough' (this can be used to make a number of different sounds – see spelling curriculum)</p> <p>Sentence Work: Preposition sentences.</p>

Year 5 and 6 statutory words	Sentence structure and types	Punctuation	Text structure	Composition and effect	Grammar
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Year 5 Writing Long Term Plan

Summer Term – A Series of Unfortunate Adventures – The Reptile Room by Daniel Handle

3 weeks		3 weeks		4 weeks		4 weeks	
Book: A Series of Unfortunate Adventures – The Reptile Room by Daniel Handle		Book: A Series of Unfortunate Adventures – The Reptile Room by Daniel Handle		Book: A Series of Unfortunate Adventures – The Reptile Room by Daniel Handle		Book: A Series of Unfortunate Adventures – The Reptile Room by Daniel Handle	
Genre Persuasive leaflet		Genre Poetry (Snake poem)		Genre Narrative- Adventure Story		Genre Explanation text- Information book/leaflet	
Model of Excellence Persuasive leaflet – Visit the Amazon Rainforest or Rio de Janeiro		Model of Excellence The Reptile Room- Snake Poem		Model of Excellence Story – The Reptile Room		Model of Excellence Information booklet on The Incredibly Deadly Viper	
Warm	Persuasive leaflet – Visit the River Tees.	Warm	Poem – own choice of animal	Warm	Story from The Reptile Room	Warm	Information leaflet on Lizards
Hot	Persuasive leaflet – Persuasive leaflet visit Saltburn/Redcar.	Hot	Poem about an imaginary creature	Hot	Story – create a new unfortunate adventure	Hot	Information leaflet on Snakes / Toads / Lizards
National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations	
<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 5 and 6 Statutory Words - choose appropriate words to use in their writing 	
Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence Figurative language – metaphors, simile, alliteration, personification 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence New learning <ul style="list-style-type: none"> Outside / inside sentence 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence , If, if, if, then sentence New learning <ul style="list-style-type: none"> Outside / inside sentence 		Prior learning - consolidation <ul style="list-style-type: none"> Co-ordinating conjunction sentence, subordinating conjunction sentence, question and exclamation sentences, adding in adverbs within sentences, list sentence, prepositional opener sentence, adverbial of time sentences, ing, ed sentences, As sentences, parenthesis sentences, noun, which/where/who, sentence New learning <ul style="list-style-type: none"> AFOREST technique (alliteration, facts, opinion, repetition, emotive language, statistics, triples/use of three) 	
<ul style="list-style-type: none"> Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Consolidation of previously taught punctuation – apostrophes, commas, direct speech marks Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Consolidation of previously taught punctuation – apostrophes, commas, direct speech marks Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 		<ul style="list-style-type: none"> Consolidation of previously taught punctuation – apostrophes, commas, direct speech marks Use of commas to clarify meaning and avoid ambiguity Use of brackets, dashes or commas to indicate parenthesis (additional information) 	
<ul style="list-style-type: none"> Developed introduction and conclusion using all the argument of leaflet layout features Paragraphs developed with prioritised information View point is transparent for the reader Emotive language used throughout to engage the reader 		<ul style="list-style-type: none"> Structural features of narrative are included e.g. repetition for effect Devices to build cohesion within a paragraph or verse [for example, then, after that, this, firstly] Linking ideas across paragraphs or verses 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 Paragraphs are varied in length and structure 		<ul style="list-style-type: none"> Sequence of plot may be disrupted for effect e.g. flashback Structural features of narrative are included e.g. repetition for effect 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 Paragraphs are varied in length and structure Pronouns are used to hide the person doing the action e.g. It crept into the woods 		<ul style="list-style-type: none"> Developed introduction and conclusion using all the argument or leaflet layout features Paragraphs developed with prioritised information Emotive language is used throughout to engage the reader 	
<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning 		<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning Describing settings, characters and atmosphere (mood) 		<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning 		<ul style="list-style-type: none"> AFOREST technique (alliteration, facts, opinion, repetition, emotive language, statistics, triples/use of three) Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary 	

<ul style="list-style-type: none"> Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Taught to proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description Précising longer passages Assessing the effectiveness of their own and others' writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing Taught to proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural
<ul style="list-style-type: none"> Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	<ul style="list-style-type: none"> Spelling: adding suffixes beginning with vowel letters to words ending in -fer Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	<ul style="list-style-type: none"> Relative clauses Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify Verb prefixes [for example, dis-, de-, mis-, over- and re-] 	<ul style="list-style-type: none"> Verb prefixes [for example, dis-, de-, mis-, over- and re-]

CAEDMON

Year 5 Spelling, Punctuation and Grammar Long Term Plan

Summer Term

<p>Year 5 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 5 curriculum, blue = revision of previous year groups</p> <p>Sentences for Year 5: Noun, which/where/who Sentence Parenthesis sentence Relative clauses beginning with: who, which, where, when, whose, that (or an omitted relative pronoun) Using adverbs or modal verbs to indicate degrees of possibility: adverbs e.g. surely, perhaps; modal verbs e.g. might, should, will, must Personification sentence – not on the curriculum but important for audience and purpose If, if, if, then sentence Outside / Inside Sentence Revision Sentences from previous year group(s): Question sentence Exclamation sentence Statement sentence Command sentence Co-ordinating conjunction sentences: and, or, so, but List sentences with commas Subordinating conjunctions to express time, place and cause: when, if, that, before, after, while, because, so) Adverb sentences e.g. then, next, soon, therefore Prepositions of time and place and cause: e.g. before, after, during, in, because of Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair Fronted adverbials e.g. later that day, I heard bad news. Simile sentences – not on the curriculum but important for audience and purpose Direct speech sentence using the full speech rules (including the comma rule e.g. to introduce speech.)</p>											
3 weeks			3 weeks			4 weeks			4 weeks		
Writing genre link Persuasive leaflet		Writing genre link Poetry		Writing genre link Story		Writing genre link Information booklet		Writing genre link Information booklet		Writing genre link Information booklet	
<p>SPAG Concept: Revision of tense - Past and present tense: use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play'). Extra words when tense changes e.g. are dancing, have been dancing, danced, will dance</p> <p>Sentence Work: Personification sentences including...</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with the curly hair.</p>	<p>SPAG Concept: Spelling: -cious -tious Spelling: -able, -ible -ably -ibly</p> <p>Sentence Work: Simile sentences</p>	<p>SPAG Concept: Verb prefixes (for example, dis-, de-, mis-, over- and re-)</p> <p>Sentence Work: Outside / Inside Sentence</p>	<p>SPAG Concept: Commas to clarify meaning or avoid ambiguity (discuss the terms 'ambiguity'. This can include commas in a list e.g. The teacher liked cooking, dogs and shopping. The teacher liked cooking dogs and shopping. Let's eat, Grandpa. Let's eat Grandpa.</p> <p>Sentence Work: Outside / Inside Sentence</p>	<p>SPAG Concept: Punctuation for parenthesis (teach the term 'parenthesis': brackets, dashes or commas can be used.</p> <p>Sentence Work: Expanded noun phrase sentences using modifying adjectives, nouns and prepositions e.g. the teacher – expanded to – the strict maths teacher with the curly hair</p>	<p>SPAG Concept: Determiners: a determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Further examples of determiners are: (articles) the, a, an, (quantifiers) some, those, many, one, two, three etc, demonstratives (e.g. this, those) possessives (e.g. my, your)</p> <p>Sentence Work: Fronted adverbials e.g. later that day, I heard bad news.</p>	<p>SPAG Concept: Converting nouns or adjectives into verbs using suffixes: e.g. -ate -ise -ify</p> <p>Sentence Work: Statement, question, exclamation and command sentences. Note – exclamations must start with 'What...!' or 'How...!' Note – commands do not have exclamation marks.</p>	<p>SPAG Concept: Devices to build cohesion within a paragraph (teach the term 'cohesion' e.g. then, after that, this, firstly</p> <p>Sentence Work: Adverb sentences e.g. then, next, soon, therefore (also cover non-statutory = adverbial openers e.g. Suddenly, Unfortunately,)</p>	<p>SPAG Concept: Standard English forms of verb inflections instead of local forms e.g. was/were did/done (there will be others to add to this list).</p> <p>Sentence Work: Sentences with relative clauses (teach the term 'relative pronoun'): who, which, where, whose, that or an omitted relative pronoun</p>	<p>SPAG Concept: Nouns and pronouns: appropriate choice of pronoun or noun to aid cohesion and avoid repetition e.g. John/he Mary/she the castle/it Also revise, possessive pronouns: mine, yours, theirs, his, hers etc</p> <p>Sentence Work: Adverbials of time (e.g. later) number (e.g. secondly) and place (e.g. nearby) – punctuating them with a comma if used at the start of a sentence or without a comma at the end. Teach this alongside: co-ordinating conjunction sentences: and, so, but, or</p>	<p>SPAG Concept: Spelling: letter string 'ough' (this can be used to make a number of different sounds – see spelling curriculum)</p> <p>Sentence Work: Adverbials of time (e.g. later) number (e.g. secondly) and place (e.g. nearby) – punctuating them with a comma if used at the start of a sentence or without a comma at the end. Teach this alongside: list sentences with commas</p>	<p>SPAG Concept: Spelling: adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Sentence Work: Prepositions of time and place and cause: e.g. before, after, during, in, because of (these can be used at the start or within a sentence).</p>