

Writing: Composition

Year Five		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Topic		Feelings / Space	Space	Going Global	The Holiday Show	Fit for Life	Investigators
	Focus Text Type(s)	Poetry: Classic poems <i>(looking at how emotion is expressed through poetry)</i>	Fiction: Myths <i>(explaining aspects of the science of space)</i> Non-fiction: Recount <i>(Space Centre visit)</i>	Non-fiction: Persuasive writing <i>(arguments for fair trade)</i> Information texts, reference <i>use of thesaurus</i>	Non-fiction: Stories from other cultures <i>(from countries studied as part of Holiday show)</i>	Non-fiction: Information texts , research skills	Non-fiction: Recount
	Other text types covered	Poetry: Choral & performance poetry Narrative poems Poetic style	Fiction: Fables Legends	Fiction: Film narrative & dramatic conventions	Fiction: Traditional stories	Fiction: Novels by significant authors	Fiction: Older Literature
	Grammar New/key vocabulary introduced Word Sentence Text Punctuation	Revise basic sentence punctuation: capital letters, full stops, question marks, exclamation marks W1 Introduce converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] P3 Introduce use of commas to clarify meaning or avoid ambiguity	<i>relative pronoun</i> <i>relative clause cohesion</i> <i>ambiguity</i> W2 Introduce verb prefixes [for example, dis-, de-, mis-, over- and re-] T1 Introduce devices to build cohesion within a paragraph [for example, then, after that, this, firstly] T2 Introduce linking ideas across paragraphs using adverbials of time [for example, later], T3 place [for example, nearby] S1 Introduce relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	<i>modal verb parenthesis</i> <i>bracket dash</i> S2 Introduce indicating degrees of possibility using adverbs [for example, perhaps, surely] S3 or modal verbs [for example, might, should, will, must] T2 Consolidate linking ideas across paragraphs using adverbials of.. T4 introduce number [for example, secondly] P2 Introduce dashes or commas to indicate parenthesis P3 Consolidate use of commas to clarify meaning or avoid ambiguity	T1 Consolidate devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs: introduce using T5 tense choices [for example, he had seen her before] consolidate T3 place [for example, nearby] & T4 number [for example, secondly]	P1 Introduce brackets, P2 & consolidate dashes or commas to indicate parenthesis P3 Revise use of commas to clarify meaning or avoid ambiguity T1 Revise devices to build cohesion within a paragraph [for example, then, after that, this, firstly] T2 Revise linking ideas across paragraphs using adverbials of time [for example, later], T3 place [for example, nearby] & T4 number [for example, secondly]	S1 Consolidate relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun P2 Revise dashes or commas to indicate parenthesis T2 Consolidate Linking ideas across paragraphs using T5 tense choices [for example, he had seen her before]
Writing: Transcription	Spelling	See Whitehill Long Term Spelling Plans					

Year Five		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
IPC Topic		Feelings / Space	Space	Going Global	The Holiday Show	Fit for Life	Investigators
Reading	Pupils will read a selection of the texts (right). These might be looked at as a whole text or in extract form. They may be read individually, in groups and as a class.	Malorie Blackman: <i>Cloud Busting</i>	Marcia Williams: <i>Greek Myths *</i>	Usborne <i>Illustrated Thesaurus</i>	James Berry: <i>A Thief in the Village*</i> (stories from other cultures)	Ian Serraillier: <i>Silver Sword</i>	Michael Morpurgo: <i>Kensuke's Kingdom</i>
		Michael Rosen: <i>Centrally Heated Knickers</i>	Ted Hughes: <i>How the Whale Became and other stories</i> (collection of fables)	E. B.White <i>Charlotte's Web</i>	Clive King: <i>Stig of the Dump</i>	<i>Wallace and Gromit Cracking Contraptions</i> (Haynes Manual – research skills, information text)	Betsy Byars: <i>The Midnight Fox</i>
		<i>Picnic on the Moon</i>	Francesca Simon: <i>Horrid Henry strikes it Rich</i>	<i>I wonder why the stars twinkle</i>	<i>The Big Stink</i>	Playscripts: <i>Robin Hood, The Red Planet, The Evacuees</i>	<i>The Apple Pie Alien</i>
		<i>Golden Apple Poems</i>	Roddy Doyle: <i>The Giggler Treatment</i>	<i>I wonder why my tummy rumbles</i>	Michael Morpurgo: <i>The Butterfly Lion</i>		Anne Fine: <i>The Genie Trilogy</i>
		<i>Dreamtime</i>	Nina Bawden: <i>A Handful of Thieves</i>	<i>I wonder why pyramids were built</i>	Dick King Smith: <i>The Sheep-Pig</i>		Ian Whybrow: <i>Diary of Daring Deeds</i>

Year Five		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
IPC Topic		Feelings / Space	Space	Going Global	The Holiday Show	Fit for Life	Investigators	
Spoken Word	Pupils will be given a range of different opportunities to develop their speaking skills throughout the year. Below are some examples of what they might do.	Learning by heart	Various poems e.g. W Blake <i>Jerusalem</i> Roald Dahl <i>The Pig</i>	A Greek myth		A short story from another culture	A diary entry from Kensuke's Kingdom	
		Presentations		Are we alone in the Universe?	What I have learnt about my chosen country	What I have learnt about my chosen city	All about my 'Cracking Contraption'	
		Debate	Do poems have to rhyme?		Is Fair Trade worth it?		Olympics 2012 legacy?	Is curiosity important?