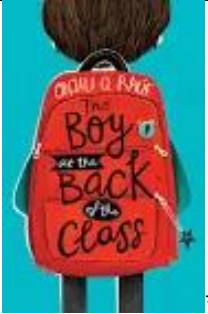
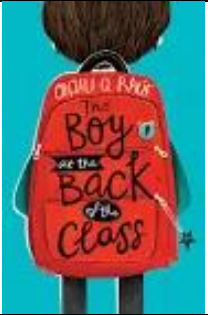
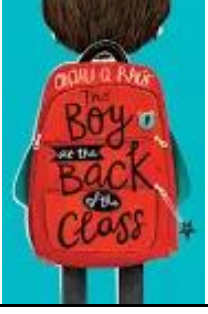
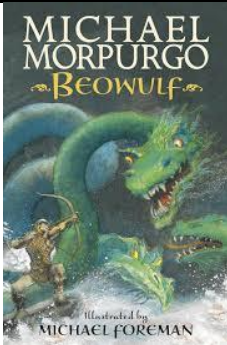
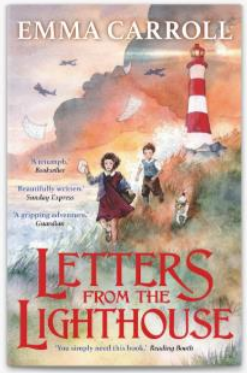
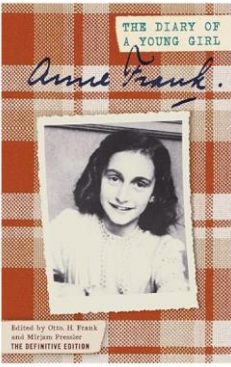


Year 5

| Autumn 1                                                                           |                          |                                                                                                                                                                                                                   | Autumn 2                                                                            |                                                                     |                                                                                                                                                                     |
|------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text                                                                               | Outcome                  | SpaG                                                                                                                                                                                                              | Text                                                                                | Outcome                                                             | SpaG                                                                                                                                                                |
|   | Diary entry              | <ul style="list-style-type: none"> <li>Contractions</li> <li>Dashes for interjection</li> <li>Accuracy in tenses</li> </ul>                                                                                       |  | Newspaper report                                                    | <ul style="list-style-type: none"> <li>Cohesive devices</li> <li>Converting direct to indirect speech</li> <li>Commas and brackets for relative clauses</li> </ul>  |
|   | Alternative chapter      | <ul style="list-style-type: none"> <li>Dialogue to advance action and inverted commas</li> <li>Relative clauses</li> <li>Fronted adverbials</li> </ul>                                                            | Literacy Shed video                                                                 |                                                                     |                                                                                                                                                                     |
|  | Haiku poem (poetry week) | <p>Oracy:</p> <ul style="list-style-type: none"> <li>Tonal variation</li> <li>Clarity of punctuation</li> <li>Voice projection</li> <li>Gesture and posture</li> <li>Facial expression and eye contact</li> </ul> |                                                                                     | <p>7 Plots:</p> <p>Overcoming the Monster</p> <p>(Horror story)</p> | <ul style="list-style-type: none"> <li>2 pair sentences (Alan Peat sentences)</li> <li>Name-adjective pair sentences</li> <li>ISPACED fronted adverbials</li> </ul> |

|                                                                                   |                                               |                                                                                                                                                                                 |                                                                                                            |                                                                                                               |                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Persuasive letter                             | <ul style="list-style-type: none"> <li>• Range of conjunctions</li> <li>• Rhetorical questions</li> <li>• Modal verbs</li> </ul>                                                |                         | <br>Overcoming the Monster |                                                                                                                                                                                                        |
| Spring 1                                                                          |                                               |                                                                                                                                                                                 | Spring 2                                                                                                   |                                                                                                               |                                                                                                                                                                                                        |
|  | Non chronological report about Ancient Greece | <ul style="list-style-type: none"> <li>• Subject/verb/object</li> <li>• Main and independent clauses</li> <li>• Complex sentences and subordinate clauses</li> </ul>            | <br>Literacy Shed Video | 7 Plots: pick plot<br><br>(Flashback story)                                                                   | <ul style="list-style-type: none"> <li>• De:de sentences (Alan Peat sentences)</li> <li>• Imagine 3 sentences (Alan Peat)</li> <li>• Direct speech punctuation</li> </ul>                              |
|  | Balanced argument                             | <ul style="list-style-type: none"> <li>• Complex sentences and subordinate clauses</li> <li>• Adverbs and modal verbs</li> <li>• Cohesive devices to link paragraphs</li> </ul> |                        | 7 Plots: voyage and return<br><br>(Illusion story)                                                            | <ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Subject verb agreement</li> <li>• Further homophones</li> </ul> <p>*Entering 'Manchester Museum of Illusions' competition.</p> |
| Summer 1                                                                          |                                               |                                                                                                                                                                                 | Summer 2                                                                                                   |                                                                                                               |                                                                                                                                                                                                        |

|                                                                                   |                                                                       |                                                                                                                                               |                                                                                     |                    |                                                                                                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Chase scene</p>                                                    | <ul style="list-style-type: none"> <li>• Passive voice</li> <li>• Short sentences for effect</li> <li>• Hyphenated words</li> </ul>           |  | <p>Playscripts</p> | <ul style="list-style-type: none"> <li>• Devices to describe settings, characters and atmosphere</li> <li>• Shifts in formality</li> <li>• Present tense</li> </ul> |
|  | <p>Non chronological report about different Mediterranean country</p> | <ul style="list-style-type: none"> <li>• Formality of language</li> <li>• Brackets to clarify meaning</li> <li>• Consistent tenses</li> </ul> |  | <p>Biography</p>   | <ul style="list-style-type: none"> <li>• Semi colons</li> <li>• Passive voice</li> <li>• Embedded clauses</li> </ul>                                                |

SLS – The Boy at the Back of the Class, Beowulf, Letters from the Lighthouse