

Year 5 Autumn term:

Week	1 and 2	3	4	5	6	7
Reading skills (VIPERS)	Inference - Look at the language used in the text and its effect. What did the author mean by “one mouthful and I was a child again”?	Explain – Why does Laura want her father to be nicer to Billy?	Vocabulary - Focus on particular phrases and their meaning. What does it mean to “button your lip”?	Vocabulary – clarify the meaning of unknown words in the poem.	Inference - Draw a picture of the image created in your mind from reading the poem, ‘Great Fire of London’.	Summary – Write a summary of the poem ‘Moon life’ page 61
Quality text	Wreck of the Zanzibar			Poetry – In The land of the Giants		
Genre	Formal writing including letters Poetry linked to a novel			Narrative Poetry		
Curriculum links	Who will win the year 5 bake off? Write a letter about your entry, you want to submit to a competition. (DT) What are the five pillars of Islam? Write a poem about the pillars of Islam. (RE)			Do all animals and plants start life as an egg? Can you write a poem to show the life cycle? (Science)		
Assessment (reading)	Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough. Be familiar with some of the text types specified in the YR 5-6 programme of study. Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.			Recite age-appropriate poetry which has been learned by heart, with some success. Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. Identify the main themes and conventions in several genres e.g. ‘suspense’ in a story; ‘goodbyes’ in a poem; use of first person in diary-writing.		
Assessment (writing)	Spell some homophones from the YR 5-6 spelling appendix. Describe characters, settings and plot, with growing precision. Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes. Find key words and ideas; begin to write a summary.			Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence. Evaluate own and others’ writing; with direction, proof read, edit and revise. Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.		

Week	8	9	10	11	12	13	14
Reading skills (VIPERS)	Retrieval – answer questions about the events taken place.	Predicting – Who do you think the man in the silver suit is?	Explain – Why does Noel venture out in the first place?	Inference – Why do you think the man in the silver suit chose Daniel?	Predicting – Will Noel survive? What evidence is there to show this?	Vocabulary - mischievous, impossible, certainly, horrible, probably, dazzled. What impact does the vocabulary have?	Summary – summarise Noel's journey.
Quality text	The Nowhere emporium				A Boy Called Christmas		
Genre	Persuasive writing Stories with flashbacks				Memoirs		
Curriculum links	Online safety / Databases. Create a poster to persuade children to stay safe online. (Computing) Why is Brazil in the news again? Create a persuasive brochure for people to visit Brazil as a holiday destination. (Geography)				Will we ever send Liam Digby to the moon? Can we write a memoir about the moon? (Science) What can we learn from religious texts? Write a short story to explain different religious texts.(RE)		
Assessment (reading)	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception. Discuss and comment on themes and conventions in a variety of genres. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.				Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs. Distinguish fact from opinion with some success. Summarise main ideas from more than one paragraph, identifying key details which support these.		
Assessment (writing)	Use the hyphen to join a prefix to a root e.g. re-enter. Describe characters, settings and plot, with growing precision. Use dialogue to indicate character and event. Usually maintain correct tense. Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)				Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense. Begin to recognise active and passive voice. Choose vocabulary and grammar to suit formal and informal writing, with guidance.		

Year 5 Spring term:

Week	1	2	3	4	5	6	7
Reading skills (VIPERS)	Predicting – What will Naledi and Tiro find on their journey?	Inference – Find quotes from the text that show the characteristics of Naledi, Tiro, Madam and Ma.	Explain - Imagine you are Dineo's mother and have just heard that your baby is sick. explain how you think she would feel?	Retrieval - Why do you think Naledi and Tiro are travelling by themselves to find their mother? Why is their mother 300 kilometres away in Johannesburg?	Predicting – What do you think Dahl will do?	Summary – Order the events of Dahl's life.	Retrieval – Answer comprehension questions about Dahl.
Quality text	Journey to Jo-burg				Boy; Tales of Childhood		
Genre	Descriptive Writing Recounts – newspapers				Speeches and conversation writing		
Curriculum links	Where is the detail in that picture? How do we know about the characters from their appearance? How does Naledi look different to Madam?(Art) What is that drumming sound? What sound could you create to demonstrate how Ma is feeling when she realises the kids have gone? (Music)				Is it true that everything that goes up must come down? Write a speech explaining the different forces. (Science) Game creator. Write a speech to persuade someone to buy this game? (Computing)		
Assessment (reading)	Discuss their understanding of the meaning of words in context, finding other words which are similar. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.				Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. Explain what they know or have read, including through formal presentation and debate, using notes where necessary. Distinguish fact from opinion with some success. Make comparisons within and across texts e.g. compare two ghost stories.		
Assessment (writing)	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.) Spell some common homophones from the KS2 spelling appendix. Think about the effect of vocabulary choices. Discuss and develop initial ideas in order to plan and draft before writing. Use a range of presentational devices, including use of title, subheadings and bullet points.				Choose vocabulary and grammar to suit formal and informal writing, with guidance. Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. Use dialogue effectively to develop character and event. Achieve balance between dialogue and narrative writing.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Predicting- What do you like abomination looks like?	Inference – Why is Martha not want anyone to find out about abomination?	Summary – Compare Martha’s life to Scott’s.	Retrieval –Answer question about a chosen poem.	Vocabulary – Look at the language choices for a poem of your choice. What is its effect?	Explain – Write an explanation of the first poem.
Quality text	Abomination			Quick, Let’s get out of here!		
Genre	Persuasive writing Writing to Inform			Performance Poetry		
Curriculum links	How different will you be when you are as old as your grandparents? How does Martha change over time? (Science) Am I always right? What ethical dilemmas do the characters face? (RE)			Has thou slain the jabberwock? Create a 3D model based on a poem you have read. (Art) What makes a great song lyric? Create your own lyrical poem/rap. (Music)		
Assessment (reading)	Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Discuss and comment on themes and conventions in a variety of genres. Draw inferences and justify these with evidence from the text e.g. explain how a character’s feelings changed and how they know this; make predictions.			Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others’ views courteously. Discuss their understanding of the meaning of challenging vocabulary in context. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.		
Assessment (writing)	Identify and select determiners. Confidently use a range of presentational devices, including use of title, subheadings and bullet points. Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.			Spell correctly words with letters which are not sounded e.g. knight, solemn. Use a dictionary and thesaurus with independence, to define words and expand vocabulary. Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.		

Year 5 Summer term:

Week	1	2	3	4	5	6
Reading skills (VIPERS)	Predicting – Based on what you have read so far, what challenges do you think August will face?	Retrieval - What is Treacher Collins Syndrome? How does it affect Auggie?	Vocabulary -Why has the author chosen the title Wonder?	Inference – What effect does the music have?	Summary – What life has he lived?	Explain – What emotions does the man go through? How do we know?
Quality text	The Highwayman Wonder			The Piano		
Genre	Personal poetry and writing Informative writing			Film Narrative		
Curriculum links	Why should the rainforest be important to us all? Write a poem about the importance of the rainforest (Geography) Could you be the next CSI? Write an informative text about the properties of materials. (Science)			How did it all start? Create a script for a creation story of your choice. (RE) What makes a great performance? Create a scene for a film based, record and evaluate. (Music)		
Assessment (reading)	Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions. Be familiar with some of the text types specified in the YR 5-6 programme of study. Summarise main ideas from more than one paragraph, identifying key details which support these.			Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. Readily ask questions to enhance understanding. Discuss and comment on themes and conventions in a variety of genres. Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.		
Assessment (writing)	Use the hyphen to join a prefix to a root e.g. re-enter. Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram. Confidently use a range of presentational devices, including use of title, subheadings and bullet points. Select vocabulary and grammar to suit formal and informal writing.			Write, with confidence, a wide range of sentence structures which are grammatically accurate, including relative clauses. Evaluate own and others' writing; with direction, proof read, edit and revise. Use dialogue effectively to develop character and event. Achieve balance between dialogue and narrative writing.		

Week	7	8	9	10	11	12
Reading skills (VIPERS)	Inference – What is the poet trying to convey through the poem?	Summary – Compare the themes of two poems.	Explain – What does the poet mean when he/she writes...?	Vocabulary – What impact does this chosen of words have on the image created in the reader's mind?	Predicting – What do you think will happen in the next chapter based on what you have read.	Retrieval – Explore different question types. How can you identify the difference?
Quality text	The Works – poetry			Tell me no Lies		
Genre	Comparative Poetry			Creating and describing settings in Narrative		
Curriculum links	How can we be like the great composers? Create a piece of music that fits in with the beat to a poem. (Music) How far will our model plane fly? Write a poem about the creation of your plane. (DT)			What will our wall hangings celebrate? Create a piece of artwork that relates to a setting. (Art) How can we find out what the dinosaurs were like? Write a story describing Triassic, Jurassic and Cretaceous periods. (Science)		
Assessment (reading)	Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader. Recite confidently more challenging poetry which has been learned by heart. Participate confidently in discuss about texts, expressing and justifying opinions, building on ideas, and challenging others' views courteously.			Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books. Summarise main ideas from more than one paragraph, identifying key details which support these.		
Assessment (writing)	Discuss and develop initial ideas in order to plan and draft before writing. Writing is legible and fluent. Quality is usually maintained at speed. Use vocabulary which is precise. Use a dictionary and thesaurus with independence, to define words and expand vocabulary. Write to suit purpose and audience, independently using appropriate features. May include humour or suspense.			Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix. Describe characters, settings and plot, with some precision. Clarify degrees of possibility using adverbs and modal verbs e.g. possibly, certainly. Demarcate sentences correctly, using a growing range of punctuation e.g. a comma to avoid ambiguity; brackets, commas, dashes.		