

Year 5 Scheme of Work – Literacy

Term 1.1 – 7 weeks

Spellings:

Term 1.1	week 1	week 2	week 3	week 4	week 5	week 6	week 7
Setting in	Rule 1:	Rule 2:	Rule 3:	Rule 4:	Rule 5:	Rule 6:	
Drop the 'e' when adding 'ing'	Words ending with 'ly'	'i' comes before 'e' when the sound is 'ee'	Double the final consonant when adding a suffix which begins	Homophones	Words with silent letters	Common words	
excite – exciting	finally	thieves	wrap – wrapped	who's	vague	accommodate	
surprise – surprising	readily	shriek	swap - swapping	whose	island	accompany	
believe – believing	happily	mischief	dial – dialling	stationary	lamb	according	
receive – receiving	certainly	relieve	span – spanned	stationery	gnome	achieve	
dine – dining	smoothly	grieve	strip – stripped	heard	scene	aggressive	
lose – losing	rapidly	retrieve	unzip – unzipped	herd	honest	amateur	
refuse – refusing	horribly	believe	shrug – shrugged	morning	whistle	ancient	
parachute – parachuting	greedily	achieve	scrub – scrubbed	mourning	ghost	apparent	
rejoice – rejoicing	carefully	priest	knit – knitted	guessed	solemn	appreciate	
acorn – acorn	heartfully	briefly	swim – swimmer	object	knight	attached	

Handwriting:

week 1- Practicing sloped writing: diagonal join to ascender: th, sh,
 week 2- Practicing sloped writing: diagonal join to ascender: , nb, ht, st
 week 3- Practicing sloped writing: diagonal join to ascender: revise th, sh, nb, ht, st
 week 4 Practicing sloped writing: diagonal join no ascender: ai, ay, kn,
 week 5- Practicing sloped writing: diagonal join no ascender: er, ie, en
 Week 6- Practicing sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo,
 Week 7- Practicing sloped writing: diagonal join to an anticlockwise letter: do, ea, ho

Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
5.2a Newspaper reports (non fiction) Required texts: Tuesday by David Wiesner	4	Week1 – Imitation L1: Hook the class – Create a sensory experience with pondweed, slime, and lily pads. Discuss the atmosphere and introduce the first two paragraphs of the model text (Talk the Text). Create individual story maps for the rest of the text and perform the full text using actions and gestures. L2: Learn the story map through actions and gestures. <i>Cold Task:</i> Write a newspaper report on a recent event. L3: Grammar Focus – focuses on direct speech and generating authentic questions, with an emphasis on correct punctuation and dialogue. L4: Continue learning the story map through actions and gestures. reported speech , emphasizing how to transform the work from L4 into a new grammatical structure. L5: Drama Activity – In role as police officers, interview a "witness" to the story. Encourage active listening and note-taking. – chn to write the detailed witness story, using correct punctuation.	- -continuing to discuss a wide range of non -fiction Understand what they read by: -asking questions to improve their understanding – police questions -summarising the main ideas and identifying key details that support the main ideas – comprehension using graphic organizer Distinguish between statements of fact and opinion reading texts that are structured in different ways	- Plan their writing by: - identifying audience for and purpose of the writing - noting and developing initial ideas, drawing on reading and research where necessary - box it up Draft and write by: - selecting appropriate grammar and vocabulary - magpie words/word play -using further organisational and presentational devices to structure text and guide the reader Evaluate and edit by: -assessing the effectiveness of their own and others' writing – peer assessment/WAGOLL Grammar: -use of the passive voice to affect the presentation of information in a sentence	- ask relevant questions to extend their understanding – police questioning g. use spoken language to develop understanding listen appropriately to their peers – catchy headline and present to class and listen to feedback -give well-structured descriptions, explanations and narratives for different purposes	- colourful semantics - Graphic organisers - voice recorder - alphabet arc - strategy wall - text to type

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	<p>Week 2 – Reading as a Reader/writer L1: Read the full story as a class. Split the class into <i>reciprocal reading</i> groups. Predictor: Write a short paragraph predicting what will happen next in the story. Clarifier: Write definitions and example sentences for tricky vocabulary in a mini-glossary. Questioner: Write three comprehension or discussion questions about the text for another group to answer in writing. Summarizer: Write a concise summary of the section read, focusing on the main ideas and key details. L2: Analyse various newspaper reports (formal and informal). Annotate for language, structure, and presentation features. L3: Shared writing – Develop a <i>Toolkit</i> of features. Organize the toolkit into a grid. As a class, find examples of the features in the model text and record them for reference (<i>magpie</i> ideas). Focus on a specific feature from the toolkit. Practice it through short-burst writing inspired by the model. L4- learn the story map through actions and gestures-grammar Use past tense appropriately – chn come up with catchy headline and present to class and listen to feedback. L5- Word Aware (vocabulary from the text)- grammar focus - semi colons</p> <p>Week 3 – Innovation L1- use a newspaper article and explain how the first paragraph answers the 5W’s – explain that they will write a newspaper report about the night of the flying pigs (formal). Shared writing of box it up 1st paragraph using 5W’s and chn begin their first para give 5W graphic organiser – remind has to catch readers attention. L2- Shared writing. -box it up -two eye witness with reported speech and quotation. L3- Remind chn of formal and objective language – shared writing of class box it up – chn complete box it up and discuss with partner -PA/SA L4- Word Aware vocabulary from text - Look at a dull piece (not by a child in your class!) – improve and give SC - shared writing to model using plan to write first draft – chn begin first draft. L5 -Display a child’s text for reading as a writer activity – what tools are they using from the toolkit? – chn continue first draft</p> <p>Week 4 - Implementation L1- Sentence play using grammar taught –complete first draft – and edit</p>	<p>Understand what they read by: - identify how language, structure and presentation contribute to meaning -Explain and discuss their understanding of what they have read – debate -retrieve, record and present information from non fiction</p>	<p>- using semi-colons and dashes to mark boundaries between independent clause - direct and reported speech</p>	<p>- use spoken language to develop understanding through hypothesising and imagining ideas i. participate in role play</p> <p>-select and use appropriate registers for effective communication – talk the text</p> <p>-use relevant strategies to build their vocabulary – morphology and semantic</p>	
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		<p>L2 – Teachers detailed feedback - proof read and edit first draft and begin second draft L3 – Complete second draft in Big Write. L4 – Recap grammar and punctuation taught - Recap grammar and vocabulary learned throughout the unit. Consolidate learning with short writing activities. L5 -Spelling - compare hot and cold tasks and have discussions about feedback and progress made</p>				
<p>5.2b Choral & Performance Poems</p> <p>Required texts: Jack’s Tale, Jack and the Beanstalk, Goldilocks and the Three Bears:</p>	<p>2</p>	<p>Week 1 – listen to performance poems, discuss features, compare two performance poems on same theme - Investigate the use of apostrophes in informal language, Identify slang or dialect vocabulary in poems, Annotate a poem to highlight features used. -Grammar – expanded noun phrases - -prepare poems for performance and recite in small groups -grammar focus - Understand the use of subjunctive verb forms -</p> <p>Week2 –recite the poem together focus the rhythm of the text – rhyming words and discuss features - Plan a performance poem based on a fairy tale - writing a performance poem based on a traditional fairy tale. - perform their poem</p>	<p>-continuing to read a range of poetry - identifying and discussing themes and conventions across a range of writing - colourful semantics</p> <p>Understand what they read by: -identifying how language and structure contribute to meaning – vocabulary focus -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Maintain positive attitudes to reading by: -learning poetry by heart -preparing poems to perform</p> <p>continuing to read and discuss a range of poems Understand what they read by: -identifying how language contributes to meaning Discuss and evaluate how authors use</p> <p>Word reading use dictionaries to check the meaning of words - use the first three or four letters of a word to check meaning in a dictionary</p>	<p>- Plan their writing by: a. using other similar writing as models for their own – provide planning template/graphic organiser Draft and write by: -selecting appropriate grammar and vocabulary – use thesaurus and rhyming dictionary - Draft and write by: a. selecting appropriate vocabulary, understanding how such choices can enhance meaning</p> <p>Plan their writing by: - using other similar writing as models - noting and developing initial ideas Draft and write by: - selecting appropriate vocabulary - using a range of devices Perform their own compositions</p> <p>Grammar - recognising vocabulary and structures that are appropriate for formal speech and writing - using expanded noun phrases to convey complicated information concisely - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>-Pupils should be taught to: -articulate and justify opinions -participate actively in collaborative conversations – perform as a group with feedback - use spoken language to develop understanding</p> <p>Pupils should be taught to: -participate in performances -select and use appropriate registers for effective communication – changing tone/intonation</p> <p>Pupils should be taught to: -use relevant strategies to build their vocabulary - maintain attention and participate actively in collaborative conversations -speak audibly -gain & maintain the interest of the listener(s) - listen and respond appropriately to peers – provide feedback on individual performance</p>	<p>colourful semantics, -graphic organiser -ELKAN questions Modelling -Text to type</p>

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Extended Writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non-fiction opportunity <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction: - "A mysterious object is found in the rainforest by Maia and Finn. Write what happens next." Twinkle -tell me a story</p> <p>Poetry - Write poem version of <i>jak and the beanstalk</i></p> <p>Non-fiction: - make a e safety poster</p> <p>Personal: Recount of school trip/holiday</p>			
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Term 1.2 – 7 weeks

Spellings:

Week 1	week 2	week 3	week 4	week 5	week 6	week 7
Rule 7:	Rule 8:	Rule 9:	Rule 10:	Rule 11:	Rule 12:	Rule 13:
'tion' sounds like 'shun'	'le' sounds like 'ul' or 'el'	'ight' sounds like 'ite' or 'ate'	'ible' or 'able'?	'ough'	Soft 'c'	Common words
conversation	chuckle	height	replaceable	ought	princess	available
dictionary	trickle	weight	reliable	bought	cyclone	average
invitation	wriggle	delight	probable	thought	circle	awkward
attention	bicycle	fright	valuable	nought	cinema	bargain
commotion	uncle	mighty	acceptable	brought	decide	bruise
pollution	icicle	slight	sensible	rough	icicle	category
condition	candle	plight	visible	tough	parcel	cemetery
preparation	bundle	lightning	impossible	enough	special	committee
population	double	might	believable	plough	ambulance	communicate
education	sample	eighteen	immovable	bought	enhance	community

Handwriting:

week 1- Practicing sloped writing: horizontal join to ascender: wh, wt, oh
 week 2- Practicing sloped writing: horizontal join to ascender: ol, of, ob,
 week 3- Practicing sloped writing: horizontal join no ascender: oi, oy, ou
 week 4- Practicing sloped writing: horizontal join no ascende
 Week 5 - Practicing sloped writing: horizontal join to anticlockwise letter: oo, oa, wa, wo, va
 Week 6 - practicing sloped writing: joining from r: ra, re, ri, ro, ru
 Week 7- practicing sloped writing: joining from s: sh, sa, sc, sl, sw, sp

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Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
<p>5.1a Mystery Stories T4W</p> <p>Required text: Short! by Kevin Crossley-Holland</p>	4	<p>Imitation Week 1 – L1 - Hook the class: mess the classroom up with leaves, moss, toy animals - a crime scene is created -chn to explore the scene and write what they think it's about – learn the story map. L2Talk text with story map – whole class oral learning of the text– first 2 paragraphs - Predict the last two paragraphs and add make own story map for the last two paragraphs . L3 – Grammar: introducing adverbials lesson - divide class to debate who the suspect is, they have to us the clues to justify their reasons L4 -Talk the text - Exploring the effect of using different adverbials L5-COLD TASK – Write own version of mystery story</p> <p>Week 2 - Reading as a Reader L1- Read the book Short! by Kevin Crossley-Holland - Analysing stories from Short! – <i>analysed by Title, Characters, Setting, Problem/Question/Mystery, Solution, Conclusion</i>. L2- Reading and discussing 'Room for One More and compare with another story from SHORT – comprehension activity.</p> <p>Reading as a Writer L3-Reading as a writer – discuss features of a mystery story, grammar, language and structure – annotate the text - Look for ways in which the author has linked paragraphs in the text, use of adverbials L4-Word Aware - Grammar work - Adverbials for Cohesion L5- Exploring past and present tense in the story 'Ouch!' – provide chn with story map and they change character/setting/problem and solution.</p> <p>Week 3 - Innovation L1--shared writing - magpieing words - creating new stories using a similar pattern – box up- character and setting – provide visual stimuli for ideas L2- WORD AWARE - Shared writing continue box it up - <i>Problem/Question</i> L3-Grammar focus - Semi-colons – continue box it up. box it up - <i>Mystery, Solution</i></p>	<p>- continuing to read and discuss an increasingly wide range of fiction - identifying and discussing themes - making comparisons within books</p> <p>Understand what they read by: -drawing and justifying inferences -predicting what might happen – predict final para Provide reasoned justifications for their views – using clues from previous para</p> <p>d. recommending books they have read Understand what they read by: e. summarising main ideas and key points Participate in discussions about books they read themselves</p>	<p>- Plan their writing by: -using other similar writing as models for own - noting and developing initial ideas – model text, WAGOLL -in narratives, considering how authors have developed characters and settings in what they have read Draft and write by: - using a wide range of devices to build cohesion within and across paragraphs</p> <p>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Grammar Indicate grammatical and other features by; -using semi-colons to mark boundaries between main clauses - Indicate grammatical and other features by; using semi-colons. - Understand the function of an adverb or an adverbial.</p> <p>- spell some words with 'silent' letters</p>		<p>-colourful semantics, -graphic organiser -Language for thinking -ELKLAN questions Modelling -role play</p>

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		<p>L4- talk through the plans with partner -PA and make changes to box it up L5- Grammar - perfect form writing about a story using the perfect form. Week 4 – Implementation – L1- shared writing, bringing plan to first draft – magpie words and phrases – work on beginning (provide paragraph prompts sheet) L2- shared writing, bringing plan to first draft – magpie words and phrases – work on middle - provide paragraph prompts sheet) L3 - shared writing, bringing plan to first draft – magpie words and phrases – work on end L4 - Look at a dull piece (not by a child in your class!) - improve first draft and complete SA and PA and begin final draft in Big Write. L5- word aware -and complete Big Write</p>				
<p>Blogs and Reports - Travel writing - Lonely Planet kids - The travel book by Malcolm croft</p>	<p>2</p>	<p>Week 1: L1 - Using Travel Writing Notes (<i>see resources</i>), they look for new and interesting vocabulary, separating it into vocabulary to do with a specific country and vocabulary that could be used for other countries or travel generally. L2 - Children use a Research Grid to make notes about their chosen country. They use atlases, travel books and the internet: https://www.roughguides.com/destinations, https://www.lonelyplanet.com/places L3 - Children draft an introduction to their country using the information from their Research Grid. They focus on writing sentences that have strong vocabulary and try to use lists in their sentences. L4 - Children polish and finalise their draft introductions. When they are ready, they present it in your chosen form. L5 - Children read the text Bike Handling. They mark personal and possessive pronouns and possessive determiners on the text. Week 2 L1 - They use Relative Pronouns Task to complete sentence by choosing from a pair of relative pronouns. L2 - add relative clauses to given sentences; insert embedded clauses and expand simple sentences with additional relative clauses.</p>	<p>- Read and discuss an increasingly wide range of non-fiction; Read books that are structured in different ways and read for a range of purposes; Make comparisons; Check that the text makes sense to them, discuss their understanding, asking questions to improve their understanding. - Make comparisons within and across books; ask questions to improve their understanding; Summarising the main ideas drawn from more than one paragraph. - Continue to read and discuss an increasingly wide range of non-fiction.</p>	<p>- Compositions Note and develop initial ideas, drawing on reading and research where necessary. - Identify the audience for and purpose of the writing; Note and develop initial ideas, drawing on reading and research where necessary; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Use further organisational and presentation devices, e.g. headings; proofread for errors. - Note and develop initial ideas, drawing on reading and research; Select appropriate grammar and vocabulary. - Assess the effectiveness of their own and others' writing; Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Proof-read for spelling and punctuation errors Transcription: Write legibly, fluently and with increasing speed. - Continue to distinguish between homophones and other words which are often confused (where/wear, their/there, which/witch etc.) Grammar Choose pronouns appropriately for clarity and cohesion and to avoid</p>	<p>- : Maintain attention and participate actively in collaborative conversations - Listen and respond appropriately to peers; Use relevant questions to extend understanding; Give well-structured descriptions; Speak audibly and fluently with increasing command of standard English.</p>	

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		<p>L3 - Children choose a motorbike and one of the four routes. They write sentences about making a journey along this route, including pronouns and relative clauses.</p> <p>L4 - Children draft an imaginary journal entry for their journey.</p> <p>L5 - Children re-draft and proof-read their writing, making a final version.</p>		<p>repetition (revision of Y3/Y4 objective)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>		
Extended Writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non-fiction opportunity <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction: - provide chn with mystery story prompt cards..... Twinkle -tell me a story</p> <p>Poetry - Write poem version of <i>the boy at the back of the class</i> using Cloud busting book format – link to shared reading and Anti bullying</p> <p>Non-fiction: - Write a diary entry of a child during WW2 - link to history</p> <p>Personal: Recount of school trip/holiday</p>			

Term 2.1 – 6 weeks

Spellings:

week 1	week 2	week 3	week 4	week 5	week 6
Rule 1:	Rule 2:	Rule 3:	Rule 4:	Rule 5:	Rule 6:
words ending with 'cious'	'or' words	words ending with 'tious'	Suffix 'ise'	Suffix - 'ate '	Common words
vicious	tutor	ambitious	criticise	activate	competition
precious	mayor	cautious	advertise	motivate	conscience
delicious	incubator	fictitious	capitalise	communicate	conscious
malicious	instructor	infectious	realise	duplicate	controversy
suspicious	emperor	nutritious	civilise	estimate	convenience
conscious	governor	bumptious	legalise	certificate	correspond
ferocious	bachelor	conscientious	conceptualise	chocolate	criticise
atrocious	objector	scrumptious	computerise	deliberate	curiosity
auspicious	calculator	superstitious	customise	graduate	definite
gracious	radiator	repititious	centralise	separate	desperate

Handwriting:

Week 1 – Practising sloped writing: proportion – joining from f to ascender: fl, ft
 Week 2 – Practising sloped writing: proportion – joining from f to no ascender: fa, fe, fi, fo, fu
 Week 3 – Different styles for different purposes: writing a paragraph
 Week 4: Practising sloped writing: speed ff
 Week 5: Practising sloped writing: speed and legibility: rr
 Week 6- Practising sloped writing: size, proportion an spacing: ss

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Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
5.4a Poems The Power of Imagery Required text: Convergence of the Twain (Animated Tale) Use Hamilton plans	1	Week1 L1- Discuss sea poetry using poetry terms - Read and discuss a range of poems about the sea. Jot down their favourite words and phrases in the poems. L2 – : Identify and discuss the impact of personification. L3 - Read and answer questions about ‘The Sea’ by James Reeves L4 -Chn write sea poems with 3 words in each line, using ‘storm’ as a model. Remind them to use an adjective, a noun and a verb in each line, simile, personification, onomatopoeia. L4 - Expanding simple sentences using elaborated descriptive language - and complete storm poem - use thesaurus	Pupils should be taught to: <ul style="list-style-type: none"> - use a thesaurus and dictionary - use further prefixes & suffixes & understand the guidelines for adding them - Read and discuss an increasingly wide range of poetry; Maintain positive attitudes to reading & understanding of what they read by: - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; Identify how language, structure and presentation contribute to meaning. 	-Use other similar writing as models for their own; Note and develop initial ideas; Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; Describe settings, characters and atmosphere. -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Pupils should be taught to: <ul style="list-style-type: none"> - <i>Maintain attention and participate actively in collaborative conversations; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i> 	<ul style="list-style-type: none"> - colourful semantics, -graphic organiser -Language for thinking -ELKAN questions Modelling -role play
5.4b The Power of Imagery (diary recount) Required text: Titanic poem and recount	4	Imitation Week 1 L1– hook the text- story boxes with key objects from the story/books/pictures – pass around and discuss what the items represent – illicit background knowledge of titanic – talk the text. L2 – Talk the text – watch Titanic DVD. Chn to jot down facts they learn from this film – using the research sheet L3 - grammar Semi colon)– watch Titanic DVD. Chn to jot down facts they learn from this film. L4- talk the text - discuss facts and background information that chn discovered about the Titanic – cold task to write a diary account based on Titanic L5 - Grammar – formal and informal language between the upper class and lower class passengers– Discuss the video on Titanic and other Survivors experience – role play different survivors experience and how they might have felt. Week 2 Reading as a reader	Maintain positive attitudes to reading & understanding of what they read by: <ul style="list-style-type: none"> - continuing to read & discuss an increasingly wide range of poetry -identifying and discussing themes in and across a wide range of writing - summarising the main ideas and identifying key details that support the main ideas -asking questions to improve their understanding 	<ul style="list-style-type: none"> - Write legibly, fluently, with increasing speed and personal style -selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Plan their writing by: <ul style="list-style-type: none"> - using similar writing as models - noting and developing initial ideas Draft and write by: <ul style="list-style-type: none"> -selecting approp vocab. Plan their writing by: <ul style="list-style-type: none"> - selecting the appropriate form -noting and developing initial ideas -describing settings, characters and atmosphere -selecting appropriate vocabulary, understanding how such choices can change and enhance meaning -using a wide range of devices to build cohesion within and across paragraphs 	Pupils should be taught to: <ul style="list-style-type: none"> - participate in discussions - consider and evaluate different viewpoints d articulate and justify answers c. use relevant strategies to build their vocabulary - participate in role play - use spoken language to develop understanding - ask relevant questions - listen and respond appropriately to their peers - give well-structured descriptions including expressing feelings 	

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		<p>L1 - Introduce the text as written word and explore its effect on the reader evocative language/ structure - grammatical features - complete evocative language activity.</p> <p>L2 – Word Aware - Answer comprehension questions on the text – reciprocal reading</p> <p>L3 —write a toolkit with the chn for the model text and pick as skill from the toolkit, explore it, learn it and use it in some short burst writing inspired by the model.</p> <p>Innovate</p> <p>L4- Retell a summarised version of the text on 5 or 6 fingers and make up alternative survivors stories with same pattern.</p> <p>L5 – Shared writing box it up - Now begin to think about changing parts of the text to to plan a diary entry from a Titanic survivor’s point of view.</p> <p>Week 3</p> <p>L1 – Word Aware – Use adverbials or non-finite verbs as sentence starters.</p> <p>L2-Shared writing continue box it up on various points of the Titanic disaster.</p> <p>L3 – Discuss plan with a partner and edit according to suggestions – peer marking</p> <p>L4 - Look at a dull diary account - what tools have they used - and as a class improve. shared writing to use plan and begin first draft – discuss success criteria</p> <p>L5 - shared writing to use plan and continue first draft</p> <p>Week 4</p> <p>L1 – word aware - complete first draft – self assessment against criteria</p> <p>L2 – Go over range of conjunctions can be used to join clauses – Go over teacher feedback and edit first draft.</p> <p>L3 – Display a child’s text for reading as a writer activity and highlight good parts – begin final draft in big write</p> <p>L4 -complete Big write</p>		<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own & others’ writing -proposing changes to grammar, vocabulary and punctuation <p>Proof-read for spelling and punctuation errors</p> <p>Grammar:</p> <ul style="list-style-type: none"> -recognising vocabulary and structures that are appropriate -Understand that a range of conjunctions can be used to join clauses. -Use adverbials or non-finite verbs as sentence starters. - Semi colon - evocative language - range of punctuation 		
Extended Writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non-fiction 	<p>Fiction:</p> <p>Alternative ending to the Night Bus</p> <p>Hero</p> <p>tell me a story - Twinkle</p> <p>Poetry</p> <p>- Write poem of a flower using Daffodil’s structure.</p>			

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	<p>opportunity</p> <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling.</p>	<p>Non-fiction: - write a fact sheet of what life is like in the Alps- link to history</p> <p>Personal: Recount of school trip/holiday</p>			
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Term 2.2 – 6 weeks

<p>Spellings:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>week 1</th> <th>week 2</th> <th>week 3</th> <th>week 4</th> <th>week 5</th> <th>week 6</th> </tr> </thead> <tbody> <tr> <td>Rule 7:</td> <td>Rule 8:</td> <td>Rule 9:</td> <td>Rule 10:</td> <td>Rule 11:</td> <td>Rule 12:</td> </tr> <tr> <td>'ex' words</td> <td>'aught'</td> <td>'que'</td> <td>'sign'</td> <td>'ph' sounds like 'f'</td> <td></td> </tr> <tr> <td>exactly</td> <td>distraught</td> <td>banquet</td> <td>assigned</td> <td>atmosphere</td> <td>develop</td> </tr> <tr> <td>express</td> <td>draughtiest</td> <td>bequeath</td> <td>resigned</td> <td>autograph</td> <td>dictionary</td> </tr> <tr> <td>extension</td> <td>fraught</td> <td>bequest</td> <td>consigned</td> <td>graphic</td> <td>disastrous</td> </tr> <tr> <td>extreme</td> <td>granddaughter</td> <td>boutique</td> <td>redesign</td> <td>nephew</td> <td>embarrass</td> </tr> <tr> <td>explosive</td> <td>haughtily</td> <td>conquer</td> <td>designate</td> <td>orphan</td> <td>environment</td> </tr> <tr> <td>excess</td> <td>naughty</td> <td>frequency</td> <td>designer</td> <td>paragraph</td> <td>especially</td> </tr> <tr> <td>excellent</td> <td>naughtiness</td> <td>inquest</td> <td>significant</td> <td>phantom</td> <td>exaggerate</td> </tr> <tr> <td>expression</td> <td>onslaught</td> <td>quench</td> <td>reassign</td> <td>phobia</td> <td>excellent</td> </tr> <tr> <td>experiment</td> <td>slaughtered</td> <td>racquet</td> <td>assignment</td> <td>photograph</td> <td>existence</td> </tr> <tr> <td>expense</td> <td>taught</td> <td>sequence</td> <td>signatory</td> <td>physics</td> <td>existence</td> </tr> </tbody> </table>	week 1	week 2	week 3	week 4	week 5	week 6	Rule 7:	Rule 8:	Rule 9:	Rule 10:	Rule 11:	Rule 12:	'ex' words	'aught'	'que'	'sign'	'ph' sounds like 'f'		exactly	distraught	banquet	assigned	atmosphere	develop	express	draughtiest	bequeath	resigned	autograph	dictionary	extension	fraught	bequest	consigned	graphic	disastrous	extreme	granddaughter	boutique	redesign	nephew	embarrass	explosive	haughtily	conquer	designate	orphan	environment	excess	naughty	frequency	designer	paragraph	especially	excellent	naughtiness	inquest	significant	phantom	exaggerate	expression	onslaught	quench	reassign	phobia	excellent	experiment	slaughtered	racquet	assignment	photograph	existence	expense	taught	sequence	signatory	physics	existence	<p>Handwriting:</p> <p>Week 1: Practising sloped writing: building speed: qu</p> <p>Week 2: Different styles for different purposes: decorative alphabets</p> <p>Week 3- Different styles for different purposes:</p> <p>Week 4- sloped writing: proportion, joining p and b to ascenders: ph, pl, bl</p> <p>Week 5- sloped writing: proportion, joining p and b no ascenders: bu, bi, pe,</p> <p>Week 6 – sloped writing: proportion, joining p and b no ascenders: pu, pi, pr</p>				
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Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
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Year 5 Scheme of Work – Literacy

<p>5.3a Tales from other cultures</p> <p>Required text: Arabian Nights, Tales of Nasrettin Hoca</p>	<p>4</p>	<p>Week 1 Imitation L1 – Hook: scatter fake gold coins around the classroom and jars, magic carpet– the class receive a letter from Ali Baba to explain the news – begin story map - Discuss the cultural and historical background of the story, tapping into students’ prior knowledge. L2 Grammar- Recognise & identify direct and indirect (reported) speech – learn the story map with actions. L3- Grammar Study the use of the subjunctive verb form - talk the text with actions – group/tennis L4 – Word aware- Quick-fire drama activities to explore key parts of the model and bring it ‘off the page. L5 - Listen to audio version & watch a film version of Aladdin; discuss, compare and write a review of one or both versions. Ali Baba and the 40 Thieves kids story cartoon animation - YouTube</p> <p>Week 2 Reading as a reader/writer L1- word aware - Introduce the text as written word and explore its effect on the reader – language, structure - comprehension activity – reciprocal reading L2 - Read Sinbad the Sailor and compare with Arabian nights - Venn diagram on setting, character, language, structure L3 – Identify features like suspense, descriptive settings, and dialogue in <i>Ali Baba</i>. Add these to a writing toolkit for students to "magpie" from. Practice writing short descriptive pieces from the toolkit. L4- Retell a summarized version of Ali Baba from a minor character’s perspective (e.g., Ali Baba’s wife, brother, or one of the thieves). Write a paragraph in-role to explore their voice and thoughts - Discuss how different characters might describe the same scene. Write contrasting descriptions of the treasure cave from Ali Baba and a thief’s perspective. L5- Discuss character traits (e.g., Ali Baba’s cunning, the brother’s greed).Create contrasting descriptions of the same scene (e.g., the cave’s opening) from different characters’ viewpoints by altering adjectives, adverbs, and sentence structure.</p> <p>Week 3</p>	<ul style="list-style-type: none"> - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically -continue to distinguish between homophones -use dictionaries to check meanings - apply their growing knowledge of root words and prefixes both to read aloud and to understand the meaning of new word - use a thesaurus and dictionary <p>Maintain positive attitudes by:</p> <ul style="list-style-type: none"> - continuing to read and discuss - increasing their familiarity with books from other cultures <p>-Participate in discussions about books Explain and discuss their understanding of books</p> <ul style="list-style-type: none"> - reading and discussing fiction - making comparisons <p>Understand what they read by: e. summarising the main ideas</p> <p>Understand what they read by: -identifying how structure contributes to meaning</p> <p>Maintain positive attitudes by: -identifying and discussing themes across a range of writing. - identifying how language and structure contribute to meaning - Discuss and evaluate how authors use language</p>	<p>Plan their writing by: -selecting the appropriate form and using other similar writing as models for their own -developing initial ideas -noting and developing initial ideas, drawing on reading using other similar writing as models for their own -in writing narratives, considering how authors have developed characters and settings.</p> <p>Draft and write by: -integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit by: -ensuring correct use of tense - Proof-read for spelling & punctuation selecting appropriate grammar and vocabulary e. structuring the text - using a wide range of devices to build cohesion within paragraphs -in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Evaluate and edit by: -assessing the effectiveness of their own and others’ writing -Perform their own compositions, using appropriate intonation, volume and movement -proposing changes to vocabulary, grammar and punctuation -distinguishing between the language of speech and writing and choosing the appropriate register -Proof-read for spelling and punctuation errors</p> <p>Grammar:</p> <p>Develop their understanding by: -recognising structures that are appropriate for formal speech</p>	<p>Pupils should be taught to: -listen to their peers -maintain attention & participate actively in collaborative conversations</p> <p>-consider and evaluate different viewpoints -participate in discussions g. use spoken language a. listen to adults -participate in performances -select appropriate registers</p> <p>-participate in discussions -use spoken language to develop understanding -use spoken language to explore ideas</p> <p>-speak audibly and fluently -gain, maintain and monitor the interest of the listeners - select and use appropriate registers for effective communication</p>	<ul style="list-style-type: none"> - colourful semantics, -graphic organiser -Language for thinking -ELKLAN questions Modelling -role play
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Year 5 Scheme of Work – Literacy

		<p>Innovate</p> <p>L1 – Focus on prefixes (e.g., un-, dis-, in-) to explore character qualities and actions. Use this vocabulary to write about a character’s transformation or internal conflict.</p> <p>L2 - Grammar - direct and indirect speech -Begin “boxing up” a new version of the story from a different character’s point of view. Encourage use of post it notes to brainstorm ideas.</p> <p>L3 – Identify prefixes commonly used to produce antonyms from root words - Shared writing - box it up with an alternative version of the story told from a different characters perspective-middle</p> <p>L4 - Identify informal dialogue (e.g., contractions, question tags). Write dialogue for an alternate version of a scene (e.g., Ali Baba persuading his brother)– discuss alternative character and setting - add to box it up ending</p> <p>L5 - Word aware- Display a student’s example for group analysis. Highlight effective use of toolkit features and suggest improvements- peer assessment -Revise plans based on feedback.</p> <p>Week 4 Implementation</p> <p>L1 - Begin shared writing using the plan. Students write their first drafts.</p> <p>L2 –Grammar recap - shared writing using the plan. Students continue their first drafts.</p> <p>L3 - Grammar recap - shared writing using the plan. Students continue their first drafts.</p> <p>L4 - Use a checklist to self-assess drafts for descriptive language, dialogue, and unique perspective. -Go over teacher feedback.</p> <p>L5 – Edit first draft and begin big write.</p>		<p>Indicate grammatical and other features by:</p> <p>Y3/4 c. using and punctuating direct speech</p> <p>-recognising vocabulary and structures that are appropriate for formal speech, including subjunctive forms</p>		
<p>Debate poem</p> <p>Main text: The Dispute of Tea and Coffee</p>	<p>2</p>	<p>Week 1</p> <p>L1 - Compare poems about tea and coffee</p> <p>L2 - Add some lines to a poem using rhymes</p> <p>L3 - Understand the use of hyphens to avoid ambiguity</p> <p>L4 - Write expanded noun phrases</p> <p>L5 - Annotate a poem identifying features used</p> <p>Week 2</p> <p>L1 - Perform a play script based on a poem</p> <p>L2 - Ask and answer questions inspired by Orange Juice</p> <p>L3- Plan a debate poem with a partner</p>	<p>-continuing to read and discuss an increasingly wide range of poetry</p> <p>-identifying and discussing themes and conventions in and across a wide range of writing</p> <p>- preparing poems and plays to read aloud and to perform</p> <p>- learning a range of poetry by heart</p> <p>h. preparing poems and plays to read aloud and to perform</p>	<p>-identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-selecting appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning</p> <p>- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>-noting and developing initial ideas.</p>	<p>- participate in discussions</p> <p>-use spoken language to develop understanding</p> <p>ask relevant questions to extend their understanding</p> <p>-articulate and justify answers</p>	<p>- colourful semantics,</p> <p>-graphic organiser</p> <p>-Language for thinking</p> <p>-ELKLAN questions</p>

Year 5 Scheme of Work – Literacy

	L4- Write a debate poem L5- Edit and redraft poems and then perform them.				Modelling -role play
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Term 3.1 – 5 weeks

<p>Spellings:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>week 1</th> <th>week 2</th> <th>week 3</th> <th>week 4</th> <th>week 5</th> <th>week 6</th> </tr> </thead> <tbody> <tr> <td>Rule 1:</td> <td>Rule 2:</td> <td>Rule 3:</td> <td>Rule 4:</td> <td>Rule 5:</td> <td>Rule 6:</td> </tr> <tr> <td>'cian' means expert</td> <td>'ure'</td> <td>'full' become 'ful'</td> <td>suffix 'en'</td> <td>Prefixes</td> <td>common words</td> </tr> <tr> <td>mathematician</td> <td>nurture</td> <td>boastful</td> <td>bracken</td> <td>aerodrome</td> <td>explanation</td> </tr> <tr> <td>musician</td> <td>leisure</td> <td>powerful</td> <td>brighten</td> <td>microphone</td> <td>familiar</td> </tr> <tr> <td>politician</td> <td>torture</td> <td>awful</td> <td>flatten</td> <td>binoculars</td> <td>foreign</td> </tr> <tr> <td>beautician</td> <td>assure</td> <td>wakeful</td> <td>forgotten</td> <td>aquarium</td> <td>forty</td> </tr> <tr> <td>optician</td> <td>adventure</td> <td>grateful</td> <td>overtaken</td> <td>automatic</td> <td>frequently</td> </tr> <tr> <td>magician</td> <td>overture</td> <td>skilful</td> <td>frighten</td> <td>audible</td> <td>government</td> </tr> <tr> <td>electrician</td> <td>treasure</td> <td>mouthful</td> <td>lengthen</td> <td>transfer</td> <td>guarantee</td> </tr> <tr> <td>physician</td> <td>puncture</td> <td>pitiful</td> <td>unbroken</td> <td>millimetre</td> <td>harass</td> </tr> <tr> <td>technician</td> <td>departure</td> <td>plentiful</td> <td>shorten</td> <td>triangle</td> <td>hindrance</td> </tr> <tr> <td>clinician</td> <td>brochure</td> <td>beautiful</td> <td>lighten</td> <td>circular</td> <td>identity</td> </tr> </tbody> </table>	week 1	week 2	week 3	week 4	week 5	week 6	Rule 1:	Rule 2:	Rule 3:	Rule 4:	Rule 5:	Rule 6:	'cian' means expert	'ure'	'full' become 'ful'	suffix 'en'	Prefixes	common words	mathematician	nurture	boastful	bracken	aerodrome	explanation	musician	leisure	powerful	brighten	microphone	familiar	politician	torture	awful	flatten	binoculars	foreign	beautician	assure	wakeful	forgotten	aquarium	forty	optician	adventure	grateful	overtaken	automatic	frequently	magician	overture	skilful	frighten	audible	government	electrician	treasure	mouthful	lengthen	transfer	guarantee	physician	puncture	pitiful	unbroken	millimetre	harass	technician	departure	plentiful	shorten	triangle	hindrance	clinician	brochure	beautiful	lighten	circular	identity	<p>Handwriting:</p> <p>Week 1 – Practising sloped writing: parallel downstrokes: pp, bb</p> <p>Week 2 – Practising sloped writing: all double letters</p> <p>Week 3 – Practising sloped writing for speed: tial, cial</p> <p>Week 4 – Practising sloped writing for fluency.</p> <p>Week 5 – personal style</p> <p>Week 6- handwriting for different purposes.</p>
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Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation
5.5a Historical Stories - inc. drama (T4W) Required text: War Horse	4	<p>Imitation Week 1</p> <p>L1- Hook: Set the classroom with war props (wooden horse, hats, war net, books). Predict the unit's theme and story map using gestures and actions - Reading: Chapter 1 (reciprocal reading).</p> <p>L2-Talk the Text: Use gestures and actions - grammar- Identify different types of sentences: simple, compound & complex - List subordinating conjunctions that link.</p> <p>L3- Word Aware: Discuss the text with gestures. Cold Task: Write a historical story from Joey's perspective about WW1.</p>	<p>-Maintain positive attitudes to reading by:</p> <p>-continuing to read and discuss a range of fiction</p> <p>Understand what they read by:</p> <p>-discussing their understanding</p> <p>-drawing inferences</p> <p>- predicting what might happen</p> <p>-summarising main ideas from more than one paragraph.</p> <p>Maintain positive attitudes to reading by:</p> <p>- discussing a range of fiction</p> <p>- identifying and discussing themes</p> <p>Understand what they read by:</p>	<p>- Plan their writing by:</p> <p>- considering how authors have developed characters</p> <p>noting and developing initial ideas</p> <p>- considering how authors have developed characters</p> <p>Draft and write by:</p> <p>- in narratives, describing characters</p> <p>-identifying the audience for and purpose of the writing</p> <p>-using further organisational devices [for example, bullet points]</p> <p>-identifying the audience for and purpose of writing b. noting/developing initial ideas, drawing on reading</p> <p>- selecting appropriate vocabulary</p>	<p>- listen appropriately to their peers</p> <p>-use spoken language to develop understanding</p> <p>- articulate and justify answers</p> <p>- articulate and justify opinions</p> <p>-participate in discussions</p> <p>-use spoken language to explore ideas</p> <p>- consider and evaluate different viewpoints</p> <p>-listen and respond appropriately</p>	<p>- Guided writing groups with specific focus</p> <p>- SEN to do singular possession.</p>

Year 5 Scheme of Work – Literacy

	<p>L4- Talk the Text - Reading: Chapter 2 (reciprocal reading). Begin Watching <i>War Horse</i> films: Note terms used in WW1 to create a glossary.</p> <p>L5- Chapters 4 and 5, Retell Part of the Story. Grammar: Explore the function of commas in sentences.</p> <p>Week 2: Reading as a Reader and Writer</p> <p>L1- Introduce Text: Focus on Chapter 6. Comprehension: Answer inferential and literal questions. Reciprocal Reading</p> <p>L2-Word Aware: Explore Language: Effect on the reader (first person, vocabulary, structure). Annotate: Identify grammatical features in the model text.</p> <p>L3 - Share Write Toolkit: Create toolkit examples in books and grids. Find and analyse skills/features in the toolkit. Short Burst Writing: Select a toolkit skill, explore, learn, and use it.</p> <p>L4- Research: Historical facts gleaned from illustrations. Activity: Research historical context of WW1.</p> <p>L4- Grammar: Apostrophes for contraction, singular, and plural possession. Vocabulary: Explore relevant terms from text.</p> <p>Week 3:</p> <p>L1- Explain that this week the children will be writing a historical story about WW1 from Joey’s perspective. Box It Up: Shared writing, focusing on innovating opening passages. Visual Aid: Show images of the trenches and soldiers preparing for attack. Vocabulary: Generate sensory details (sight, smell, sound).</p> <p>L2- Grammar: Explore relative pronouns and their omission in sentences. Activity: Begin planning changes to the opening passage (box-up approach).</p> <p>L3- Vocabulary: Focus on tense atmosphere (horses preparing for battle). Shared Writing: box it up - Innovate passages of text using sensory vocabulary.</p> <p>L4- Visual Hook: Battle scene from the film. Continue box it up - Activity: Write sensory descriptions based on the scene and plan a battle narrative.</p> <p>L5- Shared Writing: Continue box it up - Explore Joey’s emotions after the battle.</p>	<p>a. discussing their understanding and exploring meaning of words</p> <ul style="list-style-type: none"> - identify how language contributes <p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -understand that the spelling of some words needs to be learnt specifically - use dictionaries to check the meaning of words -use the first three or four letters of a word to check meaning 	<ul style="list-style-type: none"> - describing settings, characters, etc. -selecting appropriate. grammar and vocabulary -using devices to structure text and to guide the reader. <p>Grammar:</p> <ul style="list-style-type: none"> -Use and understand the grammatical accurately and appropriately in discussing their writing and reading Indicate grammatical and other features -using commas to clarify meaning or avoid ambiguity in writing -using commas to indicate parenthesis - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> - express feelings -articulate and justify opinions - participate in collaborative conversations -give well-structured explanations -use spoken language to develop understanding 	
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Year 5 Scheme of Work – Literacy

		<p>Week 4:</p> <p>L1- Peer Assessment: Talk through box-it-up plans, refine based on feedback. Writing: Begin first draft passages using class success criteria.</p> <p>L2 – Recap Grammar -continue first draft</p> <p>L3 – Grammar recap - continue first draft</p> <p>L4- Peer Assessment/self assessment - go over teacher feedback and edit first draft and begin second draft in Big Write.</p> <p>L5- Compare hot and cold tasks, discuss progress and feedback.</p>				
Extended Writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non-fiction opportunity <p>Teachers provide opportunities for children to write about real life experiences were possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction: -A day in the Golden Age of Al-Andalus tell me a story - Twinkle</p> <p>Poetry -war poems - look at Poppies,</p> <p>Non-fiction: - Nonfiction Writing Idea: "How Babies Grow and Develop"</p> <p>Personal: Recount of school trip/holiday</p>			
Term 3.2 – 6weeks						
Spellings:				Handwriting:		
				<p>Week 1: increasing speed and fluency: dictation</p> <p>Week 2: increasing speed and fluency: dictation</p> <p>Week 3: increasing speed and fluency: dictation</p> <p>Week 4 -increasing speed and fluency: dictation</p> <p>Week 5 - increasing speed and fluency: dictation</p> <p>Week 6 – handwriting style for: quick notes</p>		

Year 5 Scheme of Work – Literacy

		Week 1	week 2	week 3	week 4	week 5	week 6				
		Rule 7:	Rule 8:	Rule 9:	Rule 10:	Rule 11:	Rule 12:				
		'able'	'ible'	Suffix 'ify'	'al'	'ally'	Common words				
		adorable	accessible	signify	accidental	accidentally	individual				
		advisable	audible	falsify	comical	actually	interfere				
		agreeable	credible	glorify	critical	annually	interrupt				
		avoidable	destructible	intensify	electrical	automatically	language				
		capable	edible	exemplify	eventual	brutally	leisure				
		breakable	flexible	personify	exceptional	coincidentally	lightning				
		changeable	horrible	purify	fatal	critically	marvellous				
		comfortable	impossible	electrify	final	equally	mischievous				
		disposable	invincible	simplify	individual	eventually	muscle				
		employable	legible	disqualify	logical	exceptionally	necessary				
Unit	Time (Wks)	Activities	Reading Outcomes	Writing Outcomes inc. Grammar	Speaking & Listening/Oracy	Differentiation					
3.6a Classical poem (T4W) Required text: Walrus and the Carpenter/ Butterfly; Cautionary Tales by Hilaire Belloc	3	<p>Imitation</p> <p>L1: Hook and introduce the story map.</p> <p>L2: Learn the cautionary tale story map using actions and gestures, memorize sections of a classic poem through a tennis/group activity.</p> <p>L3- Write a cautionary tale or a poem based on a warning message.</p> <p>L4: Compare "The Walrus and the Carpenter" with the original text, examining language choices and justifying opinions.</p> <p>L5: Focus on spelling strategies with suffixes (-ant, -ance, -ancy, -ent, -ence, -ency), using "Jim and Matilda" as a text to debate vocabulary.</p> <p>Week 2</p> <p>Reading as a Reader</p> <p>L1: Learn to use hyphens to alter the meaning of limericks.</p> <p>L2: Comprehension activity using the text, exploring word-level vocabulary and discussing what a cautionary tale is (e.g., Little Red Riding Hood and "do not talk to strangers").</p> <p>L3: Annotate the poem, focusing on features, structure, and language.</p> <p>L4: Create a toolkit/grid based on features from the model text, finding examples as a class. Explore one skill from the</p>	<ul style="list-style-type: none"> - learning a wider range of poetry by heart - preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Provide reasoned justifications for their views - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Explain and discuss their understanding of what they have read, including through formal presentations and debates - Provide reasoned justifications for their views 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -identifying the audience and purpose for the writing, selecting appropriate form and using similar texts as models - noting and developing ideas. - a. identifying the audience /purpose of the writing, using other similar texts as models for their own writing b. noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar & vocabulary, understanding how such choices can change & enhance meaning. - in narrative texts, describing settings, characters and atmosphere <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing - proposing changes to grammar, vocabulary and punctuation to enhance effects. <p>Grammar:</p> <ul style="list-style-type: none"> - Indicate grammatical and other features by: - using hyphens to avoid ambiguity 	<ul style="list-style-type: none"> -speak audibly and fluently - participate in performances - select and use appropriate registers -listen and respond appropriately - ask relevant questions -participate actively in collaborative conversations - participate in role-play 	<ul style="list-style-type: none"> - colourful semantics, -graphic organiser -Language for thinking -ELKLAN questions Modelling -role play 					

Year 5 Scheme of Work – Literacy

		<p>toolkit (e.g., expanded noun phrases), using short burst writing inspired by the model text. L5: Develop character descriptions using expanded noun phrases for cautionary tales.</p> <p>Week 3- L1- Brainstorm ideas for a modern cautionary tale, discussing the intended message and noting ideas. Teacher to model a cautionary tale – using rhymes – taking ideas from the poems – Chn begin planning box it L2-Word aware - complete box it up and peer/self-assessment L3- shared writing – box it up to first draft. L4 – share drafts, and WAGOLL to refine plans. - go over teacher feedback and complete final plan L5 – complete on Big write and compare with cold task.</p>		<ul style="list-style-type: none"> - use expanded noun phrases to convey complicated information concisely use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. 		
<p>5.6b Non-Fiction Letters and Correspondence</p> <p>Required Text: Letters of Note/ More letters of Note</p>	<p>2</p>	<p>Week 1 L1- Sort letters as a class and discuss different types of letters L2- Discuss feelings of writer and recipient in Dahl letter- Write an informal thank you letter describing a dream L3- Role play a scene where the letter is delivered to King James 1 L4- Group/paired reading of the letter from Scott to his widow, Use bullet points to sum up main points L5- Identify and understand the function of modal verbs</p> <p>Week 2 L1- Group Reading: Read da Vinci’s letter; demonstrate understanding of some of his inventions L2- Write a rejection, using a colon and a list of points separated by commas L3-Look up definitions in dictionary, find synonyms, choose favourite words- Use modal verbs in role-play to express possibility L4- Write a cover letter for their chosen job, using some words from Y5/6 spelling list L5-Proof read their letters and produce final draft for display</p>	<ul style="list-style-type: none"> --Continue to read and discuss an increasingly wide range of literature -Read (texts)... for a range of purposes -Identify and discuss themes and conventions.... -explain and discuss their understanding of what they have read.... -draw inferences such as characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence Check that the text makes sense, discuss their understanding, exploring meaning of words in context -draw inferences including characters’ feelings -summarise the main ideas drawn from more than one paragraph 	<ul style="list-style-type: none"> -Draft and write by -selecting grammar and vocabulary, understanding how such choices can change and enhance meaning -use further organisational and presentational devices Plan writing by Identifying the audience for and purpose of the writing Noting and developing initial ideas <p>Draft and write by</p> <ul style="list-style-type: none"> -selecting grammar and vocabulary, understanding how such choices can change and enhance meaning -use further organizational and presentational devices -assess the effectiveness of own and others writing -propose changes to vocabulary, grammar and punctuation -proof read for spelling and punctuation errors <p>Grammar:</p> <ul style="list-style-type: none"> - punctuating bullet points consistently -Use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> - Use spoken language by developing understanding through speculating, hypothesizing, imagining and exploring ideas. 	<ul style="list-style-type: none"> - colourful semantics, -graphic organiser -Language for thinking -ELKAN questions Modelling -role play

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				<p>Understand use of commas to separate items in a list and also to punctuate longer sentences. Use the colon to start a list Understand how words are related as antonyms and synonyms (Y5) -convert nouns or adjectives into verbs - Use modal verbs or adverbs to indicate degrees of possibility</p>		
Extended Writing	1	<p>Extended writing outcomes: Teachers can choose from the following lists when they are planning writing. Teachers are responsible for ensuring that children have the opportunity to write in different styles and genres. In each half term teachers must ensure children have had the following writing opportunities:</p> <ol style="list-style-type: none"> 1. A fiction/poetry opportunity 2. A non-fiction opportunity <p>Teachers provide opportunities for children to write about real life experiences where possible, for example recounts of trips, outings, important events to them, storytelling</p>	<p>Fiction: -Write a story about journey – linked to journey to joburg tell me a story - Twinkle</p> <p>Poetry -poem about the names of Allah</p> <p>Non-fiction: - Nonfiction: write information text on their community project</p> <p>Personal: Recount of school trip/holiday</p>			