

Y5	Autumn 1		Autumn 2				Spring				Summer			
Class Novel	Street Child - Berlie Doherty						The Boy at The Back of The Class - Onjali Q. Rauf				The Infinite - Patience Agababi			
Unit	Fiction	Non-fiction	Fiction	Poetry	Assessment Weeks	Booker Prize	Fiction	Poetry	Fiction	Assessment Weeks	Non-fiction	Assessment Weeks	Non-fiction	Fiction
Text	Street Child	The Zulu Kingdom	The Lion, The Witch and The Wardrobe	Please, Mrs Butler!			The Boy at The Back of The Class	The Highwayman	The Ship of Shadows		Selection of persuasive texts		Selection of instructions	The Infinite
Focus	Dialogue	Information	Setting	Poetic features			Character	Poetic features	Action		Persuasion		Instructions	Openings and endings
G&P Objectives	*Commas to clarify meaning *Speech punctuation *Possessive pronouns *Determiners *Parenthesis *Adverbial phrases *Subject and object *Expanded noun phrases	*Modal verbs *Nouns *Modifiers	*Independent clauses *Subordinate clause *Types of conjunctions *Fronted adverbials *Parenthesis *Adjectival phrases *Superlatives *Demonstrative determiners *Compound nouns	*Adverbial phrases *Apostrophes for contraction			*Dashes for parenthesis *Commas for parenthesis *Modifiers *Apostrophes to mark singular possession in nouns *Apostrophes to mark plural possession in nouns	*Abstract nouns *Metaphors and similes *Tenses *Synonyms and antonyms *Prepositional phrases *Proper nouns *Present simple tense *Present perfect form of verbs *Pronouns *Relative clauses	*Parenthesis *Range of conjunctions/ linking words and phrases *Modal verbs *Consistent use of commas to clarify meaning *Relative clauses		*Types of conjunctions *Modal verbs *Cohesion within and writing paragraphs		*Quantifying determiners *Common nouns *Commas in a list *Expressing time, place and cause using *Conjunctions *Adverbs *Prepositions	*Simple tense *Perfect tense *Relative pronouns *Relative clauses *Personal pronouns *Possessive pronouns *Me or I *Auxiliary verbs
Toolkit	*Exploring personality *Tracking character development *Explore contrasting characters *Internal voice and rhetorical questions	*Expand the range of conjunctions and generalisers *Use of provisional statements with words and phrases such as: usually... seem to be... *Technical vocabulary to add precision *References to sources of evidence to add authority *Write reports for different audiences and purposes *Collect interesting nuggets of information to conclude texts and sustain the reader's interest *Complex sentences *Sentences with lists of three	*Show the setting through the main character's eyes *Character's reactions of the setting *Unexpected detail as a hook *Change the setting to create atmosphere *Short and long sentences *Figurative language				*Exploring personality *Tracking character development *Explore contrasting characters *Internal voice and rhetorical questions		*Lull the reader into a false sense of security then introduce an element of unease *Let the reader glimpse the threat *Use the senses *Show the character's reactions through what is said or done *Choose words or phrases to slow the action down to increase tension and anticipation *Select verbs carefully to build tension *Use a rhetorical question		*Try to support views with reasons or evidence *Offer and refute some counter arguments		*Who the instructions are intended for? *Introduce technical language *Describe/defined outcomes (e.g. what counts as winning; what a product should look/taste like; etc) *Multiple prior or parallel steps *Options (e.g. a or b)? *Advice *Vary tone and formality	*Change words *Add on phrases and clauses *Special effects *Reorder sentences for effect *Vary sentence openings *Change sentence type (draw in the reader; emphasise drama; tell the reader what to do) *Show don't tell (imagery) *Hook the reader (use words with care) *Make every word earn its place *Slow down at key moments

