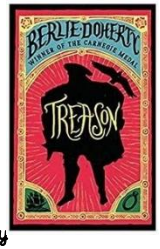
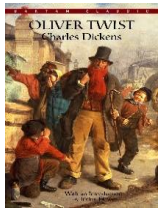
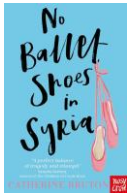
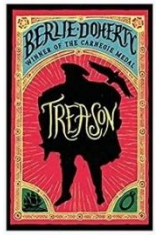
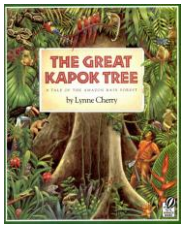
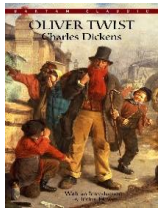
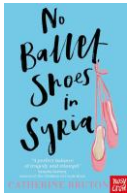
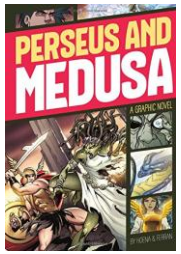
Year 5 2026-2027	Autumn term		Spring term		Summer term	
Weeks	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks 2 days
Cross-curricular theme	The Space Race	The Tudors	Amazon adventure	Times gone by	Journeys	Who let the God's out?
Enrichment		Tudor workshop – Elizabeth I				
Class read	**Avatar – The Planet Pandora** Extracts from the film and hybrid (fiction/non-Fiction) texts about the creatures and the planet. 	**Treason by Berlie Doherty** 	**The Explorer by Katherine Randel** 	**Oliver Twist by Charles Dickens** 	**No ballet shoes in Syria by Catherine Bruton** 	**Who let the God's out?** 
Guided reading texts	Range of scientific non-fiction texts including non-chronological reports. Science fiction narrative extracts.	Range of historical texts and newspaper articles.	Range of geographical texts linked to the rainforest e.g. Biomes Layers of Rainforest Threats to rainforest Types of Rainforest	A range of extracts from Oliver Twist Playscript Speech characterization Guardians V boys	A range of extracts from No ballet shoes in Syria. A range of persuasive texts.	A range of extracts from Who let the God's out?

Novel - Text	**Main Texts** **Non-chronological report** **Setting description** Pandora – Exoarriviste  **Science Fiction Narrative** Pie Corbett's fiction: alien landing 	**Main Texts** **Newspaper Reports** Henry VIII's wives  **Historical Narrative** Treason by Berlie Doherty 	**Main Texts** **Adventure narrative** The Explorer by Katherine Randel  **Discursive writing** Discursive writing – one side of debate. 	**Main Text** **Classic Narrative Poetry** **The Highwayman** (verse per group) Learn sections by heart **Narrative**  **Instructional text – How to catch an historical villain?** 	**Main Text** **Modern fiction** No ballet shoes in Syria  **Performance poetry** Benjamin Zephaniah's 'We Refugees' 	**Main Text** **Myths** Perseus and Medusa  Explanation text
Key skills Writing	Choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters.		Spell some words with 'silent' letter. (e.g. knight, psalm, solemn) convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.		Spell identified commonly misspelt words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily	

Vocabulary, grammar and punctuation	choose the writing implement that is best suited for a task. (e.g. quick notes, letters). form verbs with prefixes, for example, dis, de, mis, over and re. use the first three or four letters of a word to check spelling, meaning or both in a dictionary. begin to proof read own writing for spelling and punctuation errors. ensure the correct and consistent use of tense throughout a piece of writing. start sentences in different ways. (-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials of time- Later, When the, As the dawn broke,) (adverbials of place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,) use a thesaurus for alternative word choices. writing shows that they aim for a range of audiences and know that the purpose of their writing is to inform, entertain or persuade. organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or	distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle) link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with) develop characters through action, description and dialogue. (Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs). add well-chosen detail to interest the reader. (Expanded noun phrases-'the small playground with the horizontal climbing wall…; the north coast beaches with the best surf…; a tiny kitten with its eyes barely open…'). use colons to introduce a list. use inverted commas and other punctuation to accurately indicate direct speech. use stylistic devices to create effects in writing. (simile, metaphor, personification) use modal verbs or adverbs to indicate degrees of possibility. (There might be…. It could be….we may be…sometimes….possibly….occasionally…) use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)	settings are used to not only create atmosphere, but also to indicate a change. Models from their reading are often used or integrated into their writing. They manage shifts in time and place effectively and guide the reader through their text. use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about to charge). use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) choose words for deliberate effect and use them thoughtfully and with precision.

	developed- main point, topic, event, idea with an explanation or additional detail) use commas to clarify meaning or avoid ambiguity in writing.		suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
Scaffold Outcome Fiction	**Science Fiction Narrative** Setting description: Mystical world Pie Corbett's fiction: alien landing	**Historical Narrative** Historical narrative based on Treason.	**Adventure Narrative** Diary entry – Con's view point Adventure Narrative based on The Explorer	**Character description** Character description of Bess.	**Modern Fiction Narrative** Recount – diary entry Recount – letter	**Greek Myths** Innovation of quest myth – Perseus and Medusa
Independent outcome fiction	**Science Fiction Narrative** Setting description: Pandora Moon Innovation of an alien landing	**Historical Narrative** Historical narrative set in Tudor times. Focus on description, action and dialogue.	**Adventure Narrative** Diary entry – Fred's view point Adventure Narrative based on 'The Den'	**Character description** Character description of The Highwayman	**Modern Fiction Narrative** Recount – diary entry Recount – letter	**Greek Myths** Innovation of quest myth – Theseus and the Minotaur
Scaffold outcome Non-fiction	**Non-chronological report** Pandora creature	**Newspaper Report** Execution of Anne Boleyn	**Discursive writing** Discursive writing – one side of debate. **Should the Rainforest be saved?**	**Instructional text** How to catch a historical villain – Fagin / Bill Sykes	**Persuasive writing** How can Britain do more to support refugees?	**Explanation** How do Greek mythology explain everyday life? Fire

			For			
Independent outcome non-fiction	**Non-chronological report** Alternative Pandora creature	**Newspaper Report** Execution of Catherine Howard	**Discursive writing** Discursive writing – one side of debate. **Should the Rainforest be saved? Against**	**Instructional text** How to catch a historical villain – Highwayman	**Persuasive writing** How can Britain do more to support refugees?	**Explanation** How do Greek mythology explain everyday life? Good and Evil
Scaffold outcome poetry				**Classic Narrative Poetry** Imitation of the Highwayman poem.	**Performance poetry** Imitation of Benjamin Zephaniah's poem 'We Refugees'	
Independent outcome poetry				**Classic Narrative Poetry** Writing in the style of the Highwayman poem.	**Performance poetry** Writing in the style of Benjamin Zephaniah's based on Aya's experiences as a refugee.	