

**English Termly Plan Year Group: Year 5**

|  |  |  |
| --- | --- | --- |
| **Term Text/ Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 1**  Journey to the River Sea by Iva Ibbotson  Journey to the River Sea: Eva Ibbotson: Amazon.co.uk: Ibbotson, Eva:  9781447265689: Books | Non-fiction  Informal letter from a character’s perspective | My handwriting is fluent, joined, even in size and legible (Y4) |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate (Y5) |
| I can establish a viewpoint as the writer through commenting on characters, events or information  I can use the correct tense  I can proof read and edit my work to check for errors in spelling, punctuation and grammar  I can use grammar and vocabulary to create an impact on the reader |
| I can extend my sentences using appropriate coordinating conjunctions  I can use subordinate clauses to create complex sentences  I can use modal verbs to indicate a degree of possibility |
| I can use commas to separate clauses and make meaning clear |
| Narrative  Contrasting Setting description x 2 (Positive Atmosphere and Negative Atmosphere) | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate (Y5) |
| I can use the correct tense  I can proofread and edit my work to check for errors in spelling, punctuation and grammar  I can use grammar and vocabulary to create an impact on the reader |
| I can use prepositional phrases and adverbs to give more detail in my sentences  I can use fronted adverbials punctuated accurately  I can use expanded noun phrases including modifying adjectives, nouns and preposition phrases |
| I can use full stops, capital letters, question marks and explanation marks accurately (Y4)  I can use commas to separate clauses and make meaning clear (Y5) |
|  |  |
|  |
|  |
|  |
|  |

|  |  |  |
| --- | --- | --- |
| **Term**  **Text / Topic** | **Writing Evidence** | **Success Criteria** |
| **Autumn 2**  Journey to the River Sea continued.  Eva Ibbotson  Journey to the River Sea: Eva Ibbotson: Amazon.co.uk: Ibbotson, Eva:  9781447265689: Books | Narrative  A new Chapter – Maia gets lost. | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate |
| I can develop characters through action and dialogue  I can use grammar and vocabulary to create an impact on the reader  I can proofread and edit my work to check for errors in spelling, punctuation and grammar  I can use the correct tense |
| I can use relative clauses (starting with who, that, which, whose, where or when)  I can use subordinate clauses to create complex sentences  In my writing, nouns and tenses always agree |
| I can use commas to separate clauses and make meaning clear  I can use commas to add extra information to a sentence mostly correctly |
| Non fiction  Persuasive article/Political speech on deforestation | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks (Y5) |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate  I can establish links between paragraphs |
| I can adapt my writing for specific audiences and purposes, using the correct features and structure matched to the text type we are working  I can establish a viewpoint as the writer through commenting on characters, events or information  I can use grammar and vocabulary to create an impact on the reader  I can use the correct tense |
| I can use more sophisticated conjunctions to give order/emphasis  I can use subordinate clauses to create complex sentences  In my writing, nouns and tenses always agree  I can vary sentence structure and length depending on the purpose  I can use relative clauses (starting with who, that, which, whose, where or when)  I can use modal verbs to indicate a degree of possibility |
| I can use commas, brackets and dashes to add extra information to a sentence mostly correctly (Y5)  I can use commas to separate clauses and make meaning clear (Y5) |
| Non fiction  Non-chronological report  A new creature in the Amazon | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks (Y5) |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate (Y5) |
| I can adapt my writing for specific audiences and purposes, using the correct features and structure matched to the text type we are working  I can use grammar and vocabulary to create an impact on the reader  I can use the correct tense |
| I can use more sophisticated conjunctions to give order/emphasis  I can use subordinate clauses to create complex sentences  In my writing, nouns and tenses always agree  I can vary sentence structure and length depending on the purpose  I can use relative clauses (starting with who, that, which, whose, where or when) |
| I can use commas, brackets and dashes to add extra information to a sentence mostly correctly  I can use commas to separate clauses and make meaning clear |

|  |  |  |
| --- | --- | --- |
| **Term Text /Topic** | **Writing Evidence** | **Success Criteria** |
| **Spring 1**  Clockwork  By Philip Pullman  Clockwork or All Wound Up | Comprehension | Vocabulary | Year 5 | Year 6 |  KS2 | Narrative  Fictional Diary | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate.(Y5)  I can establish links between paragraphs |
| I can provide specific detail to inform or explain.  I can adapt my writing for specific audiences and purposes, using the correct features and structure matched to the text type we are working on ( I can attempt to give opinion, interest or humour through detail)  I can use grammar and vocabulary to create an impact on the reader.  I can use the correct tense.  I can establish a viewpoint as the writer through commenting on characters, events or information |
| I can use relative clauses (starting with who, that, which, whose, where or when)  I can use subordinate clauses to create complex sentences |
| I can use commas, brackets and dashes to add extra information to a sentence mostly correctly  I can use commas to separate clauses and make meaning clear |
| Non Fiction  A persuasive brochure/article of Glockenheim | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate  I can establish links between paragraphs |
| I can adapt my writing for specific audiences and purposes, using the correct features and structure matched to the text type we are working on  I can use grammar and vocabulary to create an impact on the reader  I can use the correct tense |
| In my writing, nouns and tenses always agree  I can use relative clauses (starting with who, that, which, whose, where or when)  I can use more sophisticated conjunctions to give order/emphasis  I can use subordinate clauses to create complex sentences  I can use modal verbs to indicate a degree of possibility |
| I can use commas, brackets and dashes to add extra information to a sentence mostly correctly  I can use commas to separate clauses and make meaning clear  I can sometimes use semi-colons and colons within a list (GD) |
|  |  |
|  |
|  |
|  |
|  |

|  |  |  |
| --- | --- | --- |
| **Term Text /Topic** | **Writing Evidence** | **Success Criteria** |
| **Spring 2**  Poetry Topic  The Highwayman  By Alfred Noyes | Narrative  TBC  New Planning in progress. |  |
|  |
|  |
|  |
|  |
| Narrative  TBC |  |
|  |
|  |
|  |
|  |
| Non fiction - Balanced Argument  TBC |  |
|  |
|  |
|  |
|  |

|  |  |  |
| --- | --- | --- |
| **Term Text**  **/Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 1**  **Holes by Louis**  **Sachar**  Holes | Narrative  Description  TBC  New planning in progress | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks |
| I can use my paragraphs/sections to group similar information or events  I can establish links between paragraphs |
| I can use grammar and vocabulary to create an impact on the reader  I can adapt my writing for specific audiences and purposes, using the correct features and structure matched to the text type we are working on ( I can attempt to give opinion, interest or humour through detail)  I can proof read and edit my work to check for errors in spelling, punctuation and grammar  I can use the correct tense |
| I can use relative clauses (starting with who, that, which, whose, where or when)  I can use subordinate clauses to create complex sentences  In my writing, nouns and tenses always agree  I can vary sentence structure and length depending on the purpose. |
| I can use commas to separate clauses and make meaning clear |
| Narrative  First Person Narrative  TBC | Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks |
| I can use my paragraphs/sections to group similar information or events and label these with headings where appropriate  I can establish links between paragraphs |
| I can adapt my writing for specific audiences and purposes, using the correct features and structure matched to the text type we are working on ( I can attempt to give opinion, interest or humour through detail)   * I can develop characters through action * I can provide specific detail to inform or explain   I can establish a viewpoint as the writer through commenting on characters, events or information  I can use grammar and vocabulary to create an impact on the reader  I can proof read and edit my work to check for errors in spelling, punctuation and grammar  I can use the correct tense |
| I can use relative clauses (starting with who, that, which, whose, where or when)  I can use more sophisticated conjunctions to give order/emphasis  I can use modal verbs to indicate a degree of possibility  I can use subordinate clauses to create complex sentences  In my writing, nouns and tenses always agree  I can vary sentence structure and length depending on the purpose.  I can use a wide range of clause structures, sometimes varying their position within the sentence (as, if, whenever, although, despite, who, which, -ing opener, -ly opener) (GD) |
| I can use commas, brackets and dashes to add extra information to a sentence mostly correctly  I can use commas to separate clauses and make meaning clear  I can sometimes use semi-colons and colons within a list (GD) |
| Non fiction  TBC Formal Letter |  |
|  |
|  |
|  |
|  |

|  |  |  |
| --- | --- | --- |
| **Term Text**  **/Topic** | **Writing Evidence** | **Success Criteria** |
| **Summer 2** | Narrative |  |
|  |
|  |
|  |
|  |
| Poem |  |
|  |
|  |
|  |
|  |
| Teacher choice |  |
|  |
|  |
|  |
|  |