

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

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| **Term Text/ Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Autumn 1** Journey to the River Sea by Iva IbbotsonJourney to the River Sea: Eva Ibbotson: Amazon.co.uk: Ibbotson, Eva:  9781447265689: Books | Non-fictionInformal 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 conjunctionsI 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  |
| NarrativeContrasting 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 grammarI 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 accuratelyI 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) |
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| **Term** **Text / Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Autumn 2** Journey to the River Sea continued.Eva IbbotsonJourney 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 dialogueI can use grammar and vocabulary to create an impact on the readerI can proofread and edit my work to check for errors in spelling, punctuation and grammarI 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 sentencesIn my writing, nouns and tenses always agree |
| I can use commas to separate clauses and make meaning clearI 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 informationI 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 reportA 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  |

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| **Term Text /Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Spring 1** Clockwork By Philip PullmanClockwork 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 correctlyI 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 appropriateI 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 readerI can use the correct tense |
| In my writing, nouns and tenses always agreeI can use relative clauses (starting with who, that, which, whose, where or when)I can use more sophisticated conjunctions to give order/emphasisI can use subordinate clauses to create complex sentencesI 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 correctlyI can use commas to separate clauses and make meaning clearI can sometimes use semi-colons and colons within a list (GD) |
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| **Term Text /Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Spring 2** Poetry TopicThe HighwaymanBy Alfred Noyes | Narrative TBCNew Planning in progress. |  |
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| Narrative TBC |  |
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| Non fiction - Balanced ArgumentTBC |  |
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| **Term Text** **/Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Summer 1** **Holes by Louis****Sachar**Holes | Narrative DescriptionTBCNew 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 eventsI can establish links between paragraphs |
| I can use grammar and vocabulary to create an impact on the readerI 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 grammarI 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 sentencesIn my writing, nouns and tenses always agreeI can vary sentence structure and length depending on the purpose.  |
| I can use commas to separate clauses and make meaning clear |
| Narrative First Person NarrativeTBC | 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 readerI can proof read and edit my work to check for errors in spelling, punctuation and grammarI 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 possibilityI can use subordinate clauses to create complex sentencesIn my writing, nouns and tenses always agreeI 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 correctlyI can use commas to separate clauses and make meaning clearI can sometimes use semi-colons and colons within a list (GD) |
| Non fiction TBC Formal Letter |  |
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| **Term Text** **/Topic** | **Writing Evidence**  | **Success Criteria**  |
| **Summer 2**  | Narrative  |  |
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| Poem  |  |
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| Teacher choice  |  |
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