Year 5	Woodlands Park Whole School									-			
		mn 1		Autumn 2			ing 1		ng 2	Sumi			mer 2
Sequence code	T1S1	T1S2	T1S3	T1S4	T1S5	T2S6	T2S7	T2S8	T2S9	T3S10	T3S11	T3S12	T3S13
Progression of ore texts	The Tear Thief Carol Ann Duffy	Friend or Foe Michael Morpurgo	Anne Frank Josephine Poole	Performance Poetry	Plastic Pollution Neal Layton	The Ice Bear Jackie Morris	Volcanoes Izzi Howell	Weslandia Paul Fleischman	Tadeo Jones	The Lost Words Robert Macfarlane	Cloth Lullaby Amy Novesky	One Planet Matt Whyman	The Lion, The Witch and The
	(Narrative Poetry)	FRIEND FOF MICHAEL MORPURGO (Historical Fiction)	(Biography)	(Poetry)	PLASTIC PLASTIC (Persuasive text)	no lice lice lice lice lice lice lice lice	VOLCANOES (Non-	Weslandia Weslandia Weslandia Weslandia Weslandia	Video stimulus for writing))	and Jackie Morris	CLOTH FALULLABY, The warm curve 120sic Bound of	OUR PLANET	Wardrobe C.C. Lewis
	(manager semy)					(chronological report)			(Poetry)	(Narrative)	(Documentary Style Report)	(Historical narrative with archaic language)
Independent purposeful writing outcomes	To write the story of an emotion thief of their choice.	Write the chapter 'The Evacuees make a discovery'	A diary entry written from the perspective of a Jewish child in WW2.	To perform a verse from their own War poem.	To write a persuasive letter to a person or group about their impact in the plastic pollution problem.	To write a story that shows the links between animals, humans and Earth.	To write an information page about volcanoes.	To write a story of a character and their civilization.	To write a story of the adventures of Tadeo Jones.	To write a poem about something from the natural world.	To write a biography about a person that means something to the author.	To write an information text about a natural environment.	To write a chapter where an evacuee child explores another world.
Key Writing	New Content Devices to build	New Content In narratives,	New Content Devices to build	New Content Perform their own	New Content Using modal verbs or	New Content Using relative clauses	New Content Use further	New Content Use the perfect form	New Content Converting nouns or	New Content Using commas to	New Content Linking ideas across	New Content	Revisit Learning
objectives including grammar and	cohesion, including	describing settings,	cohesion, including	compositions, using	adverbs to indicate	beginning with - who,	organisational and	of verbs to mark	adjectives into	clarify meaning or	paragraphs using	Using further organisational and	Using expanded nour phrases to convey
punctuation.	adverbials of time, place and number.	characters and atmosphere and	adverbials of time, place and number.	appropriate intonation, volume	degrees of possibility. W28	which, where, when, whose, that or with	presentational devices to structure	relationships of time and cause.	verbs. W31	avoid ambiguity in writing complex lists	adverbials of time, place and number or	presentational	complicated
NC abiantina anda	W33	integrating dialogue	(Range of sentence	and movement so	**25	an implied (i.e.	text and to guide the	W29 Needs to be		W34	tense choices.	devices to structure text and to guide the	information
NC objective code in bold	In narratives, create	to convey character and advance the	lengths/structure) W33	that meaning is clear. W23	Use a wide range of devices to build	omitted) relative pronoun.	reader. W17	revisited later in year	Verb Prefixes W32	W34	W16	reader (e.g. headings,	concisely. W27
iii bolu	settings, characters	action.	W33	VV25	cohesion within and	W30	WI7	too	VV32	Précising longer	Revisit Learning	bullet points, underlining).	
	and atmosphere.	W14	Selecting appropriate	Ensure the consistent	across paragraphs.		Using commas to	Revisit Learning		passages.	Selecting appropriate	W17	Selecting appropriate
	W14	Distinguishing	grammar and vocabulary,	and correct use of tense throughout a	(Structure of paragraph)	Use a wide range of	clarify meaning or	Using commas to clarify meaning or	Revisit Learning In narratives,	W15	grammar and		grammar and vocabulary, and
	Revisit Learning	between the	understanding how	piece of writing.	W16	devices to build	avoid ambiguity in writing.	avoid ambiguity in	describing settings,	Devisit Learning	vocabulary, and understanding how	Ensuring correct	understanding how
	Using fronted	language of speech	such choices can	W20	Devisit Learning	cohesion within	W34	writing.	characters and	Revisit Learning	such choices can	subject and verb	such choices can
	adverbials (Y4) How, where, when.	and writing and choosing the	enhance meaning. (Character and	In narratives, create	Revisit Learning Devices to build	and across paragraphs.		W24	atmosphere and integrating dialogue	Using expanded noun phrases to convey	change and enhance	agreement when using singular and	change and enhance meaning.
	, , , , , , , , , , , , , , , , , , , ,	appropriate register.	emotion – show not	settings and	cohesion, including	(linking	Using brackets,	In narratives,	to convey character	complicated	meaning. W13	plural.	W13
	Express time, place	W21a	tell) W13	atmosphere using figurative language	adverbials of time, place and number.	paragraphs to one another to	dashes or commas to	describing settings, characters and	and advance the action.	information concisely.	WIS	W21	
	and cause using prepositions (Y4).	Use expanded noun	W13	(similes, metaphors	W33	show change of	indicate parenthesis.	atmosphere and	W14	W27	Using relative clauses		Using relative clause beginning with - who
	Use commas after	phrases to convey	Revisit Learning	and personification).		time)	W35	integrating dialogue	that are bound one		beginning with who, which, where, when,	Revisit Learning	which, where, when
	fronted adverbials	complicated information concisely.	Use expanded noun phrases to convey	W14		W16	Revisit Learning	to convey character and advance the	Using brackets, dashes or commas	Using brackets, dashes	whose, that, or with	Selecting appropriate	whose, that or with an implied (i.e.
	(Y4).	W27	complicated	Revisit Learning		Use commas to	Using expanded noun	action.	to indicate	or commas to indicate parenthesis.	an implied (i.e.	grammar and	omitted) relative
	Expand noun phrases	Proposing changes to	information	Read aloud their own		clarify meaning. W34	phrases to convey	W14	parenthesis.	W35	omitted) relative pronoun.	vocabulary, and understanding how	pronoun.
	by modifying adjectives, nouns and	vocabulary, grammar	concisely. W27	writing to a group or the whole class using		VV34	complicated		enough during year?		W30	such choices can	W30
	prepositional phrases	and punctuation to		appropriate		Revisit Learning	information concisely.		W35	Selecting appropriate	Heing commos to	change and enhance meaning.	
	(Y4).	enhance effects and clarify meaning.		intonation, tone and volume. (Y4)		Devices to build cohesion,	VOCAB		Using relative	grammar and	Using commas to clarify meaning or	W13	
		W19		(* 17		including	(Pre and post		clauses beginning	vocabulary, and understanding how such	avoid ambiguity in		
		Devicit Learning				adverbials of	modification,		with who, which,	choices can change and	writing.	Using modal verbs	
		Revisit Learning Using and				time, place and number.	vocabulary choices) W27		where, when, whose, that or with	enhance meaning. W13	W34	(e.g. might, should, will, must) or adverbs	
		punctuating direct				(Fronted	VV27		an implied (i.e.	WIS		(e.g. perhaps, surely)	
		speech (i.e. Inverted commas) (Y4)				Adverbials) W33	Using relative clauses		omitted) relative pronoun.	Using further		to indicate degrees of	
		New speaker, new				W33	beginning with who,		W30	organisational and		possibility.	
		line					which, where, when,			presentational devices to		W28	
		Devices to build					whose, that, or with an implied (i.e.		Proposing changes to vocabulary,	structure the text and			
		cohesion, including					omitted) relative		grammar and	guide the reader W17			
		adverbials of time, place and number.					pronoun.		punctuation to enhance effects and	WI7			
		(Fronted Adverbials)					W30		clarify meaning.				
		W33							W19				
		Expanded noun											
		phrases											
		(pre and post											
		modification including prepositions) (Y4)											
Spellings		No Nonsense spellin	g – Year 5	•					•	•	•		<u> </u>
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