

Planning and Assessment			Links
Form	Crucial Learning Point (NC, KPIs/ Milestones)	Written outcomes (suggestions)	Specific support/links from other areas
AUTUMN TERM			
Guided Reading Text: Spaceman – Mike Massimino (Non-fiction – autobiography)			
Speaking and Listening Focus: Debate			
Basics – recap Year 4 (at least 2 weeks)	<ul style="list-style-type: none"> Is able to use a dictionary to look up and change spellings independently. Consistently applies spelling patterns taught in Year 1,2 & 3 Organises paragraphs around a theme. Main features of selected form signalled to the reader, including use of language, structure and purpose Proof-reads for spelling and punctuation errors Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. Uses a wider range of conjunctions (e.g. when, if, because, although, however). Use subordination to show relationship in time and place (e.g. until he learnt to tie his shoe laces..., Following the race....) Choose words or phrases showing an awareness of the reader. Use elements of an increasing range of genre language appropriately. Choose words or phrases to support the purpose. Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). Ensuring correct verb/subject agreement between singular and plural (e.g. we are, he is). Use a range of punctuation accurately (e.g. full stops, commas for lists and clauses, exclamation and question marks, brackets). Uses inverted commas and other punctuation to indicate direct speech Use apostrophes for singular and plural possession. 	Purpose: Audience:	Handwriting – <ul style="list-style-type: none"> using legible joined or printed writing. writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters.
To inform news report (2 weeks)	<ul style="list-style-type: none"> Identify the audience and select the appropriate form and use similar writing as models when planning. Making independent notes from research and choosing own planning format. Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). 	Year 4 recap may be wrapped into this unit – but assess any children still working below to identify appropriate targets to develop their Year 4 mastery.	Purpose: To inform

	<ul style="list-style-type: none"> • Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). • Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. • Can proof-read for spelling and punctuation errors. • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Using speech punctuation (inverted commas and end punctuation) and a new line for each speaker. • Using the apostrophe for a range of purposes correctly. • Ensuring the consistent and correct tense throughout a piece. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). <ul style="list-style-type: none"> • <i>Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text</i> • <i>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</i> • <i>Punctuation taught is accurate and consistent.</i> 	Audience: Hook Junior School Children	
To inform - biography (2 weeks)			

<p>To inform/entertain - poetry (approx. 2 weeks) Opening Doors Unit – High Flying</p>	<ul style="list-style-type: none"> Identify the audience and select the appropriate form and use similar writing as models when planning. In narratives, describe settings and characters. Can redraft a section of writing to strengthen impact. Can proof-read for spelling and punctuation errors. Performing own compositions with appropriate intonation and volume to aid meaning. Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). <ul style="list-style-type: none"> <i>Being able to spell unknown words by considering the morphology and etymology.</i> <i>Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge.</i> <i>Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text</i> <i>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</i> <i>Punctuation taught is accurate and consistent.</i> 	<p>Purpose: Audience:</p>	
<p>Guided Reading Text: Orion Lost – Alastair Chisholm (fiction)</p>			
<p>To entertain - Narrative (approx. 2 weeks).</p>	<ul style="list-style-type: none"> Identify the audience and select the appropriate form and use similar writing as models when planning. Making independent notes from research and choosing own planning format. In narratives, describe settings and characters. Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). In narratives, describe atmosphere. In narratives, integrate dialogue to convey characters and advance the action. Can redraft a section of writing to strengthen impact. Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. Can proof-read for spelling and punctuation errors. Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). 	<p>Narrative setting and speech – stories with a dilemma.</p> <p>Illustrated book awards.</p> <p>Purpose: Audience:</p>	

	<ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Using speech punctuation (inverted commas and end punctuation) and a new line for each speaker. • Using the apostrophe for a range of purposes correctly. • Ensuring the consistent and correct tense throughout a piece. <ul style="list-style-type: none"> • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge.</i> • <i>Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text</i> • <i>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</i> • <i>Punctuation taught is accurate and consistent.</i> 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain – performance poetry (1 -2 weeks) Space Poem – linked to the first landing on the moon.</p>	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Performing own compositions with appropriate intonation and volume to aid meaning. • Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Using the apostrophe for a range of purposes correctly. • Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). <ul style="list-style-type: none"> • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge.</i> • <i>Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text</i> • <i>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</i> • <i>Punctuation taught is accurate and consistent.</i> 	<p>Purpose: To entertain Audience: Year 3 classes</p>	

To persuade- Space Exploration (formal writing)	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Making independent notes from research and choosing own planning format. • Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). • Can redraft a section of writing to strengthen impact. • Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. • Can proof-read for spelling and punctuation errors. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Using a colon to introduce a list and punctuating bullet points consistently. • Using colons and semi-colons to mark the boundary between independent clauses. • Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). • Ensuring the consistent and correct tense throughout a piece. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). 		
SPRING TERM			
Guided Reading Text: Secrets of The Sun King – Emma Carroll (fiction)			
Speaking and Listening Focus: Performance (Story telling week)			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To inform – letter (formal language)</p>	<ul style="list-style-type: none"> Identify the audience and select the appropriate form and use similar writing as models when planning. Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) Using the apostrophe for a range of purposes usually correctly. Using a colon to introduce a list and punctuating bullet points consistently. Using colons and semi-colons to mark the boundary between independent clauses. Brackets, dashes or commas used accurately, to indicate parenthesis (subordinate clauses). Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). Use of the hyphen to join a prefix to a root word (e.g. co-ordinate, re-enter, co-operate). Ensuring the consistent and correct tense throughout a piece. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). Use an appropriate level of formality that the writing requires 	<p>Link informal letter to Secrets of the sun king text.</p> <p>Purpose: To inform Lord Carnarvon about the tomb discovery</p> <p>Audience: Lord Carnarvon</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain – Narrative (2-3 weeks)</p>	<ul style="list-style-type: none"> Identify the audience and select the appropriate form and use similar writing as models when planning. In narratives, describe settings and characters. Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). In narratives, describe atmosphere. In narratives, integrate dialogue to convey characters and advance the action. Can redraft a section of writing to strengthen impact. Can proof-read for spelling and punctuation errors. Performing own compositions with appropriate intonation and volume to aid meaning. Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). Using colons and semi-colons to mark the boundary between independent clauses. Brackets, dashes or commas used accurately to indicate parenthesis (subordinate clauses). Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). Use of the hyphen to join a prefix to a root word (e.g. co-ordinate, re-enter, co-operate). <p>Being able to spell unknown words by considering the morphology and etymology.</p> <p>Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge.</p>	<p>Writing of the next chapter.</p>	

	<ul style="list-style-type: none"> • <i>To understand that different punctuation can be used for the same purpose (e.g. colons, semi-colons, commas, dashes and brackets) and make conscious, independent decisions about the use for the particular purpose and audience (e.g. not using brackets in formal writing).</i> • <i>Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text</i> • <i>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</i> • <i>Punctuation taught is accurate and consistent.</i> 		
Story Telling Week			
Guided Reading Text: Journey to the River Sea – Eva Ibbotson (5 weeks) Fiction 'Daffodils' and other William Wordsworth poems (1 week)			
To inform – Non Chronological Report (2 weeks)	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Making independent notes from research and choosing own planning format. • Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). • Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). • In narratives, describe atmosphere. • Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. • Can proof-read for spelling and punctuation errors. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Using a colon to introduce a list and punctuating bullet points consistently. • Using colons and semi-colons to mark the boundary between independent clauses. • Brackets, dashes or commas used accurately to indicate parenthesis (subordinate clauses). • Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). • Ensuring the consistent and correct tense throughout a piece. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). 	<p>Non chronological report based on a water animal discovery</p> <p>Purpose: To inform Audience: Science Museum</p>	

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To entertain – Poetry (2 weeks)	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Performing own compositions with appropriate intonation and volume to aid meaning. • Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Using the apostrophe for a range of purposes correctly. • Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge.</i> • <i>Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text</i> • <i>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</i> • <i>Punctuation taught is accurate and consistent</i> 	<p>Opening Doors Unit – Over it dashes a waterfall</p> <p>Purpose: To use the power of contrasts</p> <p>Audience: Year 5 classes.</p>	

<p>To inform – informal letter</p>	<ul style="list-style-type: none"> Identify the audience and select the appropriate form and use similar writing as models when planning. Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Converting nouns or adjectives into verbs using suffixes (e.g. –ate, -ise, -ify) Using the apostrophe for a range of purposes usually correctly. Using a colon to introduce a list and punctuating bullet points consistently. Using colons and semi-colons to mark the boundary between independent clauses. Brackets, dashes or commas used accurately, to indicate parenthesis (subordinate clauses). Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). Use of the hyphen to join a prefix to a root word (e.g. co-ordinate, re-enter, co-operate). Ensuring the consistent and correct tense throughout a piece. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). 	<p>Link to Journey to The River Sea</p> <p>Other possible writing opportunity – diary entry.</p>	
<p>SUMMER TERM</p>			
<p>Who Let the Gods Out? – Maz Evans (fiction)</p>			
<p>Speaking and Listening Focus: Presentation</p>			
<p>Narrative - Myth</p>	<ul style="list-style-type: none"> Identify the audience and select the appropriate form and use similar writing as models when planning. Making independent notes from research and choosing own planning format. In narratives, describe settings and characters. Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). In narratives, describe atmosphere. In narratives, integrate dialogue to convey characters and advance the action. Can redraft a section of writing to strengthen impact. Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. Can proof-read for spelling and punctuation errors. 	<p>Myth Writing</p> <p>Purpose: To develop narrative structure:</p> <ol style="list-style-type: none"> Introduction Build Up Problem Climax Resolution <p>Audience: Year 4 (letter linked to their myth writing)</p> <p>Outcome: Myth based on chosen God/Goddess.</p>	

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Explanation Text – Link to Who let the gods out	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Making independent notes from research and choosing own planning format.. • Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). • Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). • Can redraft a section of writing to strengthen impact. • Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. • Can proof-read for spelling and punctuation errors. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Using colons and semi-colons to mark the boundary between independent clauses. • Brackets, dashes or commas used accurately to indicate parenthesis (subordinate clauses). • Use of the hyphen to join a prefix to a root word (e.g. co-ordinate, re-enter, co-operate). • Ensuring the consistent and correct tense throughout a piece. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). <ul style="list-style-type: none"> • Being able to spell unknown words by considering the morphology and etymology. • Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader’s knowledge. • To understand that different punctuation can be used for the same purpose (e.g. colons, semi-colons, commas, dashes and brackets) and make conscious, independent decisions about the use for the particular purpose and audience (e.g. not using brackets in formal writing). • Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text • Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. <p>Punctuation taught is accurate and consistent.</p>	<p>Explanation Text</p> <p>Purpose: To explain</p> <p>Audience: constellation council</p> <p>Outcome: Humorous explanation text.</p>	
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Guided Reading Text: A World of Information (Non-fiction) (+ 2 weeks on The Adventures of Odysseus – extracts only!)

To instruct (2 weeks)	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Making independent notes from research and choosing own planning format. • Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). • Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). • Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. • Can proof-read for spelling and punctuation errors. • Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Using the apostrophe for a range of purposes correctly. • Using a colon to introduce a list and punctuating bullet points consistently. • Using colons and semi-colons to mark the boundary between independent clauses. • Brackets, dashes or commas used accurately to indicate parenthesis (subordinate clauses). • Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). • Use of the hyphen to join a prefix to a root word (e.g. co-ordinate, re-enter, co-operate). • Ensuring the consistent and correct tense throughout a piece. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). <ul style="list-style-type: none"> • <i>Being able to spell unknown words by considering the morphology and etymology.</i> • <i>Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge.</i> • <i>To understand that different punctuation can be used for the same purpose (e.g. colons, semi-colons, commas, dashes and brackets) and make conscious, independent decisions about the use for the particular purpose and audience (e.g. not using brackets in formal writing).</i> 	<p>Choice of form to develop independence – for example, this could be letter, instruction leaflet, explanation for the HA children.</p> <p>Purpose: How to train to be a Spartan soldier.</p> <p>Audience: British Museum??</p> <p>Outcome: Instructions</p>	
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	<ul style="list-style-type: none"> • Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text • Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. • Punctuation taught is accurate and consistent. 		
Information Text – link to science?	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Making independent notes from research and choosing own planning format. • Paragraphs organized around a theme (e.g. main idea usually supported or elaborated by following sentences). • Use further organizational and presentational devices to structure the text and guide the reader (e.g. headings, bullet points, underlining). • In narratives, describe atmosphere. • Can redraft a section, making changes to vocabulary or grammar, to improve consistency and impact. • Can proof-read for spelling and punctuation errors. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (e.g. omitted) relative pronoun (e.g. the boy, who was feeling very ill..., the boy, feeling very ill...) • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). • Using a colon to introduce a list and punctuating bullet points consistently. • Using colons and semi-colons to mark the boundary between independent clauses. • Brackets, dashes or commas used accurately to indicate parenthesis (subordinate clauses). • Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). • Ensuring the consistent and correct tense throughout a piece. • Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). <ul style="list-style-type: none"> • Being able to spell unknown words by considering the morphology and etymology. • Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge. • To understand that different punctuation can be used for the same purpose (e.g. colons, semi-colons, commas, dashes and brackets) and make conscious, independent decisions about the use for the particular purpose and audience (e.g. not using brackets in formal writing). 		

	<ul style="list-style-type: none"> • Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text • Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. • Punctuation taught is accurate and consistent 		
Poetry	<ul style="list-style-type: none"> • Identify the audience and select the appropriate form and use similar writing as models when planning. • Performing own compositions with appropriate intonation and volume to aid meaning. • Noun phrases expanded by the addition of modifying adjectives, nouns or prepositional phrases (e.g. the boy expanded to: the naughty boy with long hair). • Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices (e.g. he had seen her before). • Using the apostrophe for a range of purposes correctly. • Comma used to clarify meaning or avoid ambiguity (e.g. Before leaving, the soldiers demolished the fort). • Being able to spell unknown words by considering the morphology and etymology. • Edits own work as a reader, spotting inconsistencies within plot; where too much information is given or assumptions are made about the reader's knowledge. • Experimenting with and using ambitious vocabulary, ensuring that it is appropriate for the text • Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. • Punctuation taught is accurate and consistent. 	<p>Opening Doors Unit – Old King Time!</p> <p>Purpose: To explore major motifs and personification Audience: Year 5 Outcome: Poem</p> <p>Could link poem to The Battle of Marathon?</p>	
As needed	Recap any objectives taught during the year to ensure pupils are at or beyond mastery.		