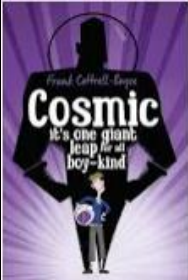


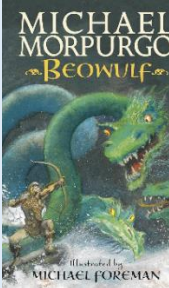


Year 5 Long Term Planning

Text	Text Type	Spelling Rules	Spellings	Grammar	Punctuation	Non negotiables and basic skills	GDS non negotiables and other standards
	Autumn Term					<u>WTS standards</u>	Exercise an assured and conscious control over levels of formality. Particularly through manipulating grammar and vocabulary to achieve this (one or two errors max to be accepted - depending on the error) (Y6)
	(WB 7 th September and 14 th September) Learning Objective - To write a diary entry.	Words with endings that sound like shuhs/spelt with -cious	vicious, gracious, spacious, malicious, precious, conscious, delicious, suspicious, atrocious, ferocious	Relative clause/pronouns		Write for a range of purposes (Y2)	Informal: have you ever wondered....keep on reading...might ask/why you're your feet; this exact thing happened to me. Pointe work is
		Words with endings that sound like shuhs spelt with -tious or -ious	ambitious, cautious, fictitious, infectious, nutritious, contentious, superstitious, pretentious, anxious, obnoxious	Adverbials of time		Using paragraphs to organise ideas. (Y3)	awesome/totally, worth it. You are now a pointe shoe fan. Use of speech: 'We were joking around with her just hours earlier and now she's dead!'
	(WB 21 st September and 28 th September) Learning Objective - To write a narrative with dialogue.	Words with the short vowel sound/i/spelt with y	symbol, mystery, lyrics, oxygen, symptom, physical, system, typical, crystal, rhythm		Speech marks	Make simple additions, revisions and proof-reading corrections to their own writing. (Y2)	Formal: use of passives: were invented, are traditionally worn, it was also thought. Was found...had been carried away...(Use of precise nouns: 'Every dancer has unique feet with varying length, shape, arch, flexibility, extension and strength.'
		Words with the long vowel sound/i/spelt with y	apply, supply, identify, occupy, multiply, rhyme, cycle, python, hygiene, hyphen		Brackets, dashes or commas to indicate parenthesis	Using some cohesive devices within & across sentences & paragraphs (e.g. adverbs of time in sentences (Y3); then, next, soon, later; conjunctions; when, before, after, while, so, because) (Y2/3)	Use the full range of punctuation taught at
	(WB 5 th October and 12 th October) Learning Objective - To write a formal letter.	Homophones & near homophones	past, passed, proceed, precede, aisle, isle, aloud, allowed, affect, effect	Linking ideas across paragraphs using adverbials of time		Using different verb forms mostly accurately (Y3)	
	In non-narrative writing, use of an introductory sentence followed by approximately three sentences which develop the point (Y3) Passive verbs (Y5): to affect how information is presented - was caught, had been eaten; were played/are played/will be played Modal verbs (Y5): to suggest degrees of possibility - will, would, could, may, might, should, must, ought to	Homophones & near homophones	farther, father, guessed, guest, heard, herd, led, lead, mourning, morning		Use of commas to clarify meaning or avoid ambiguity		

	(WB 19 th October) Learning Objective - Write a character description (Gunnar)	Modal verbs	can, could, may, might, must, shall, should, will, would, ought	Imperative verbs	Bullet points	Co-ordinating: and, but, or Sub-ordinating: after, although, as, because, before, if, since, when, while	KS2 mostly correctly (e.g. semi-colons, dashes, colons) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
	(WB 2 nd November) Creative curriculum independent writing Learning Objective - Write set of instructions - how to mummify.	Words with 'silent' letters	doubt, lamb, debt, thumb, solemn, autumn, column, knight, knuckle, knot	Past tense Relative clause		Using mostly correctly Capital letters (Y1) Full stops (Y1)	Semi-colons in a list (Y5) Colons in a list (Y5)
	(WB 9 th November) Continued Learning Objective - Write a character description (Gunnar)	Words with 'silent' letters	wrestle, wrapper, island, aisle, debris, mortgage, Christmas, yacht, guarantee, guilty	Sentence types Simple , compound , complex Conjunctions		Question marks (Y1) Exclamation marks (Y1) Commas for lists (Y2) Apostrophes for contraction (Y2) Apostrophes for singular possession (Y2)	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (Y6) (e.g. literacy, language, characterisation, structure).
	(16 th November and 23 rd November) Learning Objective - To write a diary entry Passive verbs (Y5): to affect how information is presented - was caught, had been eaten, were played/are played/will be played Modal verbs (Y5): to suggest degrees of possibility - will, would, could, may, might, should, must, ought to Using a wide range of clause structures, sometimes varying their position within a sentence. Complex (Y3) Relative clause beginning with who, which, where, when, those or that (Y5) Fronted adverbial (Y4)	Words ending in 'ment'	equipment, environment, government, parliament, enjoyment, document, management, movement, replacement, statement	Time conjunctions		Spelling most words correctly (Year 1 & 2) Spelling some words correctly (Year 3 & 4) Spelling some words correctly (Year 5 & 6) Write legibly (does NOT need to be joined for this standard) (Y2)	Using a range of devices to build cohesion devices, including adverbials, within & across sentences & paragraphs. Repetition for effect & emphasis (Y5/6) (Anna fell and fell and fell). Reference chains (Y5/6) (The man dressed in linen Gary.He.) Synonyms (Y5/6) (schooner, ship)
		30 th November Creative curriculum writing -	Adverbs of possibility and frequency	certainly, definitely, possibly, perhaps, probably, frequently, often, occasionally, rarely, always			<u>Expected Standard</u>
	(WB 7 th December and 14 th December) Learning Objective: To write a piece of dialogue between two characters	Creating nouns using -ity suffix	community, curiosity, ability, visibility, captivity, activity, eternity, flexibility, possibility, sensitivity	Speech	Inverted commas	Write effectively for a range of purposes and	Write effectively for a range of purposes and audiences, selecting the

	Spring Term					audience, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) (from Y2 up to Y6) Adverbials of time (Y3) Adverbials of place (Y3) Pronouns (Y3) (it, he, she) Conjunctions (from Y1 up to Y6) (however, despite, although, therefore, meanwhile, consequently) Subordinate clause (Y2) Use a wide variety of sentences - Simple (Y1) Compound (Y2) Expanded (Y3) Adverbs (Y3) Prepositional phrases (Y3/Y4)	appropriate form and drawing independently on what they have read as models for their own writing (Y6) (e.g. literacy, language, characterisation, structure).
	(WB 4th January and 11th January) Learning Objective - Write a balanced argument - Should children be allowed to go into space?	Creating nouns using -ness suffix	happiness, hardness, madness, nastiness, silliness, tidiness, childishness, willingness, carelessness, foolishness	Adjectives, synonyms			
	(WB 18th January and 25th January) Learning Objective: To write a setting description Using a wide range of clause structures, sometimes varying their position within a sentence. Complex (Y3) Relative clause beginning with who, which, where, when, those or that (Y5) Fronted adverbial (Y4) Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification & precision. (loudly, creepily, through the misty, murky moors; the second haggard witch) Adverbs (Y3) Prepositional phrases (Y3/Y4) Expanded noun phrases (Y2) In narratives, describe settings, characters and atmosphere (Y3)	Creating nouns using -ship suffix	membership, ownership, partnership, dictatorship, championship, craftsmanship, fellowship, apprenticeship, citizenship, sponsorship	Main and subordinate clauses, synoynms			
		Homophones and Near Homophones	stationary, stationery, steal, steel, wary, weary, who's whose, fate, fete	Adverbs	Commas		
	(WB 1st February and 8th February) Learning Objective: To write a character description	Words with /or/sound spelt 'or'	forty, scorch, absorb, decorate, afford, enormous, category, tornado, according, opportunity	Expanded noun phrases, relative clauses	brackets, commas, dashes		
		Words with /or/sound spelt 'au'	pause, cause, sauce, fraud, launch, author, August, applaud, astronaut, restaurant	Fronted adverbials, adverbs of time, place and manner	Commas		
	(WB 15th February) Creative curriculum writing assessment (Date)						

	(WB 1 st March and 8 th March) Learning Objective: To write a persuasive advertisement	Convert nouns or adjectives into verbs using the suffix -ate	pollinate, captivate, activate, motivate, communicate, medicate, elasticate, hyphenate, alienate, validate	Main and subordinate clauses, synonyms	Commas, brackets, dashes	Expanded noun phrases (Y2) Inverted commas (Y3) with other punctuation (Y4) Commas for clarity (Y4) Most word correctly (Year 3 & 4) Most words correctly (Year 5 & 6) Maintaining legibility in joined handwriting when writing at speed (Y5)
	In non-narrative writing, use of an introductory sentence followed by approximately three sentences which develop the point (Y3) Selecting vocabulary & grammatical structures that reflect what the writing requires, doing this mostly appropriately (level of formality) (Y5) Bullet points (Y5)	Convert nouns or adjectives into verbs using the suffix -ise	Criticise, advertise, capitalise, finalise, equalise, fertilise, terrorise, socialise, visualise, vandalise	Conjunctions		
	(WB 15 th March and 22 nd March) Learning Objective: To write a recount	Convert nouns or adjectives into verbs using the suffix -ify	amplify, solidify, signify, falsify, glorify, notify, testify, purify, intensify, classify	Commands, statements, questions, exclamations,		
		Convert nouns or adjectives into verbs using the suffix -en	Blacken, brighten, flatten, lengthen, mistaken, straighten, shorten, thicken, tighten, toughen	Vocabulary to persuade. Dialogue to persuade.	Inverted commas	
	Summer Term					
	(WB 12 th April and 19 th April) Learning Objective: To write non-chronological report	Adverbials of time	yesterday, tomorrow, later, immediately, earlier, eventually, recently, previously, finally, lately	Formal language		
		Adverbials of place	nearby, everywhere, nowhere, inside, downstairs, outside, upstairs, underneath, behind, somewhere	Modal verbs Adverbs	Commas	
	(WB 26 th April and 3 rd May) Learning Objective: To write an adventure narrative	Words containing the letter string 'ough'	Though, although, dough, doughnut, through, cough, trough, rough, tough, enough	Apostrophes for plural possession Ambitious vocabulary	Apostrophes	
	In narratives, describe settings, characters and atmosphere (Y3) Using a range of devices to build cohesion devices, including adverbials, within & across sentences & paragraphs. Relative clause beginning with who, which, where, when, those or that (Y5)	Words containing the letter string 'ough'	plough, bough, drought, brought, bought, wrought, thought, ought, borough, thorough	Vocabulary to enhance mood Dialogue to advance the action	Inverted commas	

	Fronted adverbial (Y4)						
	(WB 10 th May) Learning Objective: Creative curriculum independent writing	Words with an /ear/sound spelt 'ere'	sincere, interfere, sphere, adhere, severe, persevere, atmosphere, mere, hemisphere, austere		Semi-colons for a list		
		Statutory Spelling Challenge Words	amateur, ancient, bargain, muscle, queue, recognise, twelfth, profession, develop, harass				
	(WB 17 th May and 24 th May) Learning Objective: To write a diary entry.	Unstressed vowels in polysyllabic words	definite, desperate, literate, secretary, stationary, dictionary, Wednesday, familiar, original, animal	Sentence types Simple , compound , complex			
	(WB 7 th June and 14 th June) Learning Objective: To write an informal letter.	Adding verb prefix over-	overthrow, overturn, overslept, overcook, overreact, overestimate, overuse, overpaid, overlook, overbalance		Apostrophes for contractions		
		Convert nouns or verbs into adjectives using suffix -ful	boastful, faithful, doubtful, fearful, thankful, beautiful, pitiful, plentiful, fanciful, merciful		Apostrophes for contractions		
	(WB 21 st June and 28 th June) Learning Objective: To write a non - chronological report	Convert nouns or verbs into adjectives using suffix -ive	attractive, creative, addictive, assertive, abusive, co-operative, exhaustive, appreciative, offensive, expressive	Formal language			
	In non-narrative writing, use of an introductory sentence followed by approximately three sentences which develop the point (Y3) Punctuation for parenthesis for extra info - brackets, commas OR dashes (Y5) Bullet points (Y5)	Convert nouns or verbs into adjectives using -al	Musical, political, accidental, mathematical, functional, tropical, professional, central, global, industrial		Time adverbs Conjunctions		
	(WB 5 th July) Learning Objective: Creative curriculum independent writing	Adding verb prefixes de- and re-	deflate, deform, decode, decompose, defuse, recycle, rebuild, rewrite, replace, revisit	Conjunctions			
	(WB 12 th July) Whole school transition week						