

English Modules – Year 5												
Term 1			Term 2				Term 3					
Narrative (Entertain) (Describe)	A range of narrative focus (2 weeks) e.g. traditional tales/fables/retelling Ali Sparks			Quality Literature (3 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Hampshire Illustrated Book Awards	Narrative review: key narrative techniques e.g. creating settings, characterisation, atmosphere (3 weeks) Francis Brandywine			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Must include a range of purposes not already taught this year e.g. recount, instructions etc Based around The Arrival/	Fiction from our literary heritage (3 weeks) Take a text and study in detail, writing in the style of the author Alice in Wonderland (Lewis Carroll)			Units linked to foundation unit e.g. Romans/Science A range of written outcomes linked to units of study already taught this year, allowing time to practise, apply and consolidate skills for the year Myths – based on History Ancient Greek topic
Suggested final written outcome	Science Fiction short story writing inspired from Ali Sparks writing				A range of stories using a narrative technique linked to units Scary stories				Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.			
Nonfiction	Inform (2 weeks)	Discuss (2 weeks)	Explain (2 weeks)		Persuade (2 weeks)	Inform (2 weeks)	Advise (1 week)		Inform (2 weeks)	Explain (2 weeks)	Discuss (2 weeks)	
Suggested final written outcome	Auto-biography Focus on famous sports/pop stars Own Auto-biography written in the style of Roahl Dahl's 'Boy'	Space Travel Discussion on whether we should be spending money on space exploration	Anglo-Saxon Explaining different aspects Anglo Saxon life.		Travel brochure linked to geography 'Around the World in 80 Days' in the style of a Lonely Planet guide	Information page on Reproducti of plants for year 3 ready for their science topic	Travel advice (customs) – linked to geography		The Piano Diary on the life of the pianist	A non-fiction page on Life cycles – linked to science	World events – meaningful to the children	
Poetry	Vocabulary Building Linked to PSHE – changes Freeform poetry (1 week)				Vocabulary building Caught in the Moment (1 week)				Compare and contrast Nature Linked to science/PSHE life cycles (1 week)			
Suggested outcome	Read, write and perform free verse				Read, write and perform free verse	Read and respond			Read and respond			
All pieces should be written to an intended real audience and purpose so children adapt their writing appropriately e.g. to a parent/year 5 child etc etc												

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Narrative	A range of narrative focus (5 weeks) e.g. traditional tales/fables/retelling			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term	Narrative review: key narrative techniques e.g. creating settings, characterisation, atmosphere (3 weeks)			Quality Literature (2 weeks) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term Must include a range of purposes not already taught this year e.g. recount, instructions etc	Fiction from our literary heritage (3 weeks narrative) Take a text and study in detail, writing in the style of the author e.g. Roald Dahl		Units linked to foundation unit e.g. Romans/Science A range of written outcomes linked to units of study already taught this year, allowing time to practise, apply and consolidate skills for the year	
Skills												
Nonfiction	Inform (2 weeks)	Discuss (2 weeks)	Explain (2 weeks)		Persuade (2 weeks)	Inform (2 weeks)	Advise (1 week)		Inform (2 weeks)	Explain (2 weeks)		Discuss/ Advise (2 weeks)
Skills												
Poetry	Vocabulary Building (1 week)				Vocabulary building (1 week)				Compare and contrast			
Suggested outcome	Read, write and perform free verse			Read, write and perform free verse	Read and respond		Read and respond					
Skills to be covered	<p>I can use a wider range of conjunctions to extend the range of sentences with more than one clause (when, if, after, even though)</p> <p>I can use time connectives to structure a passage e.g. 'then, finally, after that, firstly, this etc'</p> <p>Noun phrases expanded by the addition of a modifying adjective</p> <p>Appropriate use of pronoun or noun within and across sentences to aid cohesion</p> <p>I can use a variety of sentences (compound, simple, complex)</p> <p>I am beginning to make deliberate verb choices</p> <p>I begin to indicate degrees of possibility through adverbs and modals</p> <p>Apostrophes to mark possession</p> <p>Understand the term determiner</p> <p>I can use dialogue accurately within narrative</p> <p>I can use features of form e.g. sub-titles, bullet points, items in a list</p> <p>I can proof read for punctuation and spelling errors and I can use semi-colons, hyphens and colons</p> <p>I can check I am using the correct tense</p> <p>I can plan a narrative, thinking about how to develop characters and setting</p> <p>I can use paragraphs to order my writing logically.</p> <p>I can link ideas within and across paragraphs.</p> <p>I can use PiP work, as well as marking and feedback to improve my own and others work</p>				<p>I can improve my work using expanded noun phrases, fronted adverbials (using a comma) and pronouns accurately</p> <p>I can discuss points in non-fiction</p> <p>I can use a wider range of conjunctions to extend the range of sentences with more than one clause</p> <p>I can use adverbials of time to link ideas e.g. 'later' or place e.g. 'nearby' or tense choice e.g. 'he had seen her before'</p> <p>I can use figurative language techniques e.g. personification, alliteration, metaphors, similes</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>I can choose words for deliberate effect (verbs, vocabulary)</p> <p>I understand the term and can use relative clauses</p> <p>I can indicate degrees of possibility through adverbs and modals</p> <p>I use brackets and dashes for parenthesis</p> <p>I can use a variety of sentences (compound, simple, complex)</p> <p>Use of commas after fronted adverbials</p> <p>I can use a comma after the reporting clause and end punctuation within inverted commas</p> <p>I can integrate dialogue and narrative</p> <p>I can write fluently and legibly with increasing speed</p> <p>I can plan and write a narrative, developing characters, plot and setting</p> <p>I can link ideas within and across paragraphs e.g. an opening point and three supporting statements</p> <p>In narrative, paragraphs begin to build tension and drama</p> <p>I can use PiPs to evaluate and assess the work of my peers</p>				<p>I can choose words/verbs for deliberate effect</p> <p>Noun phrases expanded by the addition of preposition phrases and use of figurative language techniques</p> <p>I can improve my work using expanded noun phrases, fronted adverbials (punctuated accurately) and pronouns accurately</p> <p>I can use a wider range of conjunctions to extend the range of sentences with more than one clause (when, if, after, even though)</p> <p>I use time connectives to confidently link ideas across writing</p> <p>Use of commas after fronted adverbials</p> <p>I can use relative clauses in my writing</p> <p>I use modals and adverbs confidently in my writing</p> <p>I use brackets and dashes for parenthesis</p> <p>I use semi-colons, colons and commas for clarity and commas to separate clauses mostly accurately</p> <p>Pronouns are used appropriately</p> <p>I can use a variety of sentences (compound, simple, complex)</p> <p>I can structure my writing clearly and draw it to a suitable conclusion</p> <p>In non-fiction pieces paragraphs are linked and a conclusion or summary is planned for and included</p> <p>In non-fiction, paragraphs may have an opening point supported by further statements</p> <p>I can plan and write a narrative, developing characters, plot and setting, building tension and drama and describing scenes in detail. Dialogue is interwoven to move action forward</p> <p>Apostrophes to mark possession (including plurals)</p>			

	I can write fluently and legibly in a cursive style	<p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</p> <p>I use brackets for parenthesis</p> <p>Apostrophes to mark possession</p> <p>I can use present perfect form of verb in contrast to past tense</p>	<p>I can use PiP work, as well as marking and feedback to improve my own and others work</p> <p>I can write fluently and legibly in cursive style</p> <p><u>Desirable:</u></p> <p>I can maintain and establish viewpoint</p> <p>I choose a suitable form for my writing</p> <p>I am varying clause use for effect</p> <p>I understand how language affects the reader</p>
Spellings	<p>Ongoing from year 4</p> <p>I can spell words from the five/six list listening for syllables and stressed and unstressed vowels</p> <p>I can spell homophones linked to word class function e.g. device and devise, practice and practise)</p> <p>I can spell verb prefixes e.g. dis, de, mis, over, re</p> <p>I can spell words with the 'ough' pattern</p> <p>I can spell verb suffixes which change from noun to verb e.g. ate, ise, ify</p>	<p>Ongoing from year 4</p> <p>I can spell words from the five/six list listening for syllables and stressed and unstressed vowels</p> <p>I can spell homophones linked to word class function e.g. device and devise, practice and practise)</p> <p>I can spell verb prefixes e.g. dis, de, mis, over, re</p> <p>I can spell words with the 'ough' pattern</p> <p>I can spell verb suffixes which change from noun to verb e.g. ate, ise, ify</p> <p>I can spell words with silent letters e.g. knife, knight, lamb, solemn, island</p> <p>I can spell words with the suffixes 'able' and 'ible' to make adjectives</p> <p>I can spell words with the suffix 'ant,' 'ance' and 'ence' to create nouns and 'ent' to make adjectives</p>	<p>Ongoing from year 4</p> <p>I can spell words from the five/six list listening for syllables and stressed and unstressed vowels</p> <p>I can spell homophones linked to word class function e.g. device and devise, practice and practise)</p> <p>I can spell verb prefixes e.g. dis, de, mis, over, re</p> <p>I can spell words with the 'ough' pattern</p> <p>I can spell verb suffixes which change from noun to verb e.g. ate, ise, ify</p> <p>I can spell words with silent letters e.g. knife, knight, lamb, solemn, island</p> <p>I can spell words with the suffixes 'able' and 'ible' to make adjectives</p> <p>I can spell words with the suffix 'ant,' 'ance' and 'ence' to create nouns and 'ent' to make adjectives</p> <p>I can spell words with the suffixes 'cial' and 'tial' to make adjectives</p> <p>I can spell words with suffixes 'cious' and 'tious' to make adjectives</p>
Ongoing	I can write for a chosen, audience, purpose and form		
Year 3 and 4 Ongoing	<p><u>On-going from Y3 and Y4:</u> preposition, conjunction (used in sentences – when, although after), word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or “speech marks”), plural and possessive –s, standard English forms: eg. <i>we were</i> instead of <i>we was</i>, fronted adverbials, appropriate choice of pronoun or noun, inverted commas for speech, apostrophes to mark singular and plural possession, determiner, pronoun, possessive pronoun, adverbial</p>		

	Emerging	Developing		Securing		Mastering
Knowledge	Can you list...? Who was the main...? Find.....	How would you describe...? When did ____ happen?	Who was...? Why did...?	How would you explain...?		How would you show...? How would you define...?
Comprehension	Can you explain what is happening..?	Which is the best answer?	What can you say about...? Which is the best answer...?	How would you summarise..? What is the main idea of...?	How would you compare/contrast? What facts or ideas show...?	How would you classify the type of...? Rephrase the meaning of..? How would you state or interpret that in your own words..?
Application	What examples can you find to...? What might you change and why..?	Can you make use of the facts to...? What facts would you select to show?	How does the author show?	What elements might you change to show...?	How would you explain ____ using evidence from the text?	How would you approach this to show..? How would you apply what you have learned to show..?
Analysis	Where are the parts or features of..? Why do you think..? What evidence can you find?	What is the main theme..? Can you list the main parts..?	Can you identify the different parts?	What conclusions do you draw..? What is the relationship between...?	What inference can you make...? Can you make a distinction between...?	What motive is there? How would you classify?/Categorise? What parts justify...? What is the function of ..?
Creation	How would you improve ...? What would happen if...? Can you invent...? How could you change (modify) the plot(plan)...?	What way would you design...? Suppose you could _____ what would you do...? What facts can you compile...?	What changes would you make to solve...? How would you estimate the results for...?	Can you predict the outcome if...?	How would you adapt _____ to create a different...?	Can you elaborate on the reason...? Can you propose an alternative...? What could be done to minimise(maximise)...? Can you formulate a theory for...?
Evaluation	Do you agree with the actions/outcomes...? What is your opinion of...? Why did they (the character) choose...? What would you select...?	How would you prove/disprove...? What would you recommend...? How would you rate the...?	Would it be better if...?	What choice would you have made...? Based on what you know, how would you explain...?	How would you evaluate ...? What judgement would you make about...?	Can you assess the value/importance of...? What would you cite to defend the actions...? What information would you use to support How would you justify...? the view...?