



Year 5 Autumn Term Coverage

Text		 The Man Who Walked Between the Towers	 Curiosity	 Children of the Benin Kingdom
Outcomes Non-fiction Fiction		Fact files Journalistic writing Setting descriptions Letters of advice Persuasive speeches	Proposals to NASA Information labels Short explanations NASA logs News report	Informal letter Contrasting diary entries Survival guides Eyewitness reports Summaries
		Biography	Expanded explanation	Non-chronological report
Audience / Form		Fact file about twin towers Letter of advice to Philippe Diary entry as Philippe Interview transcript Persuasive speech to a judge Biography of Philippe Petit	Proposal to NASA for a new Mars rover Labels for Curiosity diagram Explanation of Curiosity's launch NASA log of Mars landing News report for Mars landing Expanded explanation of a new Mars rover	Letter from Papa Eze to Ada Contrasting diaries of Mama Ginika / children Jungle survival guide Eyewitness report to the Chief Summary of a section of story Non-chronological report about the Benin Kingdom
Purposes covered		Inform Persuade Reflect Recount	Inform Explain Recount	Reflect Inform Recount
Grammar coverage (these may be taught multiple times throughout the sequence)	WO	-ing words as adjectives figurative language	differences in formality of language -er / -or suffix	synonyms / antonyms formal vocabulary
	SENTENCE	modal verbs conjunctions to explain * range of sentence types * multi-clause sentences order of clauses expanded noun phrases * relative clauses formal adverbials of time and place	modal verbs multi-clause sentences relative clauses adverbial phrases * sentence order passive voice * expanded noun phrases	modal verbs contrasting conjunctions * multi-clause sentences order of clauses relative clauses / pronouns passive voice *
	PUNCT	sentence ending punctuation * apostrophes for contraction * use of colons dialogue punctuation *	commas for clauses use of single dash	apostrophes for contractions * dashes for parenthesis use of single dash bullet points to list information *
	TEXT	subheadings * pronouns to avoid repetition * present perfect tense * tense choice for cohesion paragraphs to organise around a theme *	progressive verb forms * adverbials for cohesion	future tense adverbial phrases to link ideas paragraphs to organise around a theme * subheadings *



Year 5 Spring Term Coverage

Text		 The Lost Thing	 The Odyssey	 Hidden Figures
Outcomes Non-fiction Fiction		Diary entries Formal letters Explanations Adverts Character descriptions Setting descriptions Non-chronological reports	Speeches Diary entries Dialogue Missing scenes Postcards Advertisements	Non-chronological reports Job adverts Formal persuasive letters Informal letters Diary entries Character descriptions Opinion pieces
		Own version narrative	Epic adventure story	Memoir
Audience / Form		Diary entry of the boy Formal letter of advice Explanation of how to look after a lost thing Advert for the Department of Odds and Ends Lost & found tags Own version fantasy narrative based on original story	Oral proclamation to begin the Odyssey Persuasive speech of a lotus eater Soliloquy in role as Odysseus Diary entry as Odysseus Conversation between Odysseus and Circe Postcard to Penelope Advert for a Greek monster Epic adventure based on The Odyssey	Report about NASA Recruitment advert for NACA or NASA Formal letter to the judge Letter from Katherine to her daughters Diary entry of Dorothy Vaughan Opinion piece about women's achievements Memoir of one of the 'hidden figures'
Purposes covered		Reflect Persuade Inform Explain Entertain	Persuade Reflect Entertain Inform	Inform Persuade Reflect Discuss Recount
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	synonyms / antonyms for effect * shifts in formality *	converting nouns to adjectives with -ful / -less / -ness suffixes most / -est superlatives *	-er, -ologist, -cian, -ist suffixes un- / in- prefixes most / -est superlatives *
	SENTENCE	multi-clause sentences order of clauses subordinating conjunctions subjunctive form * modal verbs range of sentence types * relative clauses / pronouns noun phrases expanded with prepositions *	modal verbs expanded noun phrases * adverbs to indicate degrees of possibility range of sentence types * multi-clause sentences adverbs / adverbial phrases relative clauses relative pronouns / omitted pronouns	conjunctions to link ideas * range of sentence types * abstract noun phrases subjunctive form * conditional sentences – if * fronted adverbials
	PUNCTUATION	sentence ending punctuation * parenthesis	dialogue punctuation * commas / semi-colons to avoid ambiguity commas to avoid ambiguity parenthesis	sentence ending punctuation * apostrophes for contraction * bullet points to list information * parenthesis
	TEXT	paragraphs to organise around a theme * past progressive tense *	range of tenses – present progressive / past perfect * authorial devices for cohesion future tense adverbial phrases to advance action	subheadings * paragraphs to organise around a theme * adverbials of time for cohesion

Year 5 Summer Term Coverage

Text		The Primary Shakespeare Company	Anne Frank	Freedom Bird
Outcomes Non-fiction Fiction		<p>Setting and character descriptions Diary entry and letter Play script Newspaper report Poem</p> <p>The Primary Shakespeare Company (PSC) has been sending theatre practitioners into London primary schools, investigating and performing Shakespeare's plays and language with teachers and their pupils.</p>	<p>Letters Short descriptions Extended diary entries Obituaries (Opinion piece)</p>	<p>'Instant' non-narrative poems Explanations Dialogue Postcards Letters of advice Descriptions Recounts Narrative poems</p>
			<p>Newspaper article</p>	<p>Biography</p>
Audience / Form		<p>The programme illustrates the positive impact that sustainable arts-based education has on children - on their attainment across the whole curriculum (especially in literacy), confidence and attitude to learning.</p> <p>Each year, a different Shakespeare play around which to centre PSC work, which spans a term and culminates in public performances during our Shakespeare Festivals. Every participating school is responsible for one act of the play.</p>	<p>Penpal letter to Anne Diary entries in role as Anne Description of the annex Obituary for Anne Diary as Otto returning after the war</p> <p>Newspaper report about Otto's return</p>	<p>'Instant' non-narrative poem about freedom Explanation of rights of enslaved people Dialogue for a scene Postcard to Millicent and John Letter of advice from Bird to Millicent Recount of children's escape Narrative poem of escape</p> <p>Biography of Harriet Tubman</p>
Purposes covered		<p>PSC send their team of theatre practitioners into each school to devise and rehearse. Class teachers attend insets and training sessions to enable them to use the play across the curriculum, principally in Literacy, Maths, Science, Art and D&T.</p> <p>PSC work does not just present high quality arts programmes but also aims to influence decision makers to prioritise arts-based learning, they also ensure children improve their attainment through engaging with the programme.</p>	<p>Reflect Describe Inform</p>	<p>Entertain Explain Persuade Recount Inform</p>
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD		<p>difference between vocabulary for formal / informal speech idioms</p>	<p>figurative language</p>
	SENTENCE		<p>modal verbs + contractions range of sentence types * question tags * expanded noun phrases * relative clauses adverbial phrases * passive voice *</p>	<p>subordinating conjunctions modal verbs relative clauses multi-clause sentences adverbs / adverbial phrases * sentence order difference between formal / informal structures *</p>
	PUNCTUATION		<p>apostrophes for contractions * brackets for parenthesis dialogue punctuation * commas for clarity use of single dash</p>	<p>dialogue punctuation * bullet points to list information *</p>
	TEXT		<p>adverbials to link ideas</p>	<p>dialogue to advance action progressive tense adverbials to link ideas paragraphs to organise around a theme * cohesive devices</p>