

Long Term Plan: English
Term: Autumn 1 Year group: Y5 History: Anglo-Saxons and the Scots

Handwriting and Presentation (evidence to be seen across all genres)

- Pupils should be taught to write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices
- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class Readers
Term 1 Weeks 1-3 Newspaper Weeks 4-7 Character description	'Beowulf' – by Michael Murporgo	Smashing Saxons (Horrible Histories) Alwin's Secret – Diary CS Anglo-Saxon Boy by Tony Bradman)Prologue and Ch 1 extract) Anglo-Saxon NF texts Anglo-Saxons The Study Book - CGP 1000 year old boy by Ross Welford BBC Life in Anglo-Saxon Britain https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-anglo-saxon-britain/zdh2t39 The Viking and Anglo-Saxon Struggle for England Anglo-Saxon and Viking Britain The History Detectives Investigate: The Anglo Saxons	Asking questions to improve their understanding. Vocabulary Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Prediction Predicting what might happen from details stated and implied. Retrieve Retrieve, record and present information from non-fiction. Summarise Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Use subordinating conjunctions in varied positions. Use expanded noun phrases to inform. Use relative clauses to add further detail beginning with who, which, where, when, whose, that or with an applied (omitted) relative pronoun. Begin to use colons to link related clauses. Adverbials: meanwhile, at first, after, furthermore, despite, as a result, consequently, due to, for example. Conjunctions: when, before, after, while, because, if, although, as. Brackets or dashes or commas to explain technical vocabulary and to indicate parenthesis. Recognising vocabulary and structures that are appropriate for formal speech Subordinate clauses to add detail or context. Relative clauses to add detail or context. Wide range of sentence structures to add interest. Adverbials: meanwhile, later that day, silently, within moments, all night, nearby, under the treetops, -ing, openers, -ed openers. Conjunctions – if, when, because, while, as, until, whenever, once, since, although, unless, rather. All sentences will be accurately punctuated throughout writing.	Writing to inform-Newspaper Article - Writing to inform Newspaper report on Anglo Saxons invasion to England (Hengist and Horsa CGPp.11) plus images Writing to entertain - Narrative - Character Description - Writing to entertain Paragraphs used to group related ideas and to organize in time sequence. Headings / subheadings Use of technical vocabulary Use a range of tenses to indicate timing, sequence etc Detailed descriptions Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. . identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own . noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	All the Things that Could go wrong – Stewart Foster The Wolf Wilder by Kathrine Rundell The Breadwinner by Deborah Ellis The Infinite Lives of Masie Day by Christopher Edge Jelly by Jo Coterill Flour Babies by Anne Fine

Spoken Language (evidence to be seen across all genres)

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- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Term: Autumn 2

Long Term Plan: English
Year group: Y5

Geography: Locational Knowledge

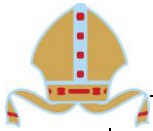
Handwriting and Presentation (evidence to be seen across all genres)

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<p>1 – 4 Narrative Writing</p> <p>Week 5-7 Persuasive Writing – Travel Writing linked to topic.</p>	<p>The Mysteries of Harris Burdick by Chris Van Allsberg</p>	<p>Non fiction texts about counties in the UK</p> <p>Travel Writing examples</p> <p>Persuasive Writing examples</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Vocabulary Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explain Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Making comparisons within and across books.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing. Distinguish between statements of fact and opinion.</p>	<p>All sentences will be accurately punctuated throughout writing.</p> <p>Use ? ! for rhetorical questions.</p> <p>Wide range of sentence structures to add interest. Use short sentences for emphasis.</p> <p>Conjunctions – if, when, because, while, as, until, whenever, once, since, although, unless, rather, even if, rather, whereas, in order to, whenever, whether</p> <p>Subordinate clauses to add detail or context.</p> <p>Adverbials: firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion, meanwhile, later that day, silently, within moments, all night, nearby, under the treetops, -ing, openers, -ed openers.</p> <p>Use adverbials to convey sense of certainty.</p> <p>Relative clauses to add detail or context.</p> <p>Brackets or dashes or commas to explain technical vocabulary and to indicate parenthesis.</p> <p>Use imperative and modal verbs or adverbs to convey urgency and to indicate degrees of possibility.</p>	<p>Writing to entertain -Create a narrative using suspense. Features of a narrative.</p> <p>Writing to inform/persuade - Travel writing- writing to persuade features.</p> <p>Use a range of tenses to indicate timing, sequence etc</p> <p>Detailed description</p> <p>Headings/sub headings</p> <p>Plan their writing by: - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Draft and write by: - in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages Use paragraphs to organise in time sequence - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Evaluate and edit by: - assessing the effectiveness of their own and others' writing.</p>	<p>All the Things that Could go wrong – Stewart Foster</p> <p>The Wolf Wilder by Kathrine Rundell</p> <p>The Breadwinner by Deborah Ellis</p> <p>The Infinite Lives of Masie Day by Christopher Edge</p> <p>Jelly by Jo Coterill</p> <p>Flour Babies by Anne Fine</p> <p>delete as appropriate</p>

Spoken Language (evidence to be seen across all genres)

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- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Spring 1

Year group: Y5

History: Vikings

Handwriting and Presentation (evidence to be seen across all genres)

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- Choosing which shape of a letter to use when given choices
- Deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class reader
<p>Weeks 1 – 3 Balanced Argument</p> <p>Weeks 4- 6 Narrative Poetry</p>	<p>The Saga of Erik the Viking by Terry Jones</p>	<p>You wouldn't want to be a Viking by Andrew Langley</p> <p>Eyewitness Guide: Viking</p> <p>Vikings by Philip Wilkinson</p> <p>I was There: Vikings</p> <p>100 Facts: Vikings</p> <p>The Orchard Book of Vikings by Swindells/Utton</p> <p>I was there: Viking Invasion</p> <p>The Vicious Vikings by Terry Deary</p> <p>I was there...1066 Viking Raiders by Karen Wallace</p> <p>The Battle of Hastings by Gillian Clements</p> <p>The Secrets of the Bayeux Tapestry</p> <p>Viking</p> <p>William the Conqueror and the Battle of Hastings</p> <p>Who were the Vikings?</p> <p>History Dudes: Vikings by Rich Cando</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Vocabulary Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Retrieve Retrieve, record and present information from non-fiction.</p> <p>Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Summarise Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>	<p>Subordinate clauses to add detail or context.</p> <p>Use relative clauses to add further detail beginning with who, which, where, when, whose, that or with an applied (omitted) relative pronoun and to provide supporting detail.</p> <p>Wide range of sentence structures to add interest.</p> <p>Adverbials: meanwhile, later that day, silently, within moments, all night, nearby, under the treetops, -ing, openers, -ed openers, firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion.</p> <p>Conjunctions – if, when, because, while, as, until, whenever, once, since, although, unless, rather, if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether.</p> <p>All sentences will be accurately punctuated throughout writing.</p> <p>Use modal verbs accurately</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Brackets and dashes for parenthesis.</p> <p>Semi-colon to mark related clauses.</p> <p>Use commas to mark related clauses.</p> <p>Using semi colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing.</p>	<p>Writing to inform - Balanced argument – Should the Vikings have invaded Britain?</p> <p>Writing to entertain -Narrative Poetry – Viking Saga or tale</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing and use a range of tenses to indicate timing, sequence etc.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register and maintaining formal/impersonal tone.</p> <p>Appropriate use of cohesive devices and may include a glossary</p> <p>Use of the subjunctive form where needed.</p> <p>Use paragraphs to organize in time sequence and to structure arguments.</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - identifying the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - assessing the effectiveness of their own and others' writing. <p>-Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>All the Things that Could go wrong – Stewart Foster</p> <p>The Wolf Wilder by Kathrine Rundell</p> <p>The Breadwinner by Deborah Ellis</p> <p>The Infinite Lives of Masie Day by Christopher Edge</p> <p>Jelly by Jo Coterill</p> <p>Flour Babies by Anne Fine</p> <p>delete as appropriate</p>

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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.



Long Term Plan: English

Term: Spring 2

Year group: Y5

Topic: Human and Physical Geography - Lincolnshire

Handwriting and Presentation (evidence to be seen across all genres)

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<p>Week 1-4 Narrative – another perspective</p> <p>Week 5-6 Persuasive letter</p>	<p>‘There’s a boy in the girl’s bathroom’ by Louis Sachar</p>	<p>The True Story of the Three Little Pigs by Jon Scieszka (perspective waggoll)</p>	<p>Vocabulary Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Prediction Predicting what might happen from details stated and implied.</p> <p>Infer Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explain Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p>	<p>All sentences will be accurately punctuated throughout writing.</p> <p>Different types of sentence openers</p> <p>Subordinate clauses and Relative clauses to add detail or context.</p> <p>Wide range of sentence structures to add interest.</p> <p>Adverbials: Use of Fronted adverbial phrases Time connectives and meanwhile, later that day, silently, within moments, all night, nearby, under the treetops, -ing, openers, -ed openers.</p> <p>Conjunctions – if, when, because, while, as, until, whenever, once, since, although, unless, rather.</p> <p>Children understand the terms and can identify Proper nouns and Abstract nouns</p> <p>Children have an understanding of the terms Third person, First Person, second person, Past tense, present tense and future tense.</p> <p>Use of figurative language: Personification, Metaphors, Alliteration, Similes</p> <p>Emotive language to engage and elicit a response from the reader.</p> <p>Brackets or dashes to explain technical vocabulary</p> <p>Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity.</p>	<p>Writing to entertain - Diary entry from another character’s perspective including s character description</p> <p>Writing to persuade - persuasive letters about the school/local area</p> <p>Use a range of tenses to indicate timing, sequence, etc</p> <p>Paragraphs used to group related ideas and to organise in time sequence. Sections may contain more than one paragraph</p> <p>Use of technical vocabulary</p> <p>Detailed description</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - noting and developing initial ideas, drawing on reading and research where necessary. <p>Draft and edit by:</p> <ul style="list-style-type: none"> - using a wide range of devices to build cohesion within and across paragraphs. - using further organisational and presentational devices to structure text and to guide the reader. <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>All the Things that Could go wrong – Stewart Foster</p> <p>The Wolf Wilder by Kathrine Rundell</p> <p>The Breadwinner by Deborah Ellis</p> <p>The Infinite Lives of Masie Day by Christopher Edge</p> <p>Jelly by Jo Coterill</p> <p>Flour Babies by Anne Fine</p> <p>delete as appropriate</p>

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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
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Long Term Plan: English

Term: Summer 1

Year group: Y5

History: The Normans (Lincoln Castle)

Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class readers
<p>Week 1 – 3 Non Chronological report on Lincoln Castle</p> <p>Week 4-5 Playscript about a Norman Event</p>	I was there: 1066 by Jim Eldridge	<p>Witness Guides: Knights</p> <p>100 Facts: Knights and Castles</p> <p>The Battle of Hastings by Gillian Clements</p> <p>Castles and Knights by Philip Steele</p> <p>The Pitkin Guide to The Normans</p> <p>Norman Invaders and Settlers</p> <p>Castles</p> <p>Playscript Wagolls</p> <p>Non-chronological reports wagolls</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry and plays that are structured in different ways and read for a range of purposes.</p> <p>Provide reasoned justifications for their views.</p> <p>Retrieve Retrieve, record and present information from non-fiction.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Prediction Predicting what might happen from details stated and implied.</p> <p>Summarise Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.</p>	<p>Use subordinating conjunctions in varied positions.</p> <p>Use expanded noun phrases to inform.</p> <p>Use relative clauses to add further detail.</p> <p>Begin to use colons to link related clauses.</p> <p>Adverbials: meanwhile, at first, after, furthermore, despite, as a result, consequently, due to, for example.</p> <p>Conjunctions: when, before, after, while, because, if, although, as.</p> <p>Brackets or dashes to explain technical vocabulary.</p> <p>Use the perfect from of verbs to mark relationships of time and cause.</p> <p>Punctuating bullet points consistently</p> <p>Exclamation sentences with exclamation marks</p> <p>Colons</p> <p>Stage directions</p> <p>Informal Speech</p> <p>Brackets</p> <p>Hyphens</p> <p>Short sentences</p>	<p>Writing to inform: Explanation text / Non chronological report Writing to entertain: Play scripts</p> <p>Paragraphs used to group related ideas</p> <p>Headings/ sub-headings and sections may contain more than one paragraph.</p> <p>Use of technical vocabulary, may include a glossary</p> <p>Plan their writing by: - identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Draft and edit by: - using a wide range of devices to build cohesion within and across paragraphs. - using further organisational and presentational devices to structure text and to guide the reader.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>All the Things that Could go wrong – Stewart Foster</p> <p>The Wolf Wilder by Kathrine Rundell</p> <p>The Breadwinner by Deborah Ellis</p> <p>The Infinite Lives of Masie Day by Christopher Edge</p> <p>Jelly by Jo Coterill</p> <p>Flour Babies by Anne Fine</p> <p>delete as appropriate</p>

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- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, roleplay/improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
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Term: Summer 2

Long Term Plan: English

Year group: Y5

Topic: Space

Term	Anchor Text	Supplementary texts	Reading objectives	SPAG	Writing objectives	Class readers
<p>Week 1 – 4 biography of Astronaut</p> <p>Week 5-7 narrative writing</p>	<p>Pandora (Literacy Shed)</p>	<p>Mae Jameson Biography Wagoll</p> <p>Space non fiction books</p>	<p>Retrieve Retrieve, record and present information from non-fiction.</p> <p>Infer Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Provide reasoned justifications for their views.</p>	<p>Different types of sentence openers</p> <p>Use modal verbs accurately.</p> <p>Relative clauses to provide supporting detail.</p> <p>Expanded noun phrases</p> <p>Adverbials, Fronted adverbial phrases and time connectives: firstly, furthermore, in addition, however, nevertheless, therefore, consequently, in conclusion.</p> <p>Conjunctions: if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether.</p> <p>Brackets and dashes for parenthesis.</p> <p>Semi-colon to mark related clauses.</p> <p>Use commas to mark related clauses.</p> <p>Use a colon to introduce a list.</p> <p>Formal/Informal language choice</p> <p>Using emotive language to engage the reader.</p> <p>Use of figurative language: Personification, Metaphors, Alliteration, Similes</p>	<p>Writing to inform - Biographies (Astronauts) Writing to entertain - Diary writing/Survival guide</p> <p>Appropriate use of cohesive devices.</p> <p>Use of the subjunctive form where needed.</p> <p>Use paragraphs to structure arguments.</p> <p>Maintain formal/impersonal tone.</p> <p>Plan their writing by: - identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Draft and edit by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate and edit by: - assessing the effectiveness of their own and others' writing. - Proofread for spelling and punctuation errors. - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>All the Things that Could go wrong – Stewart Foster</p> <p>The Wolf Wilder by Kathrine Rundell</p> <p>The Breadwinner by Deborah Ellis</p> <p>The Infinite Lives of Masie Day by Christopher Edge</p> <p>Jelly by Jo Coterill</p> <p>Flour Babies by Anne Fine</p> <p>delete as appropriate</p>

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