



## Year 5 Autumn Term Coverage

Text		<b>The Man Who Walked Between the Towers</b>	<b>Hidden Figures</b>	<b>The Tempest</b>	<b>The Odyssey</b>
Outcomes Non-fiction Fiction		<ul style="list-style-type: none"> <li>Fact files</li> <li>Journalistic writing</li> <li>Setting descriptions</li> <li>Letters of advice</li> <li>Persuasive speeches</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports</li> <li>Job adverts</li> <li>Formal persuasive letters</li> <li>Informal letters</li> <li>Diary entries</li> <li>Character descriptions</li> <li>Opinion pieces</li> </ul>	<ul style="list-style-type: none"> <li>Setting descriptions</li> <li>Character descriptions / comparisons</li> <li>Diary entries</li> <li>Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>Speeches</li> <li>Diary entries</li> <li>Dialogue</li> <li>Missing scenes</li> <li>Postcards</li> <li>Advertisements</li> </ul>
		<b>Biography</b>	<b>Memoir</b>	<b>Playscript</b>	<b>Epic adventure story</b>
Audience / Form	<ul style="list-style-type: none"> <li>Fact file about twin towers</li> <li>Letter of advice to Philippe</li> <li>Diary entry as Philippe</li> <li>Interview transcript</li> <li>Persuasive speech to a judge</li> </ul> <p><b>Biography of Philippe Petit</b></p>	<ul style="list-style-type: none"> <li>Report about NASA</li> <li>Recruitment advert for NACA or NASA</li> <li>Formal letter to the judge</li> <li>Letter from Katherine to her daughters</li> <li>Diary entry of Dorothy Vaughan</li> <li>Opinion piece about women's achievements</li> </ul> <p><b>Memoir of one of the 'hidden figures'</b></p>	<ul style="list-style-type: none"> <li>Informal letter describing a setting</li> <li>Character descriptions</li> <li>Diary entry of the tempest</li> <li>Missing play scene</li> <li>Character comparisons</li> </ul> <p><b>Desert island playscript</b></p>	<ul style="list-style-type: none"> <li>Oral proclamation to begin the Odyssey</li> <li>Persuasive speech of a lotus eater</li> <li>Soliloquy in role as Odysseus</li> <li>Diary entry as Odysseus</li> <li>Conversation between Odysseus and Circe</li> <li>Postcard to Penelope</li> <li>Advert for a Greek monster</li> </ul> <p><b>Epic adventure based on The Odyssey</b></p>	
Purposes covered	<ul style="list-style-type: none"> <li>Inform</li> <li>Persuade</li> <li>Reflect</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Inform</li> <li>Persuade</li> <li>Reflect</li> <li>Discuss</li> <li>Recount</li> </ul>	<ul style="list-style-type: none"> <li>Describe</li> <li>Reflect</li> <li>Entertain</li> </ul>	<ul style="list-style-type: none"> <li>Persuade</li> <li>Reflect</li> <li>Entertain</li> <li>Inform</li> </ul>	
Grammar coverage (these may be taught multiple times throughout the sequence)	WO	<ul style="list-style-type: none"> <li>-ing words as adjectives</li> <li>figurative language</li> </ul>	<ul style="list-style-type: none"> <li>-er, -ologist, -cian, -ist suffixes</li> <li>un- / in- prefixes</li> <li>most / -est superlatives *</li> </ul>	<ul style="list-style-type: none"> <li>converting verbs into adjectives / nouns</li> </ul>	<ul style="list-style-type: none"> <li>converting nouns to adjectives with -ful / -less / -ness suffixes</li> <li>most / -est superlatives *</li> </ul>
	SENTENCE	<ul style="list-style-type: none"> <li>modal verbs</li> <li>conjunctions to explain *</li> <li>range of sentence types *</li> <li>multi-clause sentences</li> <li>order of clauses</li> <li>expanded noun phrases *</li> <li>relative clauses</li> <li>formal adverbials of time and place</li> </ul>	<ul style="list-style-type: none"> <li>conjunctions to link ideas *</li> <li>range of sentence types *</li> <li>abstract noun phrases</li> <li>subjunctive form *</li> <li>conditional sentences - if *</li> <li>fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses</li> <li>range of relative pronouns / omitted relative pronouns</li> <li>adverbial phrases of manner *</li> <li>modal verbs</li> <li>multi-clause sentences</li> <li>conjunctions to extend ideas *</li> </ul>	<ul style="list-style-type: none"> <li>modal verbs</li> <li>expanded noun phrases *</li> <li>adverbs to indicate degrees of possibility</li> <li>range of sentence types *</li> <li>multi-clause sentences</li> <li>adverbs / adverbial phrases</li> <li>relative clauses</li> <li>relative pronouns / omitted pronouns</li> </ul>
	PUNCTUA	<ul style="list-style-type: none"> <li>sentence ending punctuation *</li> <li>apostrophes for contraction *</li> <li>use of colons</li> <li>dialogue punctuation *</li> </ul>	<ul style="list-style-type: none"> <li>sentence ending punctuation *</li> <li>apostrophes for contraction *</li> <li>bullet points to list information *</li> <li>parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>parenthesis punctuation</li> <li>use of colons</li> </ul>	<ul style="list-style-type: none"> <li>dialogue punctuation *</li> <li>commas / semi-colons to avoid ambiguity</li> <li>commas to avoid ambiguity</li> <li>parenthesis</li> </ul>
	TEXT	<ul style="list-style-type: none"> <li>subheadings *</li> <li>pronouns to avoid repetition *</li> <li>present perfect tense *</li> <li>tense choice for cohesion</li> <li>paragraphs to organise around a theme *</li> </ul>	<ul style="list-style-type: none"> <li>subheadings *</li> <li>paragraphs to organise around a theme *</li> <li>adverbials of time for cohesion</li> </ul>	<ul style="list-style-type: none"> <li>present perfect tense *</li> <li>adverbials to link ideas</li> </ul>	<ul style="list-style-type: none"> <li>range of tenses - present progressive / past perfect *</li> <li>authorial devices for cohesion</li> <li>future tense</li> <li>adverbial phrases to advance action</li> </ul>



## Year 5 Spring Term Coverage

Text		 <b>The Lost Thing</b>	 <b>Freedom Bird</b>	 <b>Beowulf</b>	 <b>Children of the Benin Kingdom</b>
Outcomes Non-fiction Fiction		<b>Diary entries</b> <b>Formal letters</b> <b>Explanations</b> <b>Adverts</b>  <b>Character descriptions</b> <b>Setting descriptions</b> <b>Non-chronological reports</b>	<b>'Instant' non-narrative poems</b> <b>Explanations</b> <b>Dialogue</b> <b>Postcards</b>  <b>Letters of advice</b> <b>Descriptions</b> <b>Recounts</b> <b>Narrative poems</b>	<b>Letters of advice</b> <b>Diary entries</b> <b>Dialogue</b> <b>Character descriptions</b> <b>Setting descriptions</b> <b>Actions scenes</b> <b>Obituaries</b>	<b>Informal letter</b> <b>Contrasting diary entries</b> <b>Survival guides</b> <b>Eyewitness reports</b> <b>Summaries</b>
		<b>Own version narrative</b>	<b>Biography</b>	<b>Own version legend</b>	<b>Non-chronological report</b>
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  <b>Own version fantasy narrative based on original story</b>	'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  <b>Biography of Harriet Tubman</b>	Letter of advice to the king Heroic speech by Beowulf Descriptive fight scene Recount in role as Hrothgar Description of a party Obituary for Beowulf  <b>Legend based on Beowulf</b>	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  <b>Non-chronological report about the Benin Kingdom</b>
Purposes covered		Reflect Persuade Inform Explain Entertain	Entertain Explain Persuade Recount Inform	Persuade Describe Recount Reflect Entertain	Reflect Inform Recount
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	synonyms / antonyms for effect * shifts in formality *	figurative language	alliteration -ful / -less suffix * Superlatives and idioms dis- / de- / mis- / over- / re- prefixes	synonyms / antonyms formal vocabulary
	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 *	subordinating conjunctions modal verbs relative clauses multi-clause sentences adverbs / adverbial phrases * sentence order difference between formal / informal structures *	modal verbs subjunctive form * relative clauses abstract noun phrases sentence order adverbial / prepositional phrases *	modal verbs contrasting conjunctions * multi-clause sentences order of clauses relative clauses / pronouns passive voice *
	PUNCTU	sentence ending punctuation * parenthesis	dialogue punctuation * bullet points to list information *	use of hyphens dialogue punctuation *	apostrophes for contractions * dashes for parenthesis use of single dash bullet points to list information *
	TEXT	paragraphs to organise around a theme * past progressive tense *	dialogue to advance action progressive tense adverbials to link ideas paragraphs to organise around a theme * cohesive devices	tense choice for cohesion	future tense adverbial phrases to link ideas paragraphs to organise around a theme * subheadings *



## Year 5 Summer Term Coverage

Text		The Primary Shakespeare Company	Anne Frank	Curiosity
Outcomes Non-fiction Fiction	Setting and character descriptions Diary entry and letter Play script Newspaper report Poem		<b>Letters</b> <b>Short descriptions</b> <b>Extended diary entries</b> <b>Obituaries</b> <b>(Opinion piece)</b>	<b>Proposals to NASA</b> <b>Information labels</b> <b>Short explanations</b> <b>NASA logs</b> <b>News report</b>
	Audience / Form	<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>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>	<b>Newspaper article</b> Penpal letter to Anne Diary entries in role as Anne Description of the annex Obituary for Anne Diary as Otto returning after the war  <b>Newspaper report about Otto's return</b>	<b>Expanded explanation</b> 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  <b>Expanded explanation of a new Mars rover</b>
Purposes covered		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.	Reflect Describe Inform	Inform Explain Recount
Grammar coverage (these may be taught multiple times throughout the sequence)	WORD	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.	difference between vocabulary for formal / informal speech idioms	differences in formality of language -er / -or suffix
	SENTENCE	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.	modal verbs + contractions range of sentence types * question tags * expanded noun phrases * relative clauses adverbial phrases * passive voice *	modal verbs multi-clause sentences relative clauses adverbial phrases * sentence order passive voice * expanded noun phrases
	PUNCTUATION		apostrophes for contractions * brackets for parenthesis dialogue punctuation * commas for clarity use of single dash	commas for clauses use of single dash



TEXT

adverbials to link ideas

progressive verb forms \*  
adverbials for cohesion