Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	***CLPE Recovery Curriculum Unit of work based on the book Here We Are by Oliver Jeffers*** ***Teaching Texts*** *The Giant's Necklace* Horrible Histories - Smashing Saxons	***Teaching Texts*** *The Long Walk* *Shackleton's Journey*	***Teaching Texts*** *War Boy* *Poetry – Charles Causley*	***Teaching Texts*** *Adventures of Odysseus*	**Teaching Texts** *Varjack Paw* *Poetry – Charles Causley*	
	Reciprocal Reading Focus Texts: - Further reading from Michael Morpurgo – The White Horse of Zennor - Non-Fiction – organisation / structure to support reading - Poetry		*Reciprocal Reading Focus Texts:* - Further Reading from George Layton – The Fib - Non-Fiction – organisation / structure to support reading - Poetry		*Reciprocal Reading Focus Texts:* - Further reading from Michael Morpurgo / George Layton - Non-Fiction – organisation / structure to support reading - Poetry	
Opportunities for Writing	***The Giant's Necklace*** - Journalistic Writing - Narrative Writing – focus on description and writers techniques **Horrible Histories - Smashing Saxons** -Explanatory texts	***The Long Walk*** -Diary entry -Letter -Narrative Parallel story - show not tell following the techniques used by Layton ***Shackleton's Journey*** -Recount -Biography	**War Boy** -Discussion/argument -Biography -Letter -Diary -Journalistic writing -Persuasion	**Adventures of Odysseus** -Letter -Diary -Journalistic writing -Narrative writing – focus on descriptive element and writer techniques. Another challenge for Odysseus	**Varjack Paw** Recount (diary entries) -Journalistic Writing -Narrative (written from another point of view)	

Punctuation		*Review/ Consolidation Apostrophes to mark plural possession [for example, the girl's name, the girls' names]* *Use of commas after fronted adverbials* *Use of commas for subordinate clauses.*	*Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]* Introduce brackets, dashes or commas to indicate parenthesis. Outside. (Inside.)	Introduce brackets, dashes or commas to indicate relative clauses. Noun, which/where/who Consolidate brackets, dashes or commas to indicate parenthesis.	Introduce use of commas to clarify meaning or avoid ambiguity – commas in lists, fronted adverbials, subordinate clauses, parenthesis.	Consolidate brackets, dashes or commas to indicate relative clauses.	Use of commas to clarify meaning or avoid ambiguity consistently in a variety of texts. Consistently punctuate relative clauses and parenthesis correctly using brackets, dashes or commas.
Grammar	**Word Structure**	Revison/consolidation The grammatical difference between **plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]	words containing the letter-string **ough**	**Verb prefixes** [for example, dis–, de–, mis–, over– and re–]	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, –ate; –ise; –ify]	words with the /ee/ sound spelt *ei* after *c*	words ending in –*able* and –*ible* words ending in –*ably* and –*ibly*

Sentence Structure	*Revision/Consolidation* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)* *3__ed/2 pair sentence/2A sentences* *Fronted adverbials [for example, Later that day, I heard the bad news.]* *As -ly* *Subordinating conjunctions?*	*Subordinate clauses - experiments with their position in sentences* With a(n) action, more action *Range of sentences – simple, complex and compound. Teach how to use a range of sentences to ensure writing is not repetitive.* *Introduce including parenthesis in sentences.* Outside. (Inside.) *Use fronted adverbials to create cohesion within and across paragraphs.*	Indicating degrees of possibility using **modal verbs** [for example, *might, should, will, must*] Introduce **Relative clauses** beginning with *who, which, where* Noun, which/where/who	Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] Introduce **relative clauses** beginning with *when, whose, that*, or an omitted **relative pronoun** Noun, which/where/who	Consolidate using relative clauses in a variety of text types. Consolidate using parenthesis in a variety of text types. Understand how authors develop character and setting, including through the use of dialogue	Consistently use relative clauses in a variety of text types. Consistently use parenthesis in a variety of text types. Consistently use modal verbs in a variety of text types.
Text	*Use of paragraphs to organise ideas around a theme* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition*	Linking ideas across paragraphs using **adverbials** of time [for example, *later*] and number [for example, *secondly*] or tense choices [for example, *he had seen her before*]	Linking ideas across paragraphs using **adverbials** of place [for example, *nearby*]	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]	identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own	makes effective changes when editing own and others' work