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| **Context**  | **Asia: Mountains** | **Vikings**  | **Asia: Volcanoes & Earthquakes** | **Tudors and Stuarts** | **Biomes & Vegetation****\*\*The USA\*\*** | **Ancient Greece** **\*\*The Mayans\*\*** |
| **Purpose** | To describe To inform | To inform To instruct | To persuadeTo explain | To describeTo entertain  | To informTo explain | To inform To entertain  |
| **Text and outcomes**  | Setting description- Non – chronological report – Orangutans (Grammarsaurus WAGOLL) | Diary-Viking Raider (Grammarsaurus WAGOLL)Instructions-How to train your dragon?Recount – recount an event from How to Train Your Dragon (pg 27 where they go to catch their dragon) | Recount event – Recount of Christmas - RevisitExplanation – How a volcano eruptsPersuasive Leaflet – Visit Everest (WAGOLL on Grammarsaurus Visit The Alps) | Narrative – Character description – JabberwockyNarrative – retelling of the Jabberwocky  | Biography – famous Americans (Little People, Big Dreams)Letter from King of the Cloud Forests (WCR) character- recount | Newspaper article- Based on King of the Cloud Forests (Yeti Sighting!)Narrative – The Rainmaker (assessed)Poetry- based on Revolting Rhymes (WCR) |
| **Composition**  | * Plan their writing by:
	+ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	+ discussing and recording ideas

Draft and write by:* + composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
	+ organising paragraphs around a theme
	+ in narratives, creating settings, characters and plot
	+ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:* + assessing the effectiveness of their own and others’ writing and suggesting improvements
	+ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	+ proofread for spelling and punctuation errors
	+ read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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| **Grammar**  | **Revisit:*** Word classes
* Basic sentence structure – subject, predicate, stop
* Basic punctuation/ sentence types

**Setting description:** * Join 3 main clauses with a comma and a coordinating conjunction
* Use expanded noun phrases to add detail

**Non-chronological Report:*** Use coordinating conjunctions – FANBOYS
* Use subordinating conjunctions- ISAWAWABUB
* Know and use linking adverbs: also, for example, however, therefore
* Use colons to introduce a list
 | **Diary:** * Use coordinating conjunctions
* Use subordinating conjunctions
* Know and use past tense verb forms
* Use adjectives that describe taste, smell and age. Avoid pleonasm when using adjectives
* Use apostrophes for omission

**Instructions:** * Commands- imperative verbs
* Headings and sub-headings to aid presentation
* Linking adverbs – next, now, soon, then
* Subordinating conjunctions to expand on independent clauses – after, although, before, while, as soon, by the time, until
* Coordinating conjunctions- link two main clauses

**Recount:*** Paragraphs used to group related ideas.
* Begin a sentence with a linking adverb separating with a comma – also, finally, for example, meanwhile, therefore, similarly, in fact
* Subordinating conjunctions- whatever, whenever, wherever, now that/so that, as soon as, by the time
 | **Non-fiction explanation:*** Headings and sub-headings to aid presentation
* Adverbials of time/manner separated by comma
* Describe a noun phrase with a relative clause separated with commas
* Subordinating conjunctions- whatever, whenever, wherever, now that/so that, as soon as, by the time

**Persuasive Leaflet:*** Adverbs to show possibility or degree
* Modal verbs for possibility
* Expanded noun phrases
* Subordinating conjunctions: even if, whenever, because, if
 | **Narrative:*** Capitalise proper nouns
* Join 2 nouns or noun phrases with a preposition to create an expanded noun phrase
* Capitalise direct speech and close with punctuation
* Insert a reporting clause into longer speech
* Apostrophes for possession
 | **Biography:*** Use commas and brackets for parenthesis
* Use relative clauses, beginning with a relative pronoun to develop descriptions
* Begin a sentence with an adverb of time separating with a comma –

After the…, In…., From a young age, At only 5 years old, * Begin a sentence with a linking adverb separating with a comma – as a result, because of this, however, as well as,

**Letter:** * Subordinating conjunctions: even if, whenever, because, if
* First person
* Past tense verbs
* Apostrophes for contractions
* Fronted adverbials (place)
 | **Newspaper:*** Use direct speech – recap of speech punctuation rules
* Use brackets and commas for parenthesis
* Use relative clauses, beginning with a relative pronoun to develop descriptions
* Use linking adverbs to create cohesion within and across paragraphs: furthermore, similarly, equally, in contrast, likewise, for this reason

**Narrative:*** Use noun phrases with the addition of modifying nouns and prepositional phrases
* Use precise descriptive devices to create atmosphere – use adjectives that describe age/materials
* Use dialogue to advance the plot
* Use an ‘-ing’ clause at the beginning of a sentence for subordination
* Use relative clauses, beginning with a relative pronoun to develop descriptions
* Zooming ‘out’ when using 3 when or where fronted adverbials
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| **Terminology**  | Subordinate clause AdjectivesExpanded noun phrase Linking adverbColon | Linking adverb ParagraphLinking adverbBullet pointsAdverbs of timeApostrophes | Relative clause Relative pronounNoun phrase | Apostrophe for possessionDirect speechReporting clause | ParenthesisRelative clauseRelative pronounFronted adverbAdverbs of time | ParenthesisDirect speechRelative clausesLinking adverbsNoun phrases‘-ing’ clauses  |
| **Additional coverage through handwriting** | * Understand a determiner as a single word that makes a noun more precise – a, an, my, your, his, its, our, there
* Know and use the following possessive pronouns: mine, yours, his, hers, its, ours, theirs
* Year 5: know and use the following relative pronouns: that, when, where, which, who, whose
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