|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 persuade  To explain | To describe  To entertain | To inform  To 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 - Revisit  Explanation – How a volcano erupts  Persuasive Leaflet – Visit Everest (WAGOLL on Grammarsaurus Visit The Alps) | Narrative – Character description – Jabberwocky  Narrative – 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 | | | | | |
| **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 |
| **Terminology** | Subordinate clause  Adjectives  Expanded noun phrase  Linking adverb  Colon | Linking adverb  Paragraph  Linking adverb  Bullet points  Adverbs of time  Apostrophes | Relative clause  Relative pronoun  Noun phrase | Apostrophe for possession  Direct speech  Reporting clause | Parenthesis  Relative clause  Relative pronoun  Fronted adverb  Adverbs of time | Parenthesis  Direct speech  Relative clauses  Linking adverbs  Noun 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 | | | | | |