

Year 5 Pathway Autumn

Planning Sequence/ Spelling Seed Text	 <i>The Man Who Walked Between the Towers</i> Mordcai Gerstein	 <i>The Lost Thing</i> Shaun Tan	 Cosmic Frank Cottrell Boyce
Length	12 sessions, 2+ weeks	16 sessions, 3+ weeks	
Outcomes	Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches	Own version narratives Diaries, formal letters, adverts, character and setting descriptions, reports	

Writing (Composition)

Plan their writing by:

- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- Using a wide range of devices to build cohesion within and across paragraphs
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs - Assessing the effectiveness of their own and others' writing
- Using further organisational and presentational devices to structure text and to guide the reader
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

Evaluate and edit by:

- Proof-reading for spelling and punctuation errors
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Reading Comprehension

Maintaining positive attitudes to reading and understanding of what they read by:

- 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
- Identifying and discussing themes and conventions in and across a wide range of writing
- Reading books that are structured in different ways and reading for a range of purposes

Understand what they read by:

- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence
- Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader
- Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Vocabulary, Grammar & Punctuation

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs and linking ideas across paragraphs using adverbials of time
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
- Use of commas to clarify meaning or avoid ambiguity
- How words are related by meaning as synonyms and antonyms [for example, big, large, little]
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing

Spelling Seeds Coverage

Word List Coverage

according, curiosity, familiar, identity, immediate(ly), leisure, recommend, suggest, achieve, amateur, desperate, disastrous, embarrass(+ment), excellent, guarantee, marvellous

Spelling Rules and Patterns

Words ending in -able and -ible, -ably and -ibly