



ENGLISH – YEAR 5		
Texts	Spring 1	Spring 2
The girl who stole an elephant	<ul style="list-style-type: none"> • Narrative – Plan and tell a story demonstrating awareness of audience by using techniques such as recap and repetition. • Non-Chronological Reports – Plan, compose, edit and refine a nonchronological report focusing on clarity and conciseness. Ensure features are specific to a specific audience 	<ul style="list-style-type: none"> • Narrative - Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character • Procedural/recount text – Newspaper report with a wide range of presentational and organisational devices, carefully selecting vocabulary for Clarity • Narrative Poetry – The Alchemist’s Letter
Variety of information texts	<ul style="list-style-type: none"> • Effectively use dialogue to convey character and advance the action • Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness 	
There’s a boy in the girls’ bathroom	<ul style="list-style-type: none"> • Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases • Write a linear procedural text with a wide range of presentational and organisational devices • Use a wide range of presentational and organisational features to structure texts specific to the form and audience • Begin to adapt writing based on a change in the audience 	
The Alchemist’s letter	<ul style="list-style-type: none"> • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Use commas to clarify meaning and avoid ambiguity • Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Y3/4 and some Y5/6 • Consistently produce legible joined handwriting 	
	Greater Depth	Greater Depth



	<ul style="list-style-type: none"> • Adapt the story for a different audience, aiming for consistency in character and style • Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on the use of vocabulary or adding quotes or references • Combine the discussion text with another text type with a clear audience and form 	<ul style="list-style-type: none"> • Change the story to show parallel narrators where events are portrayed simultaneously • Change to a non-linear structure with choices for the reader to refer to different sections <p>Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p>
	<ul style="list-style-type: none"> • Develop writing into a parallel narrative telling the same events from two points of view • Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting • Use the full range of punctuation taught correctly and appropriately • Evaluate and edit own and other's writing against a set of criteria generated themselves and drawn from reading. 	