

<b>Year Group: 5 Summer 1</b>	<b>Core Text: The Man who Walked Between the Towers by Mordicai Gerstein If by Rudyard Kipling</b>	<b>Topic Links:</b> Science - Forces	
<b>Unit Written Outcomes:</b> Journalistic writing Explanation and information Forces		<b>Possible Application:</b> Recount of any trip, experience or visitor Information text - biography	
<b>Reading Focus:</b> Core texts			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>

<p><b>Objectives</b>  Give an opinion with a reason.  Listen to others' opinions.  Use Standard English to give an opinion.  Recite/perform own compositions.</p>	<p><b>Objectives</b>  Understand that a writer moves events forward through a balance of dialogue action and description and explore.  Explore how a writer uses show and not tell techniques to introduce or develop a character.  Find words and language used for effect, explain the effect and record to use in writing.  Find and explore the structures and techniques used and record to use in writing.  Use meaning-seeking strategies to explore the meaning of words in context and figurative language.  Ask questions to improve understanding.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from text.  Make predictions from evidence found and implied information.  Identify points of view – narrator, character.  Explore how events are viewed from another perspective.  Identify the writer's viewpoint. For example, how different characters are presented.  Explain the writer's viewpoint with evidence from the text.  Give a personal point of view about a text and explain with evidence from the text.  Listen to and build on and question others' ideas and opinions about a text.  Use skimming and scanning to find information.  Understand the difference between fact and opinion.</p>	<p><b>Objectives</b>  Develop characters' dialogue and/or add actions to move events forward.  Use a balance of dialogue, action and description to move events forward.  Paragraph with clear topic sentences which signal changes in time, place or event.  Topic sentence provides a link to the previous paragraph.  Identify the purpose and audience for the writing.  Know that different text types are organised in different ways to guide the reader.  Select the appropriate language for the purpose and audience,  Select language with the appropriate level of formality for the audience and purpose.  Identify key information from a text.  Summarise key information in sentences.  Write a short paragraph which summarises key information from a longer text.  Select the point of view for own writing.  Explore how events are viewed from another perspective.  Plan to write from a chosen point of view, making decisions about how events are viewed.</p>	<p><b>Objectives</b>  Add relative clauses to main clauses to add additional information, using commas.  Check own writing for correct use of commas.  Use a topic sentence to signal a change in time, place, event or information.  Use the topic sentence of a paragraph to link to the content of the previous paragraph.  Link ideas across paragraphs using adverbials of time, place and number or tense choices  Know that choice of tense in the topic sentence can also help to link ideas – past progressive.  Understand that a sentence may have a part which adds information or an explanation and can be marked off in different ways: Brackets, dashes, commas  Write/use sentences with modal verbs to use in writing and use to develop an argument.  Know that modal adverbs can be used to modify modal verbs.  Understand that modal adverbs can strengthen the degree of possibility.  Write/use sentences with modal verbs and adverbs.</p>
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<b>Year Group: 5</b> <b>Summer 2</b>	<b>Core Text: The Nowhere Emporium by Ross MacKenzie</b>	<b>Topic Links:</b> Science – Life cycles Geography – Importance of raw materials - Map skills	
<b>Unit Written Outcomes:</b> Invented Wonder Room Life cycle explanation Eye witness report		<b>Possible Application:</b> Recount of any trip, experience or visitor Description of Emporium	
<b>Reading Focus:</b> Core text Non-fiction texts on life cycles/ use of raw materials			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>

<p><b>Objectives</b>  Give an opinion with a reason.  Listen to others' opinions.  Use Standard English to give an opinion.  Recite/perform own compositions.</p>	<p><b>Objectives</b>  Use meaning-seeking strategies to explore the meaning of words in context and idiomatic and figurative language.  Understand that a writer moves events forward through a balance of dialogue action and description.  Explore how dialogue is used to develop character.  Explore how actions are added to dialogue to move events forward.  Explore how a writer uses show and not tell techniques to introduce or develop a character.  Explain how the words and language create a precise effect and record for use in writing.  Record effective words and language from reading to use in own writing.  Understand that a writer uses different sentence structures and techniques to create effects.  Explain the effect of the use of structure or technique and record to use in writing.  Draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from the text.  Summarise the main ideas drawn from a text.  Use skimming and scanning to make notes.  Find the theme in a book.  Compare books with similar themes.</p>	<p><b>Objectives</b>  Use prior knowledge and knowledge from reading of word choices, language features and sentence structures to build success criteria or tool kit for writing.  Use a balance of dialogue, action and description to move events forward.  Evaluate paragraphing:  Clear topic sentences which signal changes in time, place or event.  Topic sentence provides a link to the previous paragraph.  Select the appropriate language for the purpose and audience. For example, topic specific language, causal language, comparative language.  Select language with the appropriate level of formality for the audience and purpose.  Check that the topic sentence either introduces new information or has a direct link to the previous paragraph.  Check that the chosen level of formality is sustained through the text.</p>	<p><b>Objectives</b>  Know that choice of tense in the topic sentence can also help to link ideas – past  Develop appropriate topic sentence for each paragraph when writing, using adverbials and/or tense choice to signal change in time, place, event or information.  Check that paragraphs link to each other.  Recognise that using commas in different places changes the meaning of the sentence.  Correct sentences in which the meaning is not clear by putting in or moving commas.  Use commas correctly in own writing.  Use relative clauses in narrative and non-narrative writing appropriately to add information.  Use modality purposefully in writing.</p>
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