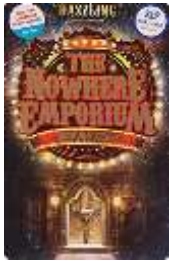


Powers Hall Academy Writing Spine Year 5									
	Autumn			Spring			Summer		
Title	 One small step Taiko Studios 17	 Refugees 17	 The Fantastic Flying Books of Mr Morris Lessmore by Moonbot Studios 15	 Attenborough Maria Isabel Sanchez 19	 The most dangerous animal in the world Valerie Bloom 14	 Scott of the Antarctic by E and J Dowdeswell and Angela Seddon 16	 The Nowhere Emporium Ross Mackenzie 18	 Screen use 18	 Kick Mitch Johnson 19
Text type	Narrative	Non-Fiction	Narrative	Non-Fiction	Poetry	Non-fiction	Narrative	Non-Fiction	Non-Fiction
Genre	Adventure	Speech	Fantasy	Biography	Poetry	Diary	Mystery	Balanced Argument	Persuasive letter
Topic	Astronaut	The long journey	The Library of Life	Save the Planet	Animals	Explorers	The Olde curiosity Shoppe	Screen or no screen?	Is this right?
Cross Curricular	Science/DT	PSHE	Art	Science	Science	History	Drama	PSHE	PSHE

NATIONAL CURRICULUM

- Pupils should be taught to ask relevant questions to extend their understanding and knowledge
- Pupils should be taught to use relevant strategies to build their vocabulary.
- Pupils should be taught to articulate and justify answers, arguments and opinions.
- Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.
- Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.
- Pupils should be taught to gain, maintain and monitor the interest of the listener(s).
- Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Pupils should be taught to select and use appropriate registers for effective communication.
- Pupils should be taught to plan their writing by identifying the audience for and purpose of their writing, selecting the appropriate form and using other similar writing as models for their own.
- Pupils should be taught to plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Pupils should be taught to plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Pupils should be taught to draft and write by precisising longer passages.
- Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.
- Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)
- Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.
- Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.
- Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Pupils should be taught to evaluate and edit by proof-read for spelling and punctuation errors.
- Pupils should be taught to evaluate and edit by perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
- Verb prefixes [for example, dis–, de–, mis–, over– and re–]
- 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]
- Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
- Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity

Year 5 Reading skills						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Skills for skimming and scanning Understanding words in context Explaining words in context	Skills for skimming and scanning Understanding words in context Retrieving and recording information Making inferences Justifying inferences with evidence Finding evidence to support ideas and answers	Skills for skimming and scanning Understanding words in context Summarising the main idea from a text	Skills for skimming and scanning Understanding words in context Recognising the features of a text Understanding the layout of a text	Skills for skimming and scanning Understanding words in context Identify words used for effect Explain how words and phrases enhance meaning	Skills for skimming and scanning Understanding words in context Making predictions Recognising themes and conventions in a text
Reading domain	2a Give/explain the meaning of words in context 2b Retrieve and record information/identify key details from fiction and non-fiction	2a Give/explain the meaning of words in context 2d Make inferences from the text/explain and justify inferences with evidence from the text	2a Give/explain the meaning of words in context 2c Summarise main ideas from more than one paragraph	2a Give/explain the meaning of words in context 2f Identify/explain how information/narrative content is related and contribute to meaning as a whole	2a Give/explain the meaning of words in context 2g Identify/explain how meaning is enhances through choice of words and phrases	2a Give/explain the meaning of words in context 2e Predict what might happen from details stated and implied 2h Make comparisons within the text.
Word reading – fluency	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.	Skill Reads with good phrasing; adhering to punctuation, stress and intonation. Reads at an appropriate pace throughout with the voice matching the interpretation of the passage. Reads with varied volume and expression. Reads smoothly with some breaks, but self- corrects with difficult words and/ or sentence structures.
Word reading – prefixes, suffixes, morphology and etymology	Skill Apply and explain their knowledge of age-appropriate root words, prefixes, suffixes and morphology to read aloud and understand the meaning of new words.	Skill Apply and explain their knowledge of age-appropriate root words, prefixes, suffixes and morphology to read aloud and understand the meaning of new words.	Skill Apply and explain their knowledge of age-appropriate root words, prefixes, suffixes and morphology to read aloud and understand the meaning of new words.	Skill Apply and explain their knowledge of age-appropriate root words, prefixes, suffixes and morphology to read aloud and understand the meaning of new words.	Skill Apply and explain their knowledge of age-appropriate root words, prefixes, suffixes and morphology to read aloud and understand the meaning of new words.	Skill Apply and explain their knowledge of age-appropriate root words, prefixes, suffixes and morphology to read aloud and understand the meaning of new words.
Word reading – common exception words						
Comprehension – pleasure and motivation to read	Skill Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks with enthusiasm and understanding, including those that are read to them and those they can read for themselves. Core knowledge - Readers enjoy books in different places, including at school, at home and in libraries. - Readers choose books for different purposes, including choosing a dictionary to find definitions. Covered x 2	Skill Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks with enthusiasm and understanding, including those that are read to them and those they can read for themselves. Core knowledge - Readers enjoy books in different places, including at school, at home and in libraries. - Readers choose books for different purposes, including choosing a dictionary to find definitions. Covered x 2	Skill Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks with enthusiasm and understanding, including those that are read to them and those they can read for themselves. Core knowledge - Readers enjoy books in different places, including at school, at home and in libraries. - Readers choose books for different purposes, including choosing a dictionary to find definitions. Covered x 2	Skill Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks with enthusiasm and understanding, including those that are read to them and those they can read for themselves. Core knowledge - Readers enjoy books in different places, including at school, at home and in libraries. - Readers choose books for different purposes, including choosing a dictionary to find definitions. Covered x 2	Skill Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks with enthusiasm and understanding, including those that are read to them and those they can read for themselves. Core knowledge - Readers enjoy books in different places, including at school, at home and in libraries. - Readers choose books for different purposes, including choosing a dictionary to find definitions. Covered x 2	Skill Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks with enthusiasm and understanding, including those that are read to them and those they can read for themselves. Core knowledge - Readers enjoy books in different places, including at school, at home and in libraries. - Readers choose books for different purposes, including choosing a dictionary to find definitions. Covered x 2
Comprehension – sequencing and summarising			Skill Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. Core knowledge A text has a main idea running through it.	Skill Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. Core knowledge A text has a main idea running through it.	Skill Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. Core knowledge A text has a main idea running through it.	Skill Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. Core knowledge A text has a main idea running through it.

			Paragraphs often begin with a topic sentence followed by details given through evidence, examples or explanations.	Paragraphs often begin with a topic sentence followed by details given through evidence, examples or explanations.	Paragraphs often begin with a topic sentence followed by details given through evidence, examples or explanations.	Paragraphs often begin with a topic sentence followed by details given through evidence, examples or explanations.
Comprehension – retelling and performing						Skill Prepare and perform a wide range of texts with appropriate intonation, tone, volume and action so the meaning is clear. Learn a wider range of poetry by heart. Core knowledge - Texts can be annotated with performance notes. - Speakers can combine tone, volume and actions to match the content of their speech so the meaning is clear.
Comprehension – types of writing and conventions						Skill Discuss and compare the themes and conventions used in an increasing range of age-appropriate types of writing.
Comprehension – word meaning	Skill Explore the meaning of words, including figurative language. Core knowledge - Figurative language uses devices such as metaphors, similes, personification and onomatopoeia to provoke a powerful response from a reader. - A metaphor describes a noun or a verb by saying it is something else. - A simile describes something by comparing it to something else using the words 'like' or 'as'. - Personification gives a non-human thing human characteristics. - Onomatopoeia is the use of words whose sounds are similar to the noise they refer to, such as 'bang'.	Skill Explore the meaning of words, including figurative language. Core knowledge - Figurative language uses devices such as metaphors, similes, personification and onomatopoeia to provoke a powerful response from a reader. - A metaphor describes a noun or a verb by saying it is something else. - A simile describes something by comparing it to something else using the words 'like' or 'as'. - Personification gives a non-human thing human characteristics. - Onomatopoeia is the use of words whose sounds are similar to the noise they refer to, such as 'bang'.	Skill Explore the meaning of words, including figurative language. Core knowledge - Figurative language uses devices such as metaphors, similes, personification and onomatopoeia to provoke a powerful response from a reader. - A metaphor describes a noun or a verb by saying it is something else. - A simile describes something by comparing it to something else using the words 'like' or 'as'. - Personification gives a non-human thing human characteristics. - Onomatopoeia is the use of words whose sounds are similar to the noise they refer to, such as 'bang'.	Skill Explore the meaning of words, including figurative language. Core knowledge - Figurative language uses devices such as metaphors, similes, personification and onomatopoeia to provoke a powerful response from a reader. - A metaphor describes a noun or a verb by saying it is something else. - A simile describes something by comparing it to something else using the words 'like' or 'as'. - Personification gives a non-human thing human characteristics. - Onomatopoeia is the use of words whose sounds are similar to the noise they refer to, such as 'bang'.	Skill Explore the meaning of words, including figurative language. Core knowledge - Figurative language uses devices such as metaphors, similes, personification and onomatopoeia to provoke a powerful response from a reader. - A metaphor describes a noun or a verb by saying it is something else. - A simile describes something by comparing it to something else using the words 'like' or 'as'. - Personification gives a non-human thing human characteristics. - Onomatopoeia is the use of words whose sounds are similar to the noise they refer to, such as 'bang'.	Skill Explore the meaning of words, including figurative language. Core knowledge - Figurative language uses devices such as metaphors, similes, personification and onomatopoeia to provoke a powerful response from a reader. - A metaphor describes a noun or a verb by saying it is something else. - A simile describes something by comparing it to something else using the words 'like' or 'as'. - Personification gives a non-human thing human characteristics. - Onomatopoeia is the use of words whose sounds are similar to the noise they refer to, such as 'bang'.
Comprehension – understanding	Skill Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings in context.	Skill Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings in context.	Skill Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings in context.	Skill Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings in context.	Skill Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings in context.	Skill Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings in context.
Comprehension – retrieval	Skill Retrieve, record and present a range of information from fiction and non-fiction texts. Core knowledge - Non-fiction texts can give different information about the same subject, so you can learn more by reading more than one text. - Facts may vary across texts, so reading a range of texts can	Skill Retrieve, record and present a range of information from fiction and non-fiction texts. Core knowledge - Non-fiction texts can give different information about the same subject, so you can learn more by reading more than one text. - Facts may vary across texts, so reading a range of texts can	Skill Retrieve, record and present a range of information from fiction and non-fiction texts. Core knowledge - Non-fiction texts can give different information about the same subject, so you can learn more by reading more than one text. - Facts may vary across texts, so reading a range of texts can	Skill Retrieve, record and present a range of information from fiction and non-fiction texts. Core knowledge - Non-fiction texts can give different information about the same subject, so you can learn more by reading more than one text. - Facts may vary across texts, so reading a range of texts can	Skill Retrieve, record and present a range of information from fiction and non-fiction texts. Core knowledge - Non-fiction texts can give different information about the same subject, so you can learn more by reading more than one text. - Facts may vary across texts, so reading a range of texts can	Skill Retrieve, record and present a range of information from fiction and non-fiction texts. Core knowledge - Non-fiction texts can give different information about the same subject, so you can learn more by reading more than one text. - Facts may vary across texts, so reading a range of texts can

	help you to check the accuracy of the information. Covered x 3	help you to check the accuracy of the information. Covered x 3	help you to check the accuracy of the information. Covered x 3	help you to check the accuracy of the information. Covered x 3	help you to check the accuracy of the information. Covered x 3	help you to check the accuracy of the information. Covered x 3
Comprehension – writer's craft				Skill Discuss the writer's use of language, structure and presentation in a range of texts and how these contribute to meaning and effect. Core knowledge • Authors have different styles of writing. • An author's style is their language and sentence structure choices. • A fiction author's style can be tracked across their body of work. • Publishers of non-fiction books use similar presentation and structures across a series of books. Covered x 4	Skill Discuss the writer's use of language, structure and presentation in a range of texts and how these contribute to meaning and effect. Core knowledge • Authors have different styles of writing. • An author's style is their language and sentence structure choices. • A fiction author's style can be tracked across their body of work. • Publishers of non-fiction books use similar presentation and structures across a series of books. Covered x 4	Skill Discuss the writer's use of language, structure and presentation in a range of texts and how these contribute to meaning and effect. Core knowledge • Authors have different styles of writing. • An author's style is their language and sentence structure choices. • A fiction author's style can be tracked across their body of work. • Publishers of non-fiction books use similar presentation and structures across a series of books. Covered x 4
Comprehension – inference		Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported with specific evidence and distinguish between statements of fact and opinion.	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported with specific evidence and distinguish between statements of fact and opinion.	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported with specific evidence and distinguish between statements of fact and opinion.	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported with specific evidence and distinguish between statements of fact and opinion.	Skill Make inferences, such as inferring characters' feelings, thoughts and motives from their actions, supported with specific evidence and distinguish between statements of fact and opinion.
Comprehension – predicting			Skill Give evidence from more challenging texts to support their predictions, relying mainly on stated details.	Skill Give evidence from more challenging texts to support their predictions, relying mainly on stated details.	Skill Give evidence from more challenging texts to support their predictions, relying mainly on stated details.	Skill Give evidence from more challenging texts to support their predictions, relying mainly on stated details.
Comprehension – questioning and explaining		Skill Ask a range of questions to improve their understanding of what they have read that are appropriate to the task, and give clear explanations and reasons for their views.	Skill Ask a range of questions to improve their understanding of what they have read that are appropriate to the task, and give clear explanations and reasons for their views.	Skill Ask a range of questions to improve their understanding of what they have read that are appropriate to the task, and give clear explanations and reasons for their views.	Skill Ask a range of questions to improve their understanding of what they have read that are appropriate to the task, and give clear explanations and reasons for their views.	Skill Ask a range of questions to improve their understanding of what they have read that are appropriate to the task, and give clear explanations and reasons for their views.
Comprehension – structure and purpose				Skill Read books that are structured in different ways and read for an increasing range of purposes.	Skill Read books that are structured in different ways and read for an increasing range of purposes.	Skill Read books that are structured in different ways and read for an increasing range of purposes.
Comprehension – reading widely	Skill Become familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and those from other cultures and traditions. Core knowledge • There is a wide range of books, including fiction, non-fiction and poetry. These categories have sub-categories, such as joke books, biographies, graphic novels and epic poems. • A myth is a story that often tries to explain something about nature. • A legend is an old, well-known story that may or may not be true. • A traditional tale is rooted in real-life events and has been retold for many years. • Modern fiction includes stories with contemporary themes, familiar settings and dilemmas.	Skill Become familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and those from other cultures and traditions. Core knowledge • There is a wide range of books, including fiction, non-fiction and poetry. These categories have sub-categories, such as joke books, biographies, graphic novels and epic poems. • A myth is a story that often tries to explain something about nature. • A legend is an old, well-known story that may or may not be true. • A traditional tale is rooted in real-life events and has been retold for many years. • Modern fiction includes stories with contemporary themes, familiar settings and dilemmas.	Skill Become familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and those from other cultures and traditions. Core knowledge • There is a wide range of books, including fiction, non-fiction and poetry. These categories have sub-categories, such as joke books, biographies, graphic novels and epic poems. • A myth is a story that often tries to explain something about nature. • A legend is an old, well-known story that may or may not be true. • A traditional tale is rooted in real-life events and has been retold for many years. • Modern fiction includes stories with contemporary themes, familiar settings and dilemmas.	Skill Become familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and those from other cultures and traditions. Core knowledge • There is a wide range of books, including fiction, non-fiction and poetry. These categories have sub-categories, such as joke books, biographies, graphic novels and epic poems. • A myth is a story that often tries to explain something about nature. • A legend is an old, well-known story that may or may not be true. • A traditional tale is rooted in real-life events and has been retold for many years. • Modern fiction includes stories with contemporary themes, familiar settings and dilemmas.	Skill Become familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and those from other cultures and traditions. Core knowledge • There is a wide range of books, including fiction, non-fiction and poetry. These categories have sub-categories, such as joke books, biographies, graphic novels and epic poems. • A myth is a story that often tries to explain something about nature. • A legend is an old, well-known story that may or may not be true. • A traditional tale is rooted in real-life events and has been retold for many years. • Modern fiction includes stories with contemporary themes, familiar settings and dilemmas.	Skill Become familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and those from other cultures and traditions. Core knowledge • There is a wide range of books, including fiction, non-fiction and poetry. These categories have sub-categories, such as joke books, biographies, graphic novels and epic poems. • A myth is a story that often tries to explain something about nature. • A legend is an old, well-known story that may or may not be true. • A traditional tale is rooted in real-life events and has been retold for many years. • Modern fiction includes stories with contemporary themes, familiar settings and dilemmas.

	- Many books featuring different cultures and traditions can broaden your knowledge of the world. - Some books are translated into other languages.	- Many books featuring different cultures and traditions can broaden your knowledge of the world. - Some books are translated into other languages.	- Many books featuring different cultures and traditions can broaden your knowledge of the world. - Some books are translated into other languages.	- Many books featuring different cultures and traditions can broaden your knowledge of the world. - Some books are translated into other languages.	- Many books featuring different cultures and traditions can broaden your knowledge of the world. - Some books are translated into other languages.	- Many books featuring different cultures and traditions can broaden your knowledge of the world. - Some books are translated into other languages.
Comprehension – recommending				Skill Recommend books that they have read to their peers, giving reasons for their choices.	Skill Recommend books that they have read to their peers, giving reasons for their choices.	Skill Recommend books that they have read to their peers, giving reasons for their choices.