

AUTUMN 1: YEAR 5**Wonder****WRITING OUTCOME 1**

WRITING OUTCOME:	Diary Entry (Auggie finding out that he is going to school)
READING LESSONS:	<p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)?
SKILLS LESSON:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. • Some additional detail about each event (He was surprised to see me.) • Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts • Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted • Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed... • Create cohesion within paragraphs using adverbials e.g. therefore, however.
GRAMMAR FOCUS:	<p>Informal language</p> <p>Synonyms</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct.) ▪ Can use paragraphs consistently and appropriately.

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| | <ul style="list-style-type: none">▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense. |
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WRITING OUTCOME 2	
WRITING OUTCOME:	Biography (Tim Peake – Space Topic)
READING LESSONS:	<p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? <p>2a Meaning of words Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x?
SKILLS LESSON:	<ul style="list-style-type: none"> • In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: • An opening statement, often a general classification (Sparrows are birds); • Sometimes followed by a more detailed or technical classification (Their Latin name is...) • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. • For example: <ul style="list-style-type: none"> ○ It's qualities (Like most birds, sparrows have feathers.) ○ It's parts and their functions (The beak is small and strong so that it can ...) ○ It's habits/behaviour/ uses (Sparrows nest in...) • Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion .
GRAMMAR FOCUS:	<p>Past perfect tense</p> <p>Paragraphs</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can use paragraphs consistently and appropriately. ▪ Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience. ▪ Can spell accurately in all but the most complex words (e.g. paraphernalia, quintessential etc.) and most or all of the Year 5 High Frequency Words and the Year 5 Words in the National Curriculum.

WRITING OUTCOME 3	
WRITING OUTCOME:	Non-chronological report (Teacher-Collins Syndrome)
READING LESSONS:	<p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? <p>2f Meaning linked to information and events REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - Explain why a character did something. - Explain a character's different/changing feelings throughout a story. How do you know? - What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...? - What is similar/different about two characters? - Why is 'x' (character/setting/event) important in the story? - What is the story (theme) underneath the story? Does this story have a moral or a message? - Why do you think the author chose to use a... question/bullet/subheading/table etc to present the information? - How does the title/layout encourage you to read on/find information?
SKILLS LESSON:	<ul style="list-style-type: none"> • In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes: • An opening statement, often a general classification (Sparrows are birds); • Sometimes followed by a more detailed or technical classification (Their Latin name is...) • A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. • For example: <ul style="list-style-type: none"> ○ It's qualities (Like most birds, sparrows have feathers.) ○ It's parts and their functions (The beak is small and strong so that it can ...) ○ It's habits/behaviour/ uses (Sparrows nest in...) • Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion .
GRAMMAR FOCUS:	<p>Organisational devices</p> <p>Parenthesis</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> • Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points, underlining, parenthesis, introduction providing context, footnote, contents, bibliography). • Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense.

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| | <ul style="list-style-type: none">• Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses). |
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WRITING OUTCOME 4

WRITING OUTCOME:	Narrative (Journey with character development)
READING LESSONS:	<p>2e Prediction REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x? <p>2h Comparison REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - Describe different characters' reactions to the same event in a story. - How is it similar to ...? - How is it different to ...? - Is it as good as ...? - Which is better and why? - Compare and contrast different character/settings/themes in the text - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?
SKILLS LESSON:	<ul style="list-style-type: none"> • The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime... • Parenthesis can be used to add additional information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in play script or commas – Paul, on the other hand, was considered trustworthy. • Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required.
GRAMMAR FOCUS:	<p>Modal verbs</p> <p>Expanded noun phrases</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can vary sentence length and word order confidently to sustain interest (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?'). ▪ Can group things appropriately before or after a main verb (e.g. 'The books, the pens and the pencils were all ready on the table'). ▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense.

WRITING OUTCOME 5	
WRITING OUTCOME:	Informal Letter (Writing to Christopher about school)
READING LESSONS:	<p>2b Retrieval REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What happened in the story? - Which part of the story best describes the setting? - Give one example of..... - Where/when does the story take place? - What did s/he/it look like? - Where did s/he/it live? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)?
SKILLS LESSON:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. • Some additional detail about each event (He was surprised to see me.) • Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts • Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted • Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed... • Create cohesion within paragraphs using adverbials e.g. therefore, however.
GRAMMAR FOCUS:	<p>Parenthesis</p> <p>Embedded clauses</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can use paragraphs consistently and appropriately. ▪ Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience. ▪ Can use a wide range of punctuation mainly accurately, including at least three of the following (as appropriate to the text): comma, apostrophe, bullet points, inverted commas, hyphen, brackets, colon or semi-colon.

WRITING OUTCOME 6

WRITING OUTCOME:	Formal letter (Mr Tuschman to Julian's parents)
READING LESSONS:	<p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)? <p>2a Meaning of words Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x?
SKILLS LESSON:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • A strong opening (paragraph in KS2) to hook the reader. • Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • An account of the events that took place, often in chronological order (The first person to arrive was ...) • Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. • Some additional detail about each event (He was surprised to see me.) • Reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) • Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts • Use of the past perfect e.g. I was walking ... the children had tried.... earlier in the day , the owls had hunted • Modals can be used to indicate degrees of possibility e.g....I should never have... they must be allowed... • Create cohesion within paragraphs using adverbials e.g. therefore, however.
GRAMMAR FOCUS:	<p>Past perfect progressive</p> <p>Hyphenated words</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can select from a wide range of known imaginative and ambitious vocabulary (they should be words that are not usually used by a child of that age) and use them precisely. (All spelling, including that of complex words, is almost always correct.)

	<ul style="list-style-type: none">▪ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).▪ Can use a range of narrative techniques with confidence, interweaving elements when appropriate e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense.
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WRITING OUTCOME 7	
WRITING OUTCOME:	Instructions (Link to D.T – making muffins)
READING LESSONS:	<p>2a Meaning of words Looking at technical/impactful vocabulary Context- What is it? How can we use it? Application of dictionary skills to understand definitions REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - What do the words and suggest about the character, setting and mood? - Which word tells you that....? - Find one word in the text which means..... - Find and highlight the word that is closest in meaning to..... - Find a word or phrase which shows/suggests that..... - What other words/phrases could the author have used? - Which word most closely matches the meaning of the word x? <p>2d Inference REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> - How can you tell that..... - What impression of do you get from these paragraphs? - What voice might these characters use? - What was thinking when..... - Who is telling the story? - What does this... word/phrase/sentence... imply about... (character/setting/mood)?
SKILLS LESSON:	<ul style="list-style-type: none"> • Begin by defining the goal or desired outcome. E.g. How to make a board game. • List any material or equipment needed, in order. • Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. • Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight if you have time)... • Relative clauses can be used to add further information e.g. add further decorations to the Christmas tree, which can be homemade or shop bought... • Modals can be used to suggest degrees of possibility e.g. you should... you might want to... • Use layout devices to provide additional information and guide the reader e.g. diagrams, bullet points, numbers or letters will help the reader to keep track as they work their way through each step.
GRAMMAR FOCUS:	<p>Subordinating conjunctions</p> <p>Layout devices</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
SPELLING RULE:	See spelling overview.
MODELLING:	<ul style="list-style-type: none"> ▪ Can use a range of devices to adapt writing to the needs of the reader (e.g. headings, sub-headings, bullet points, underlining, parenthesis, introduction providing context, footnote, contents, bibliography) ▪ Can use complex sentence structures appropriately. ▪ Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide (e.g. commas, colons, semicolons, dashes, ellipses).