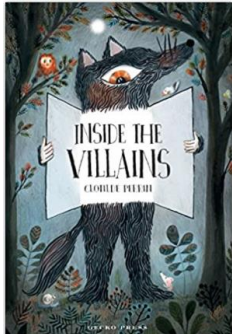
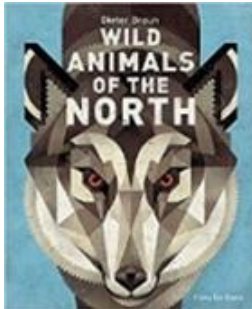
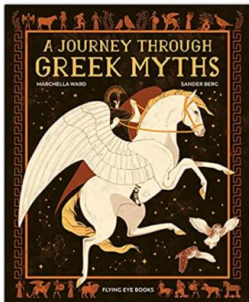
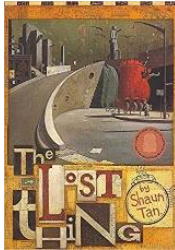
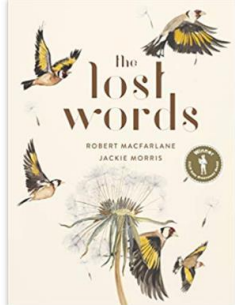
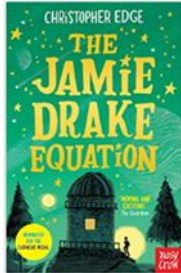
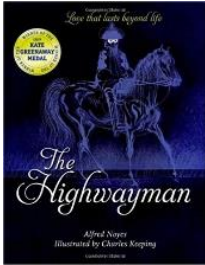

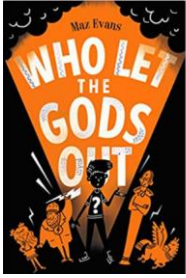

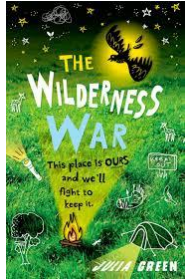
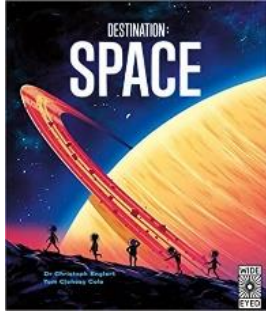


Year 5 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Meet the Villains</p>  <p>Form: traditional tales Audience: their peers Purpose: entertain and explain</p>	<p>Text: Wild Animals of the North</p>  <p>Form: non-chronological report Audience: Readers of the book Purpose: inform</p>	<p>Text: A Journey Through Greek Myths</p>  <p>Form: a myth Audience: children learning about the Ancient Greeks Purpose: inform and entertain</p>	<p>Text: The Lost Thing</p>  <p>Form: a letter to a friend Audience: their peers Purpose: to persuade</p>	<p>Text: The Lost Words</p>  <p>Form: poetry Audience: readers of the book Purpose: entertain</p>	<p>Text: The Jamie Drake Equation</p>  <p>Form: an interview for a school newspaper Audience: children in the school Purpose: to inform</p>
<p>Note and develop initial ideas drawing on reading and research. Identify audience for and the purpose of the writing. Select the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. Use relative clauses (beginning with who, which, where, when, whose, that)</p>	<ul style="list-style-type: none"> •Indicate degrees of possibility using adverbs perhaps, surely •Use modal verbs or adverbs to indicate degrees of possibility might, should, will, must •Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed •Ensure the consistent and correct use of tense throughout a piece of writing •Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly) •Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> • Build cohesion within and across paragraphs using adverbs of time • Select verb forms for meaning and effect • Use knowledge of morphology and etymology in spelling • Describe settings, characters and atmosphere. 	<ul style="list-style-type: none"> • Pronouns • Use paragraphs • Plan their writing by considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • Ensure the consistent and correct use of tense throughout a piece of writing • Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly) • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<ul style="list-style-type: none"> • Use figurative language in a range of writing • Select appropriate vocabulary, understanding how such choices can change and enhance meaning • Use knowledge of morphology and etymology in spelling • Note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> •Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: The Highway Man</p>  <p>Form: narrative (description) Audience: Year 5 pupils Purpose: understand and retell</p>	<p>Text: Race to the Frozen North (Change for this year)</p>  <p>Form: A Biography page for Matthew Henson Audience: Children Purpose: to inform and entertain</p>	<p>Text: Who Let the Gods Out</p>  <p>Form: traditional tales Audience: their peers Purpose: entertain and explain</p>	<p>Text: Titanium Music Video</p>  <p>Form: a newspaper report Audience: readers of the newspaper Purpose: explain and discuss</p>	<p>Text: The Wilderness War</p>  <p>Form: 'How to...' article Audience: child who might build a den Purpose: to persuade</p>	<p>Text: Destination Space</p>  <p>Form: a non-chronological report Audience: Space enthusiasts Purpose: inform</p>
<p>Note and develop initial ideas drawing on reading and research. Identify audience for and the purpose of the writing. Select the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. Use relative clauses (beginning with who, which, where, when, whose, that)</p>	<ul style="list-style-type: none"> Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors Make comparisons within and across books 	<ul style="list-style-type: none"> describe settings, characters and atmosphere establish and maintain a viewpoint Balance content between action/ descriptions/ dialogue, fact and comment 	<ul style="list-style-type: none"> Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Evaluate and edit by assessing the effectiveness of their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Tense choice generally appropriate; some variation of modal verbs to express possibility Proof-read for spelling and punctuation errors 	<p>Note and develop initial ideas, drawing on reading and research where necessary. Identify the audience for and purpose of the writing. Select the appropriate form and use other similar writing as models for their own. Manage shifts in levels of formality within a text. Select verb forms for meaning and effect. Evaluate and edit by assessing the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>Note and develop initial ideas drawing on reading and research. Identify audience for and the purpose of the writing. Select the appropriate form and use other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. Use relative clauses and a range of sentence styles.</p>
<p>Ongoing Statements</p>					