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| **` AUT 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Y5** |  ***Stimulus*** | **Nowhere Emporium & Lighthouse** |
| ***Reading skill*** | Retrieval | Prediction | Reading fluency assessment | Summarise | Prediction | Retrieval | Inference |
| ***Purpose/Text type outcome*** | **Character & setting description****Dialogue exchange****Newspaper Report** |
| ***DUO*** | Learning to develop understanding of character | Using expanded noun phrases to describe character | Using fronted adverbials to give clues character and provide setting description | Learning to write a passage of dialogue using basic speech punctuationUsing dialogue that gives clues to character motive. | Learning to write a passage of dialogue using basic speech punctuation.Using indirect speech | Identifying the key features of a newspaper report.Planning a newspaper report. | Writing a newspaper report.Editing and publishing a newspaper report. |
| ***Grammar*** | Ready to Write & Relative Clauses |  |  |  |  |  |  |
|  | Ready to WritePronouns | Ready to WriteExpanded noun phrases | Ready to WriteFronted adverbials | Ready to WritePlural & possessive | Ready to WriteDirect & indirect speech | Relative ClausesRelative pronouns | Relative ClausesRecognising relative clauses |
| ***Spelling Shed*** | Step 1 – Words ending in ‘-tious’ and ‘-ious’ | Step 2 – Words ending in ‘-cious’ | Step 3 – Words ending in ‘-cial’ | Step 4 – Words ending in ‘-tial’ | Step 5 – Words ending in ‘-cial’ and ‘-tial’ | Step 6 – Challenge words | Review all previous weeks |
| ***Handwriting*** | Week’s spellings h/w activity & Module 6: Cloze 1 | Week’s spellings h/w activity & Module 6: Cloze 2 | Week’s spellings h/w activity & Module 6: Cloze 3 | Week’s spellings h/w activity & Module 6: Cloze 4 | Week’s spellings h/w activity & Module 6: Cloze 5 | Week’s spellings h/w activity & Module 6: Cloze 6 | Week’s spellings h/w activity & Module 6: Cloze 7 |
| **AUT 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Y5** |  ***Stimulus*** | **Nowhere Emporium** |
| ***Reading skill*** | Inference | Prediction | Inference | Summarise | Prediction | Retrieval | Inference |
| ***Purpose/Text type outcome*** | **Suspense Narrative****Biography** |
| ***DUO*** | Planning a suspense narrative considering the writing of Ross Mackenzie | Use stylistic devices to convey setting.Writing a suspense narrative. | Writing a suspense narrative using short sentences, rhetorical questions and ellipsis. | Writing a suspense narrative using expanded noun phrases to convey character, action and setting.  | Editing a suspense narrative.Publishing a suspense narrative. | Learning to build a character profile.Learning to make notes and organise and develop ideas through research. | Planning a biography which uses formal tone.Writing a biography using adverbials for cohesion. |
| ***Grammar*** | Relative Clauses, Modal Verbs & Adverbs |  |  |  |  |  |  |
|  | Relative ClausesUsing relative clauses | Relative ClausesOmitting Relative Pronouns | Modal VerbsRecognising Modal Verbs | Modal VerbsUsing Modal Verbs | AdverbsRecognising adverbs | AdverbsRecognising adverbs with degrees of possibility | AdverbsUsing adverbs with degrees of possibility  |
| ***Spelling Shed*** | Step 7 – Words ending in ‘-ant’ | Step 8 – Words ending in ‘-ance’ and ‘-ancy’ | Step 9 – Words ending in ‘-ent’ and ‘-ence’ | Step 10 – Words ending in ‘-able’ and ‘-ible’ | Step 11 – Words ending in ‘-ably’ and ‘-ibly’ | Step 12 – Challenge words | Review all previous weeks |
| ***Handwriting*** | Week’s spellings h/w activity & Module 6: Dictation 6a | Week’s spellings h/w activity & Module 6: Dictation 6b | Week’s spellings h/w activity & Module 6: Dictation 7a | Week’s spellings h/w activity & Module 6: Dictation 7b | Week’s spellings h/w activity & Module 6: Dictation 8a | Week’s spellings h/w activity & Module 6: Dictation 8b | Week’s spellings h/w activity |