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| **SPRING 1** | | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** | **Week 6** | |  | |
| **Y5** | ***Stimulus*** | **Kensuke’s Kingdom** | | | | | | | | | | |
| ***Reading skill*** | Reading fluency | | Reading recharged  Retrieval | Reading fluency  **Assessment** | Reading recharged  Inference | | Reading fluency | | Reading recharged  Summarising | |  |
| ***Purpose/Text type outcome*** | **Adventure narrative**  **Narrative Poetry** | | | | | | | | | | |
| ***DUO*** | Learning to use alliteration and excpanded noun phrases to write a poem.  Learning to select appropriate vocabulary and form to write a Haiku poem. | Learning to select appropriate vocabulary and form to write a Tanka poem.  I am learning to write a poem based upon a model. | | I am learning to perform my poem using appropriate intonation, volume and movement so that meaning is clear.  Learning to precis a text in the form of a timeline. | | Learning to plan a narrative by noting and developing my ideas.  Learning to write a narrative which uses parenthesis to convey a character. | Learning to write a narrative which uses parenthesis to convey a character.  Learning to edit a narrative. | Learning to publish a narrative  Learning to select appropriate vocabulary and form to write a Haiku poem. | |  | |
| ***Grammar*** | Parenthesis |  | | Expanded noun phrases | |  |  | Tenses | |  | |
|  | Parenthesis  Recognising Parenthesis | Using brackets, dashes and commas to indicate parenthesis. | | Expanded noun phrases  Recognising noun phrases | | Creating concise noun phrases | Writing and using concise noun phrases | Tenses  Present perfect form (including starter of past or present?) | |  | |
| ***Spelling Shed*** | Step 13 – Words ending in ‘-able’, where the ‘e’ from the root word remains | Step 14 – Words that are adverbs of time | | Step 15 – Words with suffixes where the base word end in ‘-fer’ | | Step 16 – Words with ‘silent’ first letters  . | Step 17 – Words with ‘silent’ letters | Step 18: Challenge words | |  | |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 6: Jokes 1 | Weekly spellings handwriting activity & Module 6: Haiku | | Weekly spellings handwriting activity & Module 6: Kennings | | Weekly spellings handwriting activity & Module 6: Riddles | Weekly spellings handwriting activity & Module 6: Limericks | Weekly spellings handwriting activity & Module 6: Jokes 2 | |  | |

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| **SPRING 2** | | **Week 1** | **Week 2** | | **Week 3** | | **Week 4** | **Week 5** |  | |  | |
| **Y5** | ***Stimulus*** | **Kensuke’s Kingdom** | | | | | | | | | | |
| ***Reading skill*** | Reading fluency | | Reading recharged  Vocabulary | Reading fluency | Reading recharged  Prediction | | Reading fluency | |  | |  |
| ***Purpose/Text type outcome*** | **Diary recount** | | | | | | | | | | |
| ***DUO*** | Analysing key features of a diary entry (I DO)  Analysing key features of a diary entry (WE DO & YOU DO) | Box up model text using the key features  Plan my own diary entry using boxing up technique | | Writing a diary entry  **WRITING ASSESSMENT** | | Writing a diary entry  Editing a diary entry | Publishing a diary entry |  | |  | |
| ***Grammar*** | Tenses |  | |  | |  |  |  | |  | |
|  | Tenses  Recognising past perfect form | Using the past perfect form | | Recognising the future perfect form | | Using the future perfect form | Using and recognising perfect form in sentences |  | |  | |
| ***Spelling Shed*** | Step 19 – Words with ‘ie’ after ‘c’ | Step 20 – Words were ‘ei’ can make an /ee/ sound | | Step 21 – Words where ‘ough’ makes an /or/ sound | | Step 22 – Words containing ‘ough’ | Step 23 – Adverbs of possibility and frequency |  | |  | |
| ***Handwriting*** | Weekly spellings handwriting activity & Module 6: Farm | Weekly spellings handwriting activity & Module 6: Zoo | | Weekly spellings handwriting activity & Module 6: Clothes | | Weekly spellings handwriting activity & Module 6: Beach | Weekly spellings handwriting activity & Module 6: French Prepositions |  | |  | |