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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 rechargedRetrieval | Reading fluency**Assessment** | Reading rechargedInference | Reading fluency | Reading rechargedSummarising |  |
| ***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 narrativeLearning to select appropriate vocabulary and form to write a Haiku poem. |  |
| ***Grammar*** | Parenthesis |  | Expanded noun phrases |  |  | Tenses |  |
|  | ParenthesisRecognising Parenthesis | Using brackets, dashes and commas to indicate parenthesis. | Expanded noun phrasesRecognising noun phrases | Creating concise noun phrases | Writing and using concise noun phrases | TensesPresent 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 rechargedVocabulary | Reading fluency | Reading rechargedPrediction | 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 featuresPlan my own diary entry using boxing up technique | Writing a diary entry**WRITING ASSESSMENT** | Writing a diary entryEditing a diary entry | Publishing a diary entry  |  |  |
| ***Grammar*** | Tenses |  |  |  |  |  |  |
|  | TensesRecognising 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 |  |  |