**Year 5 Texts and Outcomes**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli & Francesca Cavallo** | **Beowulf by Michael Morpurgo** | **Arthur and the Golden Rope by Joe Todd-Stanton** | **The Darkest Dark by Chris Hadfield** | **The Paperbag Prince by Colin Thompson** | **Radiant Child by Javaka Steptoe, Life Doesn’t Frighten Me by Maya Angelou** |
| **Outcome**Recount: write a series of diary entries**Greater Depth**Series of diary entries including her viewpoint on other characters  | **Outcome**Fiction: write a further adventure**Greater Depth**Invent their own monster and include motives and viewpoint | **Outcome**Fiction: write a myth, creating characters and settings**Greater Depth**Tell the myth from an alternative viewpoint | **Outcome** Recount: write a formal biography of Chris Hadfield**Greater Depth**Include an extra section in informal first person | **Outcome**Persuasion/ information: write a hybrid leaflet about waste management**Greater Depth**Write an oral presentation for a TV or online broadcast  | **Outcome**Non-fiction: write an information text for a gallery**Greater Depth**Plan own layout and structure for gallery information |

**Year 5 Mastery Keys**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 |
| **Word** | **Word** | **Word** | **Word** |
| **Sentence** | **Sentence**Use expanded noun phrases to convey complicated information concisely | **Sentence**Use expanded noun phrases to convey complicated information conciselyUse relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | **Sentence**Extend the range of sentences with more than one clause by using a wider range of conjunctions  |
| **Text***Identify the audience for and purpose of writing*Organise paragraphs around a theme with a focus on more complex narrative structures | **Text** *Describe settings, characters and atmosphere* *Integrate dialogue to convey character and advance the action* | **Text** Link ideas across paragraphs using adverbials | **Text**Link ideas across paragraphs using adverbials and tense choicesRecap: Variety of verb forms used correctly and consistently  |
| **Punctuation**Use commas after fronted adverbials (Y4)Use commas to clarify meaning or avoid ambiguity in writing | **Punctuation**Use of inverted commas and other punctuation to punctuate direct speech (Y4) | **Punctuation**Use commas to clarify meaning or avoid ambiguity in writing | **Punctuation**Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis |