Genre Overview YEAR 5

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| **YEAR 5** |
| **AUTUMN** |
| **Narrative** | **Non FICTION** | **POETRY** |
| **UNIT**  | **SPaG** | **UNIT**  | **SPaG** | **UNIT**  | **SUGGESTIONS** |
| Wishing Tale | * Hyphens for compound adjectives
* Perfect form of verbs to mark time and cause
* Link ideas using adverbials of time, place, number to create cohesion within text
 | News Report(newspaper, magazine, radio broadcast, podcast) | * Use a wide range of conjunctions and connectives to create compound and complex sentences
* Recognise difference between direct and indirect speech and relate to differences between formal and informal speech structures
 | Poetry(week 1) | * Classic / Narrative Poetry
* Reciting Poems (oral)
* Poetic Style

(Need to ensure different to Y6) |
| Quest | * Expanded noun phrases to convey complicated information concisely
* Commas to clarify meaning
* Brackets, dashes, commas for parenthesis
 | Biography | * Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.
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| **YEAR 5** |
| **SPRING** |
| **Narrative** | **Non FICTION** | **POETRY** |
| **UNIT**  | **SPaG** | **UNIT**  | **SPaG** | **UNIT**  | **SUGGESTIONS** |
| Tale of Fear | * \*Ellipsis
* \*Varying sentence lengths

\*Abstract nouns in metaphor* I can use brackets, dashes or commas to indicate parenthesis.
* Apostrophes for possession/contraction/omission
* Use dialogue and recognise differences between spoken and written speech
 | Balanced Argument/Discussion | * Passive voice to affect the presentation of information in a sentence.
* I can use semi-colons, colons or dashes to mark boundaries between independent clauses.
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| Narrative Recount(Diary) | * Perfect form of verbs to mark time and cause
* I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.
* I can use devices to build cohesion in a paragraph e.g. then, after, that, this, firstly

I can link ideas using adverbials of time, place, number | Correspondence to Demonstrate Shift in Formality(exchange of letters, emails) | * I can use commas to clarify meaning or avoid ambiguity
* Convert nouns or adjectives into verbs using suffixes
* Recognise difference between structure/language and relate to differences between formal and informal speech structures
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| **YEAR 5** |
| **SUMMER** |
| **Narrative** | **Non FICTION** | **POETRY** |
| **UNIT**  | **SPaG** | **UNIT**  | **SPaG** | **UNIT**  | **SUGGESTIONS** |
| Narrative | * Consolidate all SPaG features
 | Persuasive Argument | * Modal verbs and adverbs to indicate degrees of possibility
* Use brackets, dashes or commas to indicate parenthesis.
* Use adverbs to indicate degrees of possibility (perhaps, surely)
 | Poetry(week 1) | * Classic / Narrative Poetry
* Reciting Poems (oral)
* Poetic Style

(Need to ensure different to Y6) |
| Narrative | * Consolidate all SPaG features
 | Non-chronological report | * I can use brackets, dashes or commas to indicate parenthesis.
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