Year Group/Phase- Year 5					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1	Class Country - Fiction	To Demonstrate secure routines for attentive listening. To use expressive vocabulary. To contribute ideas verbally during shared writing.	***Anansi's web*** - Patricia C. McKissack ***Greece Our World -*** Anita Ganeri ***Beyond the Pond - Joseph*** Kuefler ***The Magic School Bus: Inside the Earth - Joanna*** Cole ***Meerkat Mail -*** Emily Gravett ***The Paper Bag Princess -*** Robert Munsch	S6. To use language as a means to widen contacts, share feelings, experiences and thoughts. To listen to and respond to others appropriately. To discover a joy in books and to understand that communication can be joyful, meaningful and rewarding, whether by listening to or reading. S7. To begin to decode and then produce written symbols and understand that writing has meaning and purpose. S8. To read, listen to and understand information in the world and act on the information it provides.	Listens with increasing attention and recall during group or story sessions. Communicates using descriptive phrases of up to three words, e.g. "I want big cake." Demonstrates clear writing patterns and attempts to read back own writing. In shared writing, contributes to simple 3-part stories (beginning/ middle/end) with support. With support, begins to use structured planning tools (story snake, story mountain or story map).
2	Gods and Mortals - Fiction	To understand narrative structure for example, stories have a clear beginning, middle and end. To recall and communicate key details from stories. To understand that marks and writing convey meaning.			Begins to answer questions and communicates with peers in shared activities. (Using preferred method of communication) Begins to ask simple questions. Forms some letters with correct orientation and formation, using preferred pencil grip. Writes one or two familiar words from memory and groups letters to form words Dictates narratives or captions for a range of purposes, e.g., picture, story, or message.
3	Wiggle and Crawl - Fiction	Identify up to 4 sentence conjunctions. Can convey writing on planning tool to discuss ideas.			Sequences sentences to form short narrative. Independently, attempts to use structured planning tools (story snake, story mountain or story map). Writes short factual pieces linked to a theme, including names, labels, captions, lists, and diagrams. Begins to use conjunctions (e.g., and, but) to link spoken ideas. Uses basic grammar (e.g., regular plurals, simple tenses) sometimes accurately.

4	Rocks, Relics and Rumbles – Fiction	To use a narrative structure for example, stories have a clear beginning, middle and end. To recall and communicate key details from stories. To understand that marks and writing convey meaning.			Writes short factual pieces linked to a theme, including names, labels, captions, lists, and diagrams. Writes simple compound and extended sentences, sometimes using repetition for rhythm (e.g., He walked and he walked). In shared writing, contributes to the 5 parts of a story: Opening: Once upon a time… Build-up: One day… Problem / Dilemma: Suddenly… / Unfortunately, … Resolution: Fortunately, … Ending: Finally, … With support, uses adjectives in simple sentences. Eg: The giant had an enormous beard.
5	Urban Pioneers – formal explanation letter writing.	To begin to understand the features of letter writing. To write graphemes in the correct formation legibly.			Demonstrates understanding of basic concepts including prepositions (in, on, under). Uses a range of vocabulary including verbs, adjectives, nouns, and determiners. Listens attentively in a range of situations. Listens to stories and anticipates key events. With support, attempts similes and descriptive vocabulary. Chooses an appropriate layout depending on purpose. States the different uses for writing. Uses appropriate vocabulary when dictating text for a picture or diagram. (Fiction or non-fiction)
6	Heros and Villains – Information texts	To begin to understand the features of an information text, e.g. leaflet, poster, reports. To begin to use an appropriate structure and layout.			Participates in storytelling, retelling and story mapping using beginning, middle and end structure. Joins in shared story retelling using familiar phrases (e.g., “Once upon a time…”). Responds appropriately in group situations and adult-led activities. Uses language to express thoughts, feelings, preferences, and to join in conversations. Uses four key words or signs or symbols to communicate about their own experiences. Demonstrates understanding of basic concepts including prepositions (in, on, under). Listens to stories and anticipates key events.
