

Calcot Schools  
Termly Planning Literacy Year 5 – Autumn 1



Weeks	Key Texts	Reading focus	Writing and SPAG focus	Autumn Outcomes that week
1			Scene description and SPAG tests	
2	Treasure Island, How to train a dragon	Discusses language used in a variety of texts and explains how the writer has used these to enhance meaning. •Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence. •Recommends books that they have read to their peers, giving reasons for their choices	<ul style="list-style-type: none"> <li>Writing demonstrates a range of fiction story knowledge</li> <li>Writing is appropriate to audience, purpose and context, and shows cohesion. <ul style="list-style-type: none"> <li>Structure and organisation is starting to be informed purpose and context with support.</li> </ul> </li> <li>Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description.</li> <li>A range of sentences containing more than one clause is used.</li> </ul>	Character description <ul style="list-style-type: none"> <li>Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.</li> <li>Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description. (Yr5 Em)</li> </ul> Comprehension
3	Treasure Island, How to train a dragon	•Recommends books that they have read to their peers, giving reasons for their choices		Comprehension
4	Treasure Island, How to train a dragon	•Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		<u>Edit and up level work.</u> <ul style="list-style-type: none"> <li>Knows the difference between simile and metaphor and can spot the two in writing. (Yr5 Em)</li> <li>Writing is self-checked for errors in spelling, grammar and punctuation and meaning. (Yr5 Em)</li> </ul>
5	Treasure Island, How to train a dragon	•Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea Can use a dictionary in order to check spelling and meaning		<u>To add details to a passage</u>  <u>Captain's log</u> <ul style="list-style-type: none"> <li>Some relative clauses are beginning to be used with support (e.g. who, which, where, when). Tense choice is appropriate throughout the piece.</li> <li>Writing demonstrates appropriate use of nouns and noun phrases modified by carefully chosen adjectives to add detail and description. (Yr5 Em)</li> <li>Writing demonstrates understanding of text type and audience.</li> </ul>

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6	Treasure Island,  How to train a dragon	<p>Draws inferences such as feelings, thoughts and motives from their actions and justifies with evidence. (Yr5 Em)</p> <p>Recommends books that they have read to their peers, giving reasons for their choices</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea. (Yr5 Exp)</p>	<p><u>To use modal verbs.</u> A modal verb is an auxiliary verb that expresses the possibility, ability or obligation of an event.</p> <ul style="list-style-type: none"> <li>• Structure and organisation is starting to be informed purpose and context with support.</li> <li>• In narrative writing settings, characters and plot are created successfully.</li> </ul>	<p><u>To plan an alternative ending to a novel.</u></p>
7	Treasure Island,  How to train a dragon	<p>To learn about where words come from</p> <ul style="list-style-type: none"> <li>• Shows a deeper understanding of morphology and etymology.</li> <li>• Draws inferences such as inferring characters' feelings, thoughts and motives from their</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is appropriate to audience, purpose and context, and shows cohesion.</li> <li>• Structure and organisation is starting to be informed purpose and context with support.</li> <li>• In narrative writing settings, characters and plot are created successfully.</li> <li>• Ideas are linked within paragraphs (e.g. then, after, later)</li> </ul>	<p><u>To draft a final chapter</u></p> <p><u>To add detail and description</u> Add adjectives before nouns to expand noun phrases Use conjunctions to expand sentences to more than one clause Use relative drop-in clauses using who, which, where, when</p>

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		<p>actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"><li>• Can predict what might happen from details stated and implied</li><li>• Participate in discussions, explaining their understanding of what they have read using notes where necessary.</li></ul> <p>Provides reasoned justifications for their views.</p>	<ul style="list-style-type: none"><li>• Basic grammar is accurate reflecting written Standard English instead of local spoken forms.</li><li>• With support simple improvements to structure and organisation of others' writing are suggested.</li></ul>	
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