Goldcrest 2022/23	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through	Spring 1 Extreme Earth	Spring 2 Creatures Great and	Summer 1 Around the World	Summer 2 Express Yourself
		Time		Small		·
Topic Focus	Inspirational People and Quotes	WW2 - History	Coasts Climate Change Manmade disasters	Coastal & Ocean Animals & Migration	The Dynamic Earth	Our Bodies Physical and Mental Health
Purpose of writing	Write to Inform	Write to Entertain	Write to Entertain/ Inform	Write to Entertain	Write to Inform/Discuss	Write to Persuade
Suggeste d Texts	Non-fiction books e.g. biographies	Letters from the lighthouse by Emma Carroll	Floodland Marcus Sedgwick	Saint Louis Armstrong Beach Brenda Woods	Escape from Pompeii Christine Balit	Non-fiction books e.g. Kay's Anatomy
			Flotsam David Wiesner		Fuzzy Mud Louis Sachar	
Writing	Explanation (e.g. Hover	Story with a strong	Poetry	Short story	Newspaper	Formal persuasive letter
Outcome	Bike - short film)	setting/character.	Dalancod argument	Film narrative	Compare and Contract	Advertising
S	Biographical writing	Historical story	Balanced argument	Film narrative	Compare and Contrast	Advertising
	biographical writing	Thistorical story				Review
		Diary Entry				
Spelling	Statutory word lists	Statutory word lists	Words with 'ough' letter	words from statutory	rare GPCs from statutory	words from statutory and
			string	and personal spelling	word list	personal spelling lists
	Words ending –able, ably, ible, ibly	Homephones ('ce'/'se')	words from statutory	lists	words from statutory and	Words ending '-ent', '-
	abiy, ibie, ibiy	( ce / se )	and personal spelling	Homophones	personal spelling lists	ence' and '-ency'
	Adding suffixes	Personal spellings	lists	Tiomophones	personal spening lists	chec and ency
	beginning with vowels	. Gradinar apairings		Generating words from	Words ending in 'ant', '-	Homophones
	to words ending in –	Endings that sound	Words ending '-cial' and	prefixes and roots	ance and '-ancy'	
	fer	like /ʃəs/ spelt '-cious'	'-tial'			
		or '-tious			Root words and meaning	
	SATs practice	l	Proofreading			
	D (	How words are related				
	Proofreading	<ul><li>– synonyms and antonyms.</li></ul>	Generating words from			
			prefixes			

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Text level	Revise structure of	Vary connectives within	Secure effect use of	Use dialogue to move the	Maintain plot consistently	Express own opinions clearly
features	Introductions, middle,	paragraphs to build	planning.	story on.	working from a plan.	
	ending where	cohesion into a				Consistently maintain
	appropriate	paragraph. Use change	Express balanced coverage	Maintain plot	Build in literacy feature to	viewpoint
		of place, time and	of a topic	consistently working	create effects (e.g. alliteration,	
	Secure effect use of	action to link ideas		from a plan.	onomatopoeia, similes,	Clear summary at the end to
	planning.	across paragraphs.	Linking ideas across		metaphors)	appeal directly to the reader
			paragraphs using a wider	Build in literacy feature		
	Use a variety of text	Secure development of	range of cohesive devices	to create effects (e.g.	Use a variety of text layouts	Secure effect use of
	layouts appropriate to	characterisation .	including grammatical	alliteration,	appropriate to purpose	planning.
	purpose		connections (use of	onomatopoeia, similes,		
		Creative approaches to	adverbials e.g. on the other	metaphors)	Choose or create publishing	Use a variety of text layouts
	Choose or create	story structure –	hand, in contrast, as a		format to enhance text type	appropriate to purpose
	publishing format to	starting at any point of	consequence )	Use suspense and cliff	and engage the reader	
	enhance text type and	the 5 part story		hangers.		Use a range of techniques to
	engage the reader	structure (e.g.				involve the reader –
		flashbacks or flash-		Use dialogue to move the		comments, questions,
	Linking ideas across	forwards, time slips		story on.		observations, rhetorical
	paragraphs using a	etc).				questions
	wider range of cohesive					
	devices including	Maintain plot				Choose or create publishing
	semantic cohesion	consistently working				format to enhance text type
	(repetition of a word or	from a plan.				and engage the reader
	phrase) and elision					
		Build in literacy feature				Linking ideas across
	Using layout devices	to create effects (e.g.				paragraphs using a wider
	such as headings, sub-	alliteration,				range of cohesive devices
	headings, columns,	onomatopoeia, similes,				including semantic cohesion
	bullets or tables to	metaphors)				(repetition of a word or
	structure text	Lies sussesses and sliff				phrase), grammatical
		Use suspense and cliff				connections (use of
		hangers.				adverbials e.g. on the other
						hand, in contrast, as a
		Use dialogue to move				consequence )
		the story on.				and elision
						Using layout devices such as
						headings, sub-headings,
						bullets or tables to structure
		1				text

Sentence	Drop in –ed clause.	Brackets, dashes,	Expanded –ed clauses as	Developed use of	Sentence reshaping	Modal Verbs
level		commas for	starters	rhetorical questions for	techniques (e.g. lengthening	
features	Move sentence chunks	parenthesis.		persuasion.	or shortening sentence for	Formal/informal styles of
(including	around for different		Adverbial phrases to start		meaning or effect)	writing
grammar	effect.	Colons	sentences.	Shifts in formality.		
and					Use of the semi-colon and	Use of subjunctive in formal
punctuati	Stage directions in	Use of commas to	Relative clauses.	Subordinating and	dash to indicate stronger	writing (e.g. If I were you).
on)	speech e.g. "Stop!" he	clarify meaning or avoid		coordinating	subdivision of a sentence than	
OH)	shouted, picking up the	ambiguity	How hyphens can be used	conjunctions	a comma.	Active/ Passive
	stick and running after		to avoid ambiguity (e.g.			
	the thief.	Active/ Passive	man eating shark vs man-		How hyphens can be used to	Developed use of rhetorical
			eating shark)		avoid ambiguity (e.g. man	questions for persuasion.
	Noun phrases	Use of colon to			eating shark vs man-eating	
		introduce a list	Use of the semi-colon and		shark)	Use of colon to introduce a
	Secure use of simple/	ttaa aasat aatasa siikkis	dash to indicate stronger			list
	embellished simple	Use semi-colons within	subdivision of a sentence			Han anni nalama within lista
	sentences.	lists.	than a comma.			Use semi-colons within lists.
	Secure use of	Use of the semi-colon				
	compound sentences	and dash to indicate				
	and complex sentences.	stronger subdivision of				
	and complex sentences.	a sentence than a				
	Subordinating and	comma.				
	coordinating	- Commun				
	conjunctions.	Punctuation of bullet				
		points to list				
		information.				
		Shifts in formality.				
Spoken	Give well-structured	Ask relevant questions	Give well-structured	Articulate and justify	Use spoken language to	Developed use of technical
Language	descriptions and	to extend their	descriptions and narratives	answers, arguments and	develop understanding	vocab
0 0	narratives for different	understanding and	for different purposes,	opinions.	through speculating,	
	purposes.	knowledge.	including expressing		hypothesising, imagining and	Difference between vocab
			feelings.	Participate in discussions,	exploring ideas.	typical in informal/formal
	Use relevant strategies	Use relevant strategies		presentations,		speech (e.g said versed
	to build vocabulary.	to build vocabulary.	Use relevant strategies to	performances, role play,	Use relevant strategies to	reported, alleged)
			build vocabulary.	improvisations and	build vocabulary.	
	Use spoken language to			debates.		Give well-structured
	develop understanding		Use spoken language to			explanations for different

	through speculating, hypothesising, imagining and exploring ideas.  Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged)		develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.	Listen and respond appropriately to adults and peers.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.		purposes.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
				Speak audibly and fluently with an increasing command of Standard English.		
Reading	Read, compare and evaluate the text.	Read, compare and evaluate the text.	Read, compare and evaluate the text.	Learn a wide range of poetry by heart.	Read, compare and evaluate the text.	Read, compare and evaluate the text.
	Identify and discuss themes and conventions in and across texts.	Inferring characters feeling, thoughts and motives from their actions and justifying	Identify and discuss themes and conventions in and across texts.	Read, compare and evaluate the text.  Identify and discuss	Identify and discuss themes and conventions in and across texts.	Identify and discuss themes and conventions in and across texts.
	Discuss and evaluate how authors use language including figurative language	with evidence.  Identify and discuss themes and	Identify how language, structure and presentation contribute to meaning.	themes and conventions in and across texts.  Identify how language,	Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.
	considering the impact on the reader.	conventions in and across texts.	Discuss and evaluate how authors use language including figurative	structure and presentation contribute to meaning.	Discuss and evaluate how authors use language including figurative language	Distinguish between statements of fact and opinion.
	Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contributes to meaning.	language considering the impact on the reader.	Distinguish between statements of fact and opinion.	considering the impact on the reader.	Retrieve, record and present information from non-fiction.
	Distinguish between statements of fact and opinion.			Retrieve, record and present information from non-fiction.		
	Retrieve, record and			Explain and discuss their		

present information	understanding of what
from non-fiction.	they have read including
	through formal
	presentations and
	debates.
	Provide reasoned
	justification for their
	views.

Recapped Year 5 objectives