



Year 5 - Spring Term

	Week 1 WC 4 th Jan	Week 2 WC 11 th Jan	Week 3 WC 18 th Jan	Week 4 WC 25 th Jan	Week 5 WC 1 st Feb	Week 6 WC 8 th Feb
Spring Term 1	<p><u>Text</u> Biography Marie Curie (before author visit week 2)</p> <p><u>Reading Focus (2)</u> Distinguish between statement of fact and opinion.</p> <p><u>Writing Focus (3)</u> Note and develop initial ideas, drawing on reading and research where necessary. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining, columns, tables]</p>	<p><u>Text</u> Wolf Brother</p> <p><u>Reading Focus (2)</u> Recommending books they have read to their peers, giving reasons for their choices. Identify themes and conventions in a wide range of writing.</p> <p><u>Writing Focus (3)</u> In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. Use modal verbs (might, should, will, must).</p>	<p><u>Text</u> Wolf Brother</p> <p><u>Reading Focus (2)</u> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Check that the text makes sense, discuss their understanding and exploring the meaning of words in context.</p> <p><u>Writing Focus (3)</u> In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. (in reference to parenthesis) Use brackets, dashes or commas to indicate parenthesis. Proof-read for spelling and punctuation errors</p>	<p><u>Text</u> Wolf Brother</p> <p><u>Reading Focus (2)</u> Exploring the meaning of words in context. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p><u>Writing Focus (3)</u> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. (atmosphere) In narratives, describing settings, characters and atmosphere. Assess the effectiveness of their own and others' writing</p>	<p><u>Text</u> Wolf Brother</p> <p><u>Reading Focus (2)</u> Exploring the meaning of words in context. Identify how language, structure and presentation contribute to meaning.</p> <p><u>Writing Focus (3)</u> Use a wide range of devices to build cohesion within (then, after, that, this, firstly) and across paragraphs (later, nearby, secondly, he had) Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p><u>Text</u> Wolf Brother</p> <p><u>Reading Focus (2)</u> Exploring the meaning of words in context. Explain and discuss their understanding of what they have read. <u>Writing Focus (3)</u> Craft longer passages</p> <p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Proof-read for spelling and punctuation errors</p>