Writing

Transcription
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.
Choose the writing implement that is best suited for the task.

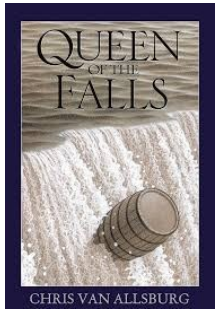
Composition
Use of expanded noun phrases to convey complicated information concisely. Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

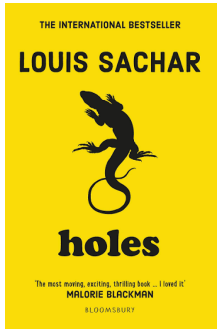
Planning
Noting and developing initial ideas, drawing on reading and research where necessary
Selecting the appropriate form for audience and purpose of writing

Revising/Editing
Proof read for spelling and punctuation errors

Year 5
English
Autumn 1

Focus Text





Reading
- Predict
- Clarify vocabulary
- Retrieval
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Participate in discussion about books
- Ask questions to improve understanding
- Explain and discuss understanding of reading
- Provide reasoned justifications for views
- Recommend books to peers
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
- Make comparisons within and across books
- Evaluate authors' language choice, including figurative

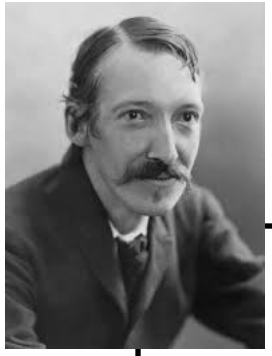
Genres



Entertain
(Narrative/Setting Description)



Explain
(Linked to Science, History or Geography)



Poem—From a Railway Carriage—Robert Louis Stevenson

Spelling
Root Morphemes:
Fruit, struct , inter, family, divide, ough, sym, sys

Spelling List Words:
- interrupt
- interfere
- familiar
- individual
- thorough
- necessary
- sincere
- sincerely