

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Tier 3 Vocabulary	(Y2 vocabulary) word class, statement, question, exclamation, command, capital letter, full stop, punctuation, question mark, exclamation mark, coordinating conjunction, subordinating conjunction, singular, plural, noun, verb, adjective, adverb, pronoun, cohesion, expanded noun phrase,, tense (past, present), prefix, suffix, comma, apostrophe, preposition inverted commas, prefix, proofread and edit (Y3 vocabulary) inverted commas, clause, subordinate clause (Y4 Vocabulary) possessive pronoun, adverbial (Y5 vocabulary) relative clause, relative pronoun, parenthesis, bracket, dash, modal verb, determiner, cohesive devices, synonym, antonym (Terminology to be permanently displayed and added to when encountered over the year)					
Punctuation	Review Y4 4 sentence types: statement, question, exclamation and command -capital letters for proper nouns and pronoun I -commas in a list -apostrophe for contractions -apostrophe for singular possession -place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular	-accurately using and punctuating direct speech (reported clause at the start and at the end) to convey character and advance action - commas after fronted adverbials	-accurately using and punctuating direct speech (reported clause at the start and at the end) to convey character and advance action - commas after fronted adverbials	-commas to clarify meaning or avoid ambiguity -using brackets, dashes or commas to indicate parenthesis	-commas to clarify meaning or avoid ambiguity -using brackets, dashes or commas to indicate parenthesis	-4 sentence types: statement, question, exclamation and command -capital letters for proper nouns and pronoun I -commas in a list -apostrophe for contractions -apostrophe for singular possession -place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] -accurately using and punctuating direct speech (reported clause at the start and at the end) to convey

	plurals [for example, children's] -accurately using and punctuating direct					character and advance action - commas after fronted adverbials - commas to clarify meaning or avoid ambiguity -using brackets, dashes or commas to indicate parenthesis
Grammar	Review Y4 -use a wider range of subordination (when, if, because, since, before, after, while, although, as, however, though, whenever, even though, until, so that, than) -co-ordination (using or, and, but, so, yet, for, nor) -use expanded noun phrases for description and specification -use of adverbs -use of prepositions -use conjunctions, adverbs and prepositions to express time and cause	-using fronted adverbials -cohesive devices to build cohesion including adverbials, conjunctions, synonyms and pronouns to avoid repetition -- use the correct form of a or an	-use a wider range of conjunctions -modal verbs or adverbs to indicate degrees of possibility -using relative clauses using who which where when whose that	-use a wider range of conjunctions -modal verbs or adverbs to indicate degrees of possibility -using relative clauses using who which where when whose that -converting nouns or adjectives into verbs	-use a wider range of conjunctions -using fronted adverbials -cohesive devices to build cohesion including adverbials, conjunctions, synonyms and pronouns to avoid repetition -modal verbs or adverbs to indicate degrees of possibility -using relative clauses using who which where when whose that -converting nouns or adjectives into verbs	-use a wider range of subordination (when, if, because, since, before, after, while, although, as, however, though, whenever, even though, until, so that, than) -co-ordination (using or, and, but, so, yet, for, nor) -use expanded noun phrases for description and specification -use of adverbs -use of prepositions -use conjunctions, adverbs and prepositions to express time and cause -tenses simple past simple present past progressive present perfect

	-tenses simple past simple present past progressive present perfect					-cohesive devices to build cohesion including adverbials, conjunctions, synonyms and pronouns to avoid repetition - use the correct form of a or an -using fronted adverbials - modal verbs or adverbs to indicate degrees of possibility -using relative clauses using who which where when whose that -converting nouns or adjectives into verbs
Composition techniques	Plan - note and develop initial ideas, drawing on reading and research where necessary Draft -select ambitious vocabulary and grammar to change and enhance meaning - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - use a range of devices to build cohesion -use organisational devices to structure text Revise (make changes) - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Edit (correct) - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural - distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors Publish/Share - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.					