Genre Overview YEAR 5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 5** | | | | | |
| **AUTUMN** | | | | | |
| **Narrative** | | **Non FICTION** | | **POETRY** | |
| **UNIT** | **SPaG** | **UNIT** | **SPaG** | **UNIT** | **SUGGESTIONS** |
| Wishing Tale | * Hyphens for compound adjectives * Perfect form of verbs to mark time and cause * Link ideas using adverbials of time, place, number to create cohesion within text | News Report  (newspaper, magazine, radio broadcast, podcast) | * Use a wide range of conjunctions and connectives to create compound and complex sentences * Recognise difference between direct and indirect speech and relate to differences between formal and informal speech structures | Poetry  (week 1) | * Classic / Narrative Poetry * Reciting Poems (oral) * Poetic Style   (Need to ensure different to Y6) |
| Quest | * Expanded noun phrases to convey complicated information concisely * Commas to clarify meaning * Brackets, dashes, commas for parenthesis | Biography | * Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 5** | | | | | |
| **SPRING** | | | | | |
| **Narrative** | | **Non FICTION** | | **POETRY** | |
| **UNIT** | **SPaG** | **UNIT** | **SPaG** | **UNIT** | **SUGGESTIONS** |
| Tale of Fear | * \*Ellipsis * \*Varying sentence lengths   \*Abstract nouns in metaphor   * I can use brackets, dashes or commas to indicate parenthesis. * Apostrophes for possession/contraction/omission * Use dialogue and recognise differences between spoken and written speech | Balanced Argument/Discussion | * Passive voice to affect the presentation of information in a sentence. * I can use semi-colons, colons or dashes to mark boundaries between independent clauses. |  |  |
| Narrative Recount  (Diary) | * Perfect form of verbs to mark time and cause * I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. * I can use devices to build cohesion in a paragraph e.g. then, after, that, this, firstly   I can link ideas using adverbials of time, place, number | Correspondence to Demonstrate Shift in Formality  (exchange of letters, emails) | * I can use commas to clarify meaning or avoid ambiguity * Convert nouns or adjectives into verbs using suffixes * Recognise difference between structure/language and relate to differences between formal and informal speech structures |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR 5** | | | | | |
| **SUMMER** | | | | | |
| **Narrative** | | **Non FICTION** | | **POETRY** | |
| **UNIT** | **SPaG** | **UNIT** | **SPaG** | **UNIT** | **SUGGESTIONS** |
| Narrative | * Consolidate all SPaG features | Persuasive Argument | * Modal verbs and adverbs to indicate degrees of possibility * Use brackets, dashes or commas to indicate parenthesis. * Use adverbs to indicate degrees of possibility (perhaps, surely) | Poetry  (week 1) | * Classic / Narrative Poetry * Reciting Poems (oral) * Poetic Style   (Need to ensure different to Y6) |
| Narrative | * Consolidate all SPaG features | Non-chronological report | * I can use brackets, dashes or commas to indicate parenthesis. |  |  |