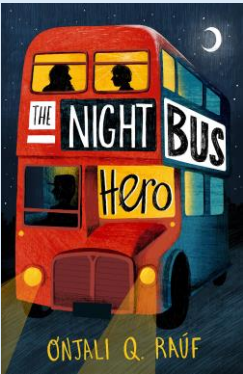
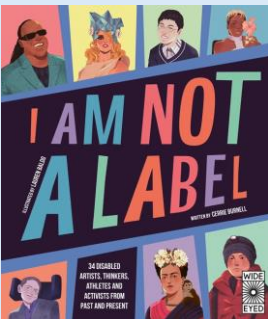
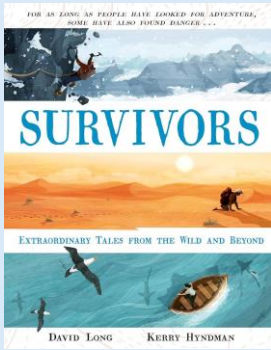
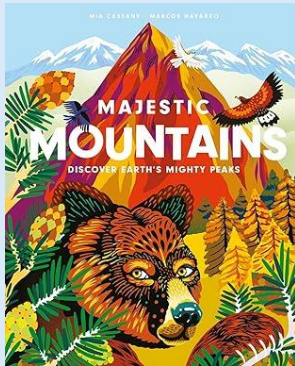


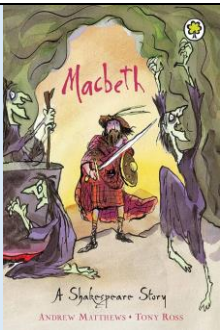
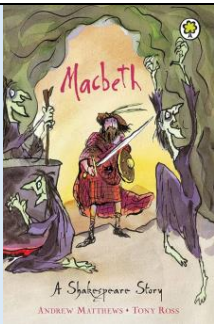
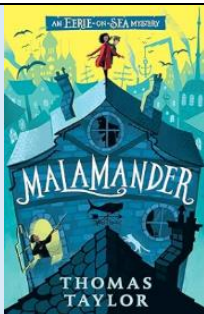
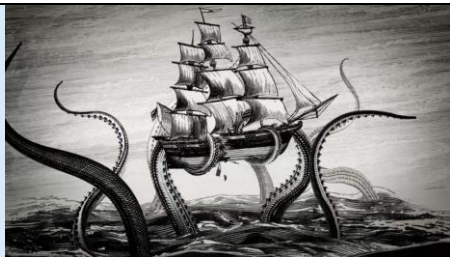
Year 5	Autumn 1		Autumn 2	
Text for writing focus	The Night Bus Hero- Onjali Q. Raúf  (3 weeks) Genre: Fiction	I Am Not a Label: 34 disabled artists, thinkers, athletes and activists from past and present- Cerrie Burnell  (3 weeks) Genre: Biographical Non-Fiction	Survivors- David Long and Kerry Hyndman  (3 weeks) Genre: Non-Fiction	Majestic Mountains- Mia Cassany  (3 weeks) Genre: Non-fiction
Why this, why now?	Links to: DEI: Homelessness and Bullying/ Visible and Invisible Barriers Narrative is revisited from lower KS2, building on pupils' experience of writing from different viewpoints. Pupils now sustain a less familiar perspective, using characterisation, atmosphere and controlled shifts in viewpoint to influence how the reader understands events.	Links to: DEI: Disability/ Neurodiversity/Visible and Invisible Barriers Biography is revisited from Years 3 and 4, moving beyond chronological lists of achievements. Pupils select significant information, use relative clauses to add precise detail and organise paragraphs cohesively to present each person as more than a single label.	Links to: DEI Links: Select examples from different cultures, environments, genders and backgrounds, avoiding the suggestion that survival or resilience belongs to one type of person. Explanation is revisited from earlier years, progressing from straightforward chronological processes to guidance that anticipates different circumstances. Pupils organise information across sections, use modal language to express necessity and possibility, and select precise technical vocabulary.	Links to: Geography- How do mountains influence tourism? DEI Links: Environmental justice and the experiences of mountain communities. Pupils can consider who benefits from tourism, who experiences its negative effects and why local and Indigenous communities should have a voice in decisions about land and resources. Persuasion is revisited from Year 4, progressing from presenting a clear argument to selecting language deliberately for a defined audience. Pupils organise and link arguments, express different degrees of certainty and combine factual evidence with persuasive reasoning.
Main outcome	Narrative from an alternative viewpoint. Genre progression Narrative.docx	Non-Chronological Report-Biographies	Explanation Text- Survival Guide Genre progression Explanation Texts.docx	Persuasive Letter or Speech 'Tourism should protect mountains not destroy them'.

		Genre progression Non Chronological.docx		Genre progression Persuasion.docx
Purpose for writing	To entertain	To inform	To explain	To persuade
Possible Immersive Hook	A bag is found beside a fictional bus-stop display containing a bus ticket, notebook, unopened letter and a photograph. CCTV-style stills show the same event from different angles, but witnesses give conflicting accounts. Pupils investigate how assumptions about the people involved may affect each version.	Create a portrait gallery where each person has initially been reduced to one incomplete or stereotypical label. Additional quotations, achievements and personal objects are gradually revealed. Pupils are commissioned to replace the labels with biographies that represent each person more fully.	An emergency survival pack and damaged transmission arrive from a fictional expedition. Each group receives a different environment (mountain, desert, forest or coast) and must determine what happened, what resources remain and what advice is urgently needed.	A fictional tourism company submits plans for a large mountain resort. Pupils receive maps, promotional material, environmental reports and short statements from residents, conservationists, workers and visitors before attending a simulated consultation.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	<u>Transcription:</u> Apply previously taught knowledge of morphology and etymology when spelling.* Use further prefixes and suffixes and understand the guidance for adding them. Add the verb prefixes dis-, de-, mis-, over- and re-. Spell words ending in -cious and -tious. Continue to distinguish between homophones and other words that are often confused.* Begin to learn words from the Year 5 and 6 statutory spelling list. Use dictionaries to check spelling and meaning.*	<u>Transcription:</u> Apply knowledge of prefixes and suffixes.* Spell words ending in -cial and -tial. Apply the verb prefixes dis-, de-, mis-, over- and re-.* Distinguish between homophones and commonly confused words.* Learn and apply selected Year 5 and 6 statutory spellings.* Use dictionaries to check spelling and meaning.* Use a thesaurus to extend vocabulary.	<u>Transcription:</u> Apply previously taught prefixes and suffixes.* Spell words ending in -ant, -ance and -ancy. Convert nouns and adjectives into verbs using -ate, -ise and -ify. Distinguish between homophones and commonly confused words.* Learn and apply statutory spellings.* Use dictionaries and thesauruses accurately.*	<u>Transcription:</u> Apply taught prefixes, suffixes and morphology.* Spell words ending in -ent, -ence and -ency. Apply -ant, -ance and -ancy accurately.* Apply verb-forming suffixes and prefixes.* Distinguish between commonly confused words.* Learn and apply statutory spellings.* Use dictionaries and thesauruses independently.*
	<u>Composition:</u> Identify the audience and purpose of writing. Select the appropriate form and use similar writing as a model. Note and develop initial ideas. Consider how authors develop characters and settings. Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. Describe settings, characters and	<u>Composition:</u> Identify the audience and purpose of the report.* Use biographies as models for writing.* Note and develop ideas from reading and research.* Select relevant information and précis longer passages. Select precise grammar and vocabulary.* Use organisational and presentational devices to guide	<u>Composition:</u> Identify the audience, purpose and appropriate form.* Note and develop ideas from reading and research.* Select precise subject-specific vocabulary. Précis longer passages from research. Use organisational and presentational devices.* Build cohesion within paragraphs.*	<u>Composition:</u> Identify the audience and purpose of the letter or speech.* Select the appropriate form and draw on model texts.* Note and develop arguments from research.* Select grammar and vocabulary appropriate to the audience. Précis evidence from longer sources.* Build cohesion within and across paragraphs.*

atmosphere. Integrate dialogue to convey character and advance the action. Begin to use devices to build cohesion within paragraphs. Assess the effectiveness of their own and others' writing.* Propose changes to vocabulary, grammar and punctuation. Ensure consistent and correct use of tense.* Proofread for spelling and punctuation errors.*	the reader. Build cohesion within paragraphs. Begin to link ideas across paragraphs using adverbials of time, place and number. Assess writing and suggest improvements.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent tense and subject-verb agreement. Proofread for spelling and punctuation errors.*	Link ideas across paragraphs using adverbials.* Assess writing and suggest improvements.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent tense and subject-verb agreement.* Proofread for spelling and punctuation errors.*	Use organisational devices to guide the reader.* Assess effectiveness and suggest improvements.* Propose changes to vocabulary, grammar and punctuation.* Check subject-verb agreement and register. Proofread accurately.*
<u>Handwriting:</u> Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices. Decide whether or not to join specific letters. Choose the writing implement best suited to the task.	<u>Handwriting:</u> Write legibly and fluently.* Make appropriate decisions about letter shapes and joining.* Choose a suitable writing implement for drafting and presentation.*	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Make appropriate joining and letter-shape choices.* Select the appropriate writing implement.*	<u>Handwriting:</u> Write legibly and fluently.* Make appropriate choices about joining and letter formation.* Select an appropriate implement for notes and final presentation.*
<u>Vocabulary, Grammar and Punctuation:</u> Use relative clauses beginning with who, which, where, when, whose or that, or with an omitted relative pronoun. Choose nouns and pronouns appropriately for clarity and cohesion.* Use tense choices to support cohesion.* Use commas to clarify meaning or avoid ambiguity. Use direct speech punctuation accurately.* Introduce and use the terminology relative pronoun, relative clause, cohesion and ambiguity.	<u>Vocabulary, Grammar and Punctuation:</u> Use relative clauses to add relevant biographical detail.* Use modal verbs or adverbs to indicate degrees of possibility, where appropriate. Use parenthesis to add supplementary information. Use brackets, dashes or commas to indicate parenthesis. Use devices to build cohesion within paragraphs. Link ideas across paragraphs using adverbials of time and number. Use commas to clarify meaning.* Introduce and use the terminology modal verb, parenthesis, bracket and dash. Use relative pronoun, relative	<u>Vocabulary, Grammar and Punctuation:</u> Use modal verbs, including must, should, could, might and may, to indicate necessity and possibility. Use adverbs to indicate degrees of possibility, including perhaps, possibly, probably and certainly. Use relative clauses to add precise information.* Use devices to build cohesion within paragraphs.* Link sections using adverbials of time, place and number.* Use commas to clarify meaning.* Understand how -ate, -ise and -ify can convert nouns and adjectives into verbs. Use Year 5 grammatical terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use modal verbs and adverbs to indicate degrees of possibility.* Use relative clauses to add supporting detail.* Use parenthesis to include additional evidence.* Use brackets, dashes and commas for parenthesis.* Link ideas across paragraphs using adverbials of number and contrast. Use commas to clarify meaning and avoid ambiguity.* Maintain an appropriately formal tone. Use Year 5 grammatical terminology accurately.* has context menu

		clause, cohesion and ambiguity accurately.*		
--	--	---	--	--

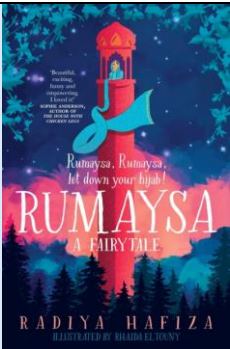
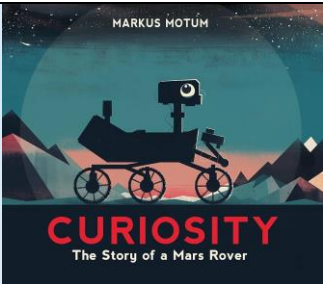
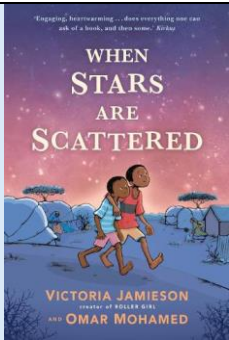
Year 5	Spring 1		Spring 2	
Text for writing focus	Macbeth: A Shakespeare Story- Tony Ross	Macbeth: A Shakespeare Story- Tony Ross	Malamander – Thomas Taylor (3 weeks)	The Kraken- Alfred Lord Tennyson (3 Weeks)

	 (3 weeks) Genre: Classic Fiction	 (3 weeks) Genre: Classic Fiction	 Genre: Fiction	 Genre: Poetry
Why this, why now?	Links to: Recount is revisited in a more formal journalistic context. Pupils move from recounting events from one character's perspective to selecting, summarising and combining information from different sources while maintaining an objective journalistic voice.	Links to: Narrative is revisited following the journalistic unit so pupils can transform known events into crafted fiction. They develop atmosphere, integrate dialogue to influence the action and use cohesion to control the movement between warning, temptation, choice and consequence.	Links to: DEI: Looked After Children Narrative is revisited with a tighter focus on suspense. Pupils apply earlier learning about atmosphere, dialogue and viewpoint while controlling pace, withholding information and linking clues across paragraphs to sustain tension.	Links to: Poetry is revisited from Year 4, progressing from narrative rhyme and voice towards sustained imagery and atmosphere. Pupils draw on their work with suspense to make deliberate choices about vocabulary, sentence structure, rhythm and punctuation.
Main outcome	Recount- Journalistic Writing (Newspaper Report) Genre progression Recount.docx	Narrative Writing-Warning Tale Genre progression Narrative.docx	Narrative- Suspense Narrative Genre progression Narrative.docx	Poetry- Malamander Genre progression Poetry.docx
Purpose for writing	To recount	To entertain	To entertain	To entertain
Possible Immersive Hook	Create a breaking-news desk following the death of King Duncan. Pupils receive witness statements, a map, interview recordings, evidence photographs and conflicting reports. They must establish the known facts before deciding what can responsibly be published.	A sealed prophecy, crown and replica dagger are discovered together. An audio warning tells the finder not to trust what appears to promise power. Pupils explore whether the character should heed or ignore the warning and what the consequences might be.	Wet footprints lead from the classroom door to a locked lost-property box containing a shell, an old hotel key and a newspaper cutting about a vanished creature. A recorded message warns pupils not to open the box after dark.	A damaged ship's log and torn sail arrive with an audio recording of waves, creaking timber and an unidentified sound beneath the water. Pupils uncover brief descriptions from different sailors before creating their own image of the creature.
National Curriculum Coverage	<u>Transcription:</u> Apply taught prefixes and suffixes.* Spell words ending in -able and -	<u>Transcription:</u> Apply taught prefixes and suffixes.* Spell words ending in -ably and -	<u>Transcription:</u> Apply taught spelling rules and suffixes.* Use hyphens to join a prefix to a	<u>Transcription:</u> Apply taught prefixes and suffixes.* Spell words containing ei after c.

indicates retrieval as this has been previously taught.	ible. Distinguish between homophones and commonly confused words. Learn and apply statutory spellings.* Use dictionaries to check unusual and ambitious vocabulary.* Use thesauruses to refine vocabulary.*	ibly. Apply the rules for adding suffixes to words ending in -fer. Distinguish between commonly confused words.* Learn and apply statutory spellings.* Use dictionaries and thesauruses independently.*	root word where required. Apply the rules for words ending in -fer.* Distinguish between commonly confused words.* Learn and apply statutory spellings.* Use dictionaries and thesauruses independently.*	Distinguish between commonly confused words.* Learn and apply statutory spellings.* Use dictionaries and thesauruses to make precise vocabulary choices.*
	<u>Composition:</u> Identify audience, purpose and form.* Use journalistic writing as a model.* Note and develop ideas from several sources.* Précis longer passages and witness accounts.* Select vocabulary and grammar appropriate to a journalistic register. Use organisational and presentational devices.* Build cohesion within paragraphs.* Link ideas across paragraphs using adverbials and tense choices.* Assess effectiveness and suggest improvements.* Propose changes to grammar, vocabulary and punctuation.* Ensure consistent tense and subject-verb agreement.* Proofread accurately.*	<u>Composition:</u> Identify the audience and purpose of the narrative.* Draw on similar warning narratives as models.* Note and develop ideas.* Consider how authors develop characters, settings and atmosphere.* Select grammar and vocabulary to enhance meaning.* Integrate dialogue to convey character and advance the action.* Build cohesion within and across paragraphs.* Assess writing and suggest improvements.* Propose changes to grammar, vocabulary and punctuation.* Ensure consistent tense and subject-verb agreement.* Proofread accurately.* Perform sections using appropriate intonation, volume and movement.	<u>Composition:</u> Identify the audience and purpose of the narrative.* Use suspense writing as a model.* Note and develop initial ideas.* Develop settings, characters and atmosphere.* Integrate dialogue to convey character and advance action.* Select grammar and vocabulary to control pace and tension. Build cohesion within and across paragraphs.* Assess effectiveness and suggest improvements.* Propose changes to grammar, vocabulary and punctuation.* Ensure tense consistency.* Proofread accurately.* Read writing aloud with appropriate intonation and volume.*	<u>Composition:</u> Identify the audience and purpose of the poem.* Draw on similar poetry as a model.* Note and develop imagery and vocabulary.* Select grammar and vocabulary to enhance meaning.* Build cohesion through deliberate repetition and pattern. Assess the effectiveness of their own and others' writing.* Propose changes to vocabulary, grammar and punctuation.* Proofread accurately.* Perform poetry using appropriate intonation, volume and movement.
	<u>Handwriting:</u> Write legibly and fluently.* Select letter shapes, joins and implements appropriately.*	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Make deliberate decisions about letter shape and joining.*	<u>Handwriting:</u> Write legibly and fluently at an appropriate speed.* Select letter shapes and joins appropriately.*	<u>Handwriting:</u> Write legibly and fluently.* Make purposeful decisions about joining, layout and presentation.
	<u>Vocabulary, Grammar and Punctuation:</u> Use relative clauses to provide concise detail.*	<u>Vocabulary, Grammar and Punctuation:</u> Use relative clauses to add character and setting detail.*	<u>Vocabulary, Grammar and Punctuation:</u> Use relative clauses to add or withhold detail.*	<u>Vocabulary, Grammar and Punctuation:</u> Use relative clauses where they contribute to imagery.*

	Use modal verbs and adverbs to distinguish fact from possibility.* Use parenthesis for additional information.* Use commas, brackets or dashes for parenthesis.* Use tense choices to support cohesion.* Link ideas across paragraphs using adverbials of time.* Use commas to avoid ambiguity.* Use Year 5 terminology accurately.*	Use modal verbs and adverbs to express possibility and uncertainty.* Use parenthesis where supplementary information is needed.* Use commas to clarify meaning.* Use dialogue punctuation accurately.* Use tense choices and adverbials to build cohesion.* Use Year 5 terminology accurately.*	Use modal verbs and adverbs to indicate uncertainty.* Use parenthesis to interrupt or qualify information.* Use commas, brackets and dashes for parenthesis.* Link ideas across paragraphs using adverbials of time and place.* Use commas to clarify meaning and avoid ambiguity.* Use dialogue punctuation accurately.* Use Year 5 terminology accurately.*	Use modal verbs and adverbs to suggest uncertainty.* Use parenthesis where appropriate.* Use commas to clarify meaning.* Make deliberate punctuation choices to support meaning and performance. Use Year 5 grammatical terminology accurately.*
--	---	---	--	---

Year 5	Summer 1		Summer 2	
Text for writing focus	Rumaysa- Radiya Hafiza	Curiosity: The Story of the Mars Rover- by Markus Motum	When Stars are Scattered- Victoria Jamieson and Omar Mohamed	The Arrival- Shaun Tan

	 (3 weeks) Genre: Fiction	 (3 weeks) Genre: Non-Fiction	 (3 Weeks) Genre: Graphic Novel Non-Fiction	 (3 weeks) Genre: Fiction
Why this, why now?	Links to: Y5 History- How did the dark ages of Britain compare with the Golden Age of Islam? DEI: Islam, South Asian Culture, Female Agency Quest narrative is revisited from lower KS2 through a more complex reimagining of familiar fairytale traditions. Pupils draw on established narrative structures while sustaining atmosphere, character motivation and linked episodes across a longer piece.	Links to: Y5 Science Earth and Space Discussion writing is revisited from Year 4, progressing from comparing two familiar contexts to evaluating an issue supported by technical information and evidence. Pupils précis research, distinguish evidence from opinion and organise a balanced consideration across paragraphs.	Links to: DEI: Refugees and Migration, Displacement, Disability and Family Separation Letter writing is revisited from Year 4 in a more demanding context. Pupils distinguish between an informal letter sharing personal experiences and a formal letter seeking action, adapting vocabulary, grammar and organisation to suit two clearly different audiences.	Links to: DEI: Migration, displacement, language barriers, belonging and cultural difference. The final narrative draws together Year 5 learning about viewpoint, atmosphere, cohesion and tense. Flashback is introduced once pupils can sustain a chronological narrative, requiring them to move deliberately between time periods while keeping the reader secure.
Main outcome	Narrative- Quest Narrative Genre progression Narrative.docx	Discussion Texts Should humans spend money exploring mars? Genre progression Discussion texts.docx	Letters- Informal (A letter sharing daily life experiences and feelings) vs formal (A letter to a humanitarian aid organisation of government department).	Narrative- Flashback Genre progression Narrative.docx
Purpose for writing	To entertain	To discuss	To inform	To entertain
Possible Immersive Hook	An ornate trunk appears containing objects associated with several familiar fairytales, but each has been altered or combined with patterns, maps and cultural references from Rumaysa's world. A message	Transform the classroom into Mars Mission Control. A fictional space agency offers the school a place on a future mission but reveals its enormous cost. Pupils receive mission data, proposed benefits and alternative ways the money	Use a carefully selected collection of fictional correspondence, photographs, maps and everyday objects linked to one child's life. Pupils first piece together daily experiences before receiving a request to communicate the	An old suitcase appears containing unfamiliar objects, photographs and a transport ticket. A sequence of wordless images shows the owner arriving somewhere new, but nothing explains why they left. Pupils

	explains that the stories have become tangled and a new quest is needed to put them right.	could be spent before advising whether the project should proceed.	same situation to both a trusted family member and an aid organisation.	reconstruct the present-day scene before uncovering images that trigger the flashback.
National Curriculum Coverage *indicates retrieval as this has been previously taught.	<u>Transcription:</u> Apply taught prefixes, suffixes and spelling rules.* Spell words containing the different sounds represented by ough. Distinguish between commonly confused words.* Learn and apply statutory spellings.* Use dictionaries and thesauruses independently.*	<u>Transcription:</u> Apply taught spelling patterns and morphology.* Spell words containing silent letters. Distinguish between homophones and commonly confused words.* Learn and apply statutory spellings.* Use dictionaries to check technical vocabulary.* Use thesauruses to refine word choices.*	<u>Transcription:</u> Apply taught spelling rules, prefixes and suffixes.* Distinguish between homophones and commonly confused words.* Continue to spell words containing silent letters.* Learn and apply statutory spellings.* Use dictionaries and thesauruses independently.* Proofread and correct spelling errors.*	<u>Transcription:</u> Apply all spelling rules, prefixes and suffixes taught during Year 5.* Distinguish between homophones and commonly confused words.* Spell an increasing number of words from the Year 5 and 6 statutory list.* Use dictionaries and thesauruses independently.* Proofread and correct spelling errors.*
	<u>Composition:</u> Identify audience, purpose and form.* Draw on quest and fairytale writing as models.* Note and develop ideas.* Consider how authors develop characters and settings.* Select grammar and vocabulary to enhance meaning.* Develop setting, character and atmosphere.* Integrate dialogue to convey character and advance action.* Build cohesion within and across paragraphs.* Assess effectiveness and suggest improvements.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent tense and subject–verb agreement.* Proofread accurately.* Read writing aloud with expression.*	<u>Composition:</u> Identify the audience, purpose and form.* Use balanced discussion texts as models.* Note and develop ideas from research.* Précis longer passages.* Select grammar and vocabulary appropriate to a formal discussion. Build cohesion within and across paragraphs.* Use organisational and presentational devices.* Assess effectiveness and suggest improvements.* Propose changes to grammar, vocabulary and punctuation.* Ensure consistent tense, subject–verb agreement and register.* Proofread accurately.*	<u>Composition:</u> Identify two distinct audiences and purposes.* Select the appropriate form and use model letters.* Note and develop ideas from the text and research.* Select vocabulary and grammar appropriate to each recipient. Build cohesion within and across paragraphs.* Use organisational and presentational devices appropriately.* Assess the effectiveness of writing for its intended audience.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent tense, subject–verb agreement and appropriate register.* Proofread accurately.*	<u>Composition:</u> Identify the audience, purpose and appropriate narrative form.* Use similar writing and visual narratives as models.* Note and develop initial ideas.* Consider how authors develop characters and settings.* Select grammar and vocabulary to enhance meaning.* Describe settings, characters and atmosphere.* Integrate dialogue where it conveys character or advances action.* Link ideas across paragraphs using adverbials and tense choices.* Assess the effectiveness of their own and others' writing.* Propose changes to vocabulary, grammar and punctuation.* Ensure consistent and deliberate use of tense.* Ensure correct subject–verb agreement.* Proofread accurately.* Read writing aloud with

				appropriate intonation and volume.*
	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Make appropriate choices about joining and letter shapes.*	<u>Handwriting:</u> Write legibly and fluently.* Select appropriate letter shapes, joins and writing implements.*	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Choose letter shapes, joins and writing implements appropriate to each version.*	<u>Handwriting:</u> Write legibly, fluently and with increasing speed.* Make appropriate choices about letter shape, joining and writing implement.*
	<u>Vocabulary, Grammar and Punctuation:</u> Use relative clauses accurately.* Use modal verbs and adverbs to express possibility.* Use parenthesis appropriately.* Use commas to clarify meaning.* Use dialogue punctuation accurately.* Link paragraphs using adverbials and tense choices.* Use Year 5 terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use modal verbs and adverbs to indicate different degrees of possibility.* Use relative clauses to add supporting information.* Use parenthesis to include evidence or clarification.* Link ideas across paragraphs using adverbials of number and contrast.* Use commas to clarify meaning.* Maintain an appropriately formal register. Use Year 5 grammatical terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use modal verbs and adverbs appropriately in the formal letter.* Use relative clauses to add relevant information.* Use parenthesis where clarification is needed.* Use commas to clarify meaning.* Use cohesive devices within and across paragraphs.* Select vocabulary and grammar appropriate to formal and informal contexts. Use Year 5 grammatical terminology accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Use past, present perfect and past perfect forms to manage shifts in time. Use relative clauses accurately.* Use modal verbs and adverbs where uncertainty is required.* Use parenthesis appropriately.* Use commas to clarify meaning and avoid ambiguity.* Use cohesive devices within paragraphs.* Link ideas across paragraphs through adverbials of time, place and tense choice.* Use Year 5 terminology accurately: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.*