

| Text  |             | THE MAN WHO WALKED BETWEEN THE TOWERS   | ROBOT GIRL   | THE TEMPEST   | PERCY JACKSON  |
|---|-------------|---|--|---|--|
| Outcomes<br>Non-fiction<br>Fiction  |             | Fact files<br>Journalistic writing<br>Setting descriptions<br>Letters of advice<br>Persuasive speeches  | Discussion / Debate<br>Character comparisons<br>Dialogue<br>Email in role<br>Setting description<br>Letter of advice<br>Action scene<br>Book review  | Setting descriptions<br>Character descriptions / comparisons<br>Diary entries<br>Dialogue   | Poetry (ode)<br>Soliloquy<br>Setting descriptions<br>Diary entries<br>Additional chapters<br>Non-chronological reports   |
|   |             | Biography   | Science-fiction narrative  | Playscript  | Own version narrative  |
| Audience / Form   |             | Fact file about twin towers<br>Letter of advice to Philippe<br>Diary entry as Philippe<br>Interview transcript<br>Persuasive speech to a judge<br><br>Biography of Philippe Petit                         | Debate about the benefits and drawbacks of AI<br>Comparison of Claire and Maisie<br>Section of narrative with dialogue<br>Email in role as Claire<br>Atmospheric setting description of the factory<br>Email to Claire<br>Missing chapter action scene<br>Book review<br>Science-fiction narrative | Informal letter describing a setting<br>Character descriptions<br>Diary entry of the tempest<br>Missing play scene<br>Character comparisons<br>Desert island playscript                   | Ode from point of view of Percy<br>Soliloquy for Percy<br>Description of a new character<br>Description of Came Half-Blood<br>Diary entry as Percy<br>Additional chapter<br>Non-chronological report about a Greek god/goddess<br>Own version mythical narrative |
| Purposes covered  |             | Inform<br>Persuade<br>Reflect<br>Recount  | Discuss<br>Entertain<br>Describe   | Describe<br>Reflect<br>Entertain  | Entertain<br>Describe<br>Reflect<br>Inform   |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD        | -ing words as adjectives<br>figurative language   | synonyms / antonyms for comparison   | converting verbs into adjectives / nouns  | -ness / -ment to create abstract nouns   |
|   | SENTENCE    | modal verbs<br>conjunctions to explain *<br>range of sentence types *<br>multi-clause sentences<br>order of clauses<br>expanded noun phrases *<br>relative clauses<br>formal adverbials of time and place | multi-clause sentences<br>conjunctions to explain / compare *<br>relative clauses<br>modal verbs<br>adverbials<br>abstract nouns<br>expanded noun phrases*<br>prepositions<br>sentence types*<br>verb choices for impact   | relative clauses<br>range of relative pronouns / omitted relative<br>pronouns<br>adverbial phrases of manner *<br>modal verbs<br>multi-clause sentences<br>conjunctions to extend ideas * | adverbial phrases *<br>modal verbs<br>range of sentence types *<br>expanded noun phrases *<br>preposition phrases *<br>multi-clause sentences<br>relative clauses<br>subjunctive form *  |
|   | PUNCTUATION | sentence ending punctuation *<br>apostrophes for contraction *<br>use of colons<br>dialogue punctuation *   | bullet points to list information *<br>parenthesis   | parenthesis punctuation<br>use of colons  | hyphens to avoid ambiguity *<br>commas to clarify meaning  |
|   | TEXT        | subheadings *<br>pronouns to avoid repetition *<br>present perfect tense *<br>tense choice for cohesion<br>paragraphs to organise around a theme *  | tense choice for cohesion  | present perfect tense *<br>adverbials to link ideas   | cohesive devices within a paragraph<br>repetition / ellipses to link paragraphs *<br>paragraphs to organise around a theme *   |

YEAR 5 SPRING TERM – Progression of Purpose and Grammar – SCHOOL NAME: College Town Primary

| Text  |             | THE ISLAND  | FREEDOM BIRD   | THE WHALE  | BEOWULF   |
|---|-------------|---|--|--|---|
| Outcomes<br>Non-fiction<br>Fiction  |             | Welcome guides<br>Descriptions<br>Letters of advice<br>Analysis<br>Comparisons<br>Diary entries<br>Imagined conversations   | 'Instant' non-narrative poems<br>Explanations<br>Dialogue<br>Postcards<br>Letters of advice<br>Descriptions<br>Recounts<br>Narrative poems   | Reported speech<br>Speech and thought bubbles<br>Description<br>Recount in role<br>Letter to newspaper editor  | Letters of advice<br>Diary entries<br>Dialogue<br>Character descriptions<br>Setting descriptions<br>Actions scenes<br>Obituaries  |
|   |             | Narrative sequel  | Biography  | Film pitch   | Own version legend  |
| Audience / Form   |             | Welcome guide for a new arrival<br>Description of 'normal' island life<br>Letter of advice to the fisherman<br>Text analysis<br>Diary entry of the man<br>Conversation between Andrew and the man<br><br>Narrative sequel from an alternative perspective | 'Instant' non-narrative poem about freedom<br>Explanation of rights of enslaved people<br>Dialogue for a scene<br>Postcard to Millicent and John<br>Letter of advice from Bird to Millicent<br>Recount of children's escape<br>Narrative poem of escape<br><br>Biography of Harriet Tubman | Reported speech for newspaper article<br>Thought and speech bubbles in role<br>Description of sighting the whale<br>Recount of whale sighting in role<br>Response letter to newspaper editor<br><br>Film pitch for The Whale | Letter of advice to the king<br>Heroic speech by Beowulf<br>Descriptive fight scene<br>Recount in role as Hrothgar<br>Description of a party<br>Obituary for Beowulf<br><br>Legend based on Beowulf |
| Purposes covered  |             | Inform<br>Describe<br>Persuade<br>Discuss<br>Reflect<br>Entertain   | Entertain<br>Explain<br>Persuade<br>Recount<br>Inform  | Recount<br>Reflect<br>Describe<br>Inform   | Persuade<br>Describe<br>Recount<br>Reflect<br>Entertain   |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD        | idioms  | figurative language  | synonyms for effect *<br>precise verb choices  | alliteration<br>-ful / -less suffix *<br>superlatives<br>dis- / de- / mis- / over- / re- prefixes<br>idioms   |
|   | SENTENCE    | modal verbs<br>difference between formal / informal structures *<br><br>question tags *<br>passive voice *<br>subjunctive form *<br>subordinating clauses / conjunctions<br>expanded noun phrases *   | subordinating conjunctions<br>modal verbs<br>relative clauses<br>multi-clause sentences<br>adverbs / adverbial phrases *<br>sentence order<br>difference between formal / informal structures *  | multi-clause sentences<br>modal verbs<br>subordinating conjunctions<br>expanded noun phrases *<br>adverbs / adverbial phrases *<br>relative clauses  | modal verbs<br>subjunctive form *<br>relative clauses<br>abstract noun phrases<br>sentence order<br>adverbial / prepositional phrases *   |
|   | PUNCTUATION | commas for clarity<br>dialogue punctuation *  | dialogue punctuation *<br>bullet points to list information *  | commas for clarity<br>parenthesis punctuation  | use of hyphens<br>dialogue punctuation *  |
|   | TEXT        | present perfect *<br>dialogue to advance action<br>cohesive devices<br>consistency of tense for cohesion  | dialogue to advance action<br>progressive tense<br>adverbials to link ideas<br>paragraphs to organise around a theme *<br>cohesive devices   | short sentences<br>consistent present tense<br>cohesion between paragraphs   | tense choice for cohesion   |

YEAR 5 SUMMER TERM – Progression of Purpose and Grammar – SCHOOL NAME: College Town Primary

| Text  |             | KASPAR, PRINCE OF CATS  | CHILDREN OF THE BENIN KINGDOM   | HIGH RISE MYSTERY   | FIREBIRD  |
|---|-------------|---|---|---|---|
| Outcomes<br>Non-fiction<br>Fiction  |             | Character descriptions<br>Reports<br>Letters<br>Advertising leaflet<br>Balanced reports<br>Information reports  | Informal letter<br>Contrasting diary entries<br>Survival guides<br>Eyewitness reports<br>Summaries  | Character descriptions<br>Police reports<br>Setting descriptions<br>Newspaper articles<br>Dialogue<br>Persuasive letters  | Formal letters<br>Retellings<br>Character descriptions  |
|   |             | Newspaper article   | Non-chronological report  | Extended narrative  | Fairytale narrative   |
| Audience / Form   |             | Letter home to mother<br>Character description for Kaspar<br>Letter to Lizziebeth<br>Character descriptions – Lizziebeth and Skullface<br>Advert for Titanic<br>Balanced report about Victorian times<br>Report on icebergs<br><b>Newspaper report about sinking of Titanic</b> | Letter from Papa Eze to Ada<br>Contrasting diaries of Mama Ginika / children<br>Jungle survival guide<br>Eyewitness report to the Chief<br>Summary of a section of story<br><b>Non-chronological report about the Benin Kingdom</b> | Character descriptions<br>Diary entry as Nik or Norva<br>Murder investigation manual<br>Description of a police cordon<br>Article for Cloud News<br>Letter to the police<br><b>Extended detective narrative</b> | Description of a rare bird<br>Letter of advice to the prince<br>Retelling a section of story<br>Description of the princess<br><b>Alternative fairytale narrative</b> |
| Purposes covered  |             | Reflect<br>Inform<br>Describe<br>Persuade<br>Discuss  | Reflect<br>Inform<br>Recount  | Describe<br>Reflect<br>Recount<br>Inform<br>Persuade  | Describe<br>Entertain   |
| Grammar coverage (these may be taught multiple times throughout the sequence) | WORD        | -cious / -ous suffix<br>comparatives / superlatives   | synonyms / antonyms<br>formal vocabulary  | technical vocabulary<br>figurative language   | synonyms / antonyms<br>-ate / -ise / -ify suffixes  |
|   | SENTENCE    | expanded noun phrases *<br>subordinate clauses<br>multi-clause sentences<br>order of clauses<br>modal verbs<br>passive voice *  | modal verbs<br>contrasting conjunctions *<br>multi-clause sentences<br>order of clauses<br>relative clauses / pronouns<br>passive voice *   | modal verbs<br>conjunctions to justify *<br>order of clauses<br>passive voice *<br>command sentences *<br>adverbial phrases *<br>relative clauses<br>subjunctive form *<br>fronted adverbials *                 | noun phrases expanded with prepositions *<br>subjunctive form *<br>multi-clause sentences<br>modal verbs<br>subordinating conjunctions *                              |
|   | PUNCTUATION | commas for clauses<br>commas to clarify<br>bullet points to list information *  | apostrophes for contractions *<br>dashes for parenthesis<br>use of single dash<br>bullet points to list information *   | parenthesis punctuation<br>dialogue punctuation *   | commas after fronted adverbials   |
|   | TEXT        | perfect tense *<br>conjunctions / adverbials for cohesion   | future tense<br>adverbial phrases to link ideas<br>paragraphs to organise around a theme *<br>subheadings *   | short sentences<br>formal speech vocabulary<br>tense choice for cohesion  | progressive verb forms *<br>past perfect tense *<br>tense choice and pronouns for cohesion  |