



English Year 5

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p><i>All About Me – Michael Rosen</i></p> <p>Autobiography</p> <p><i>Neil Armstrong: First Man on the Moon - Alex Woolf</i></p> <p>Biography</p>	<p><i>Wolf Brother – Michele Paver</i></p> <p>Narrative – different perspectives **</p> <p><i>Find Out: Stone Age - Klint Janulis</i></p> <p>Non-chronological report</p>	<p><i>The Explorer - Katherine Rundell</i></p> <p>Journalistic Writing</p> <p>Narrative – different perspectives **</p>	<p><i>The Flanders Mare 100 Britannia Short Stories - Geraldine McCaughrean</i></p> <p>Journal</p> <p>Information leaflet</p>	<p><i>After the Sea-Ship -Walt Whitman & other poetry relating to the sea</i></p> <p>Poetry</p> <p><i>Cloudbusting By Malorie Blackman</i></p> <p>Narrative*/**</p>	<p><i>Cracking Contraptions - Derek Smith</i></p> <p>Explanation text</p> <p>Short Burst Narratives*</p>

Due to the generic nature of these objectives, they will be taught and reinforced in every unit:

<p>Reading objectives</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing 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</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied (KEY READING SKILL – PREDICTING)</p> <p>+ the KEY READING SKILLS – ACTIVATING PRIOR LEARNING & SUMMARISING</p>
<p>Writing objectives</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Proof-read for spelling errors linked to spelling statements for year 5</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>

Term No. of weeks	Text	Writing Outcome	Key Reading objectives	Key Writing objectives
AUTUMN 1 3 weeks & 3 weeks	<i>All About Me – Michael Rosen</i> <i>Neil Armstrong: First Man on the Moon By Alex Woolf</i>	Autobiography Biography	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Draft and write by précising longer passages</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs eg then, after that, this, firstly /eg</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time eg later /eg , place eg nearby /eg and number eg secondly /eg or tense choices eg he had seen her before /eg</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p>
AUTUMN 2 3 weeks	<i>Wolf Brother – Michele Paver</i>	Narrative – different perspectives **	<p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied (KEY READING SKILL – PREDICTING)</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</p>	<p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>

Building Strong Foundations for the Years Ahead

<p>AUTUMN 2 3 weeks</p>	<p><i>Find Out: Stone Age - Klint Janulis</i></p>	<p>Non- chronological report</p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs eg then, after that, this, firstly /eg</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg headings, bullet points, underlining /eg</p>
<p>SPRING 1 3 weeks</p>	<p><i>The Explorer - Katherine Rundell</i></p>	<p>Journalistic Writing</p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied (KEY READING SKILL – PREDICTING)</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing</p>	<p>Draft and write by précising longer passages</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs eg then, after that, this, firstly /eg</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time eg later /eg , place eg nearby /eg and number eg secondly /eg or tense choices eg he had seen her before /eg</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p>

<p>SPRING 1 2 weeks</p>	<p><i>The Explorer</i> <i>- Katherine Rundell</i></p>	<p>Narrative – different perspectives **</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book</p> <p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (KEY READING SKILL – INFERRING)</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time eg later /eg , place eg nearby /eg and number eg secondly /eg or tense choices eg he had seen her before /eg</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>
<p>SPRING 2 3 weeks</p>	<p><i>The Flanders Mare 100</i> <i>Britannia Short Stories</i> <i>- Geraldine McCaughrean</i></p>	<p>Historical Journal</p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Draft and write by précising longer passages</p> <p>Draft and write by using devices to build cohesion within and across sentences and paragraphs eg then, after that, this, firstly /eg</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p>
<p>SPRING 2 3 weeks</p>	<p><i>The Flanders Mare 100</i> <i>Britannia Short Stories</i> <i>- Geraldine McCaughrean</i></p>	<p>Information leaflet</p>	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg headings, bullet points, underlining /eg</p>

<p>SUMMER 1 6 weeks</p>	<p><i>After the Sea-Ship - Walt Whitman & other poetry relating to the sea</i></p> <p><i>Cloudbusting By Malorie Blackman</i></p>	<p>Poetry</p> <p>Narrative*/*</p> <p>*</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts (KEY READING SKILL – QUESTIONING)</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p>
<p>SUMMER 2 3 weeks</p>	<p><i>Cracking Contraptions - Derek Smith</i></p>	<p><u>Explanation text</u></p>	<p>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context (KEY READING SKILL – CLARIFYING)</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time eg later /eg , place eg nearby /eg and number eg secondly /eg or tense choices eg he had seen her before /eg</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader eg headings, bullet points, underlining /eg</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p>
<p>3 weeks</p>		<p>Short Burst Narratives*</p>	<p>Objectives which need revisiting to gain evidence required</p>	