

## Ongoing agreed objectives for all units - Year 5

Through our whole-class guided reading approach. Y5 children in all reading units will cover:	Through our Talk for Writing approach, Y5 children in all writing units will cover:	Through following the Spelling Shed scheme for spelling and the Letter join scheme for handwriting, children in year 5 will:
<p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>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>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>use dictionaries to check the spelling and meaning of words (as part of the editing process)</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary (as part of the editing process)</p> <p>use a thesaurus (as part of the editing process)</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>precising longer passages</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (as part of the editing process)</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>write legibly, fluently and with increasing speed</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>

<p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>select and use appropriate registers for effective communication</p>	<p>proof-read for spelling and punctuation errors</p>	
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\*Purple skills are taken from the Y4 curriculum

### Unit coverage of skills - Y5 - Autumn term

<u>Autumn 1 - 8 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>Wild Boy by Rob Lloyd Jones (mystery)</b></p> <p>Fiction - Narrative (mystery) - focusing on character 3-4 weeks</p>	<p><u>Rationale:</u>  Links with PSHE (healthy and unhealthy relationships, diversity and accepting differences)  Links with empathy value (understanding difference and celebrating it)</p>	<p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p>	<p>Focus on writing legibly, fluently and with increasing speed</p> <p>in writing narratives, considering how authors have developed characters in what pupils have read or listened to</p> <p>in narratives describing characters (eg. <b>expanded noun phrases to describe characters including prepositional phrases</b> and including some figurative language)</p> <p><b>building on Y4 understanding by continuing to build paragraphs around a theme (key events)</b></p> <p>selecting appropriate vocabulary (with specific focus on choosing adjectives to create vivid characters and atmosphere eg. Formidable, intimidating, mysterious)</p>
<p><b>National Parks of the USA by Kate Siber and Chris Turnham</b></p> <p>Non-fiction - persuasive writing 2-3 weeks</p>	<p><u>Rationale</u>  Links with Geography (North America) and Science (plant and animal life cycles)  Links with communication value (voicing opinion both verbally and in written form)</p>	<p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>Focus on writing legibly, fluently and with increasing speed</p>

		<p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>provide reasoned justifications for their views</p>	<p>selecting appropriate vocabulary (with specific focus on emotive language eg. breath-taking, incredulous, awe-inspiring)</p> <p>using expanded noun phrases including prepositional phrases (eg. <u>It is a breath-taking park with spectacular sights</u> just begging to be discovered)</p> <p>indicate degrees of possibility using adverbs (perhaps, surely, certainly, definitely, obviously)</p> <p>beginning to indicate degrees of possibility using modal verbs (might, should, will, must) eg. You certainly <u>will</u> be guaranteed a fantastic trip. Every tourist <u>should</u> definitely visit this park!</p> <p>building on Y4 understanding by continuing to build paragraphs around a theme (related facts)</p>
Autumn 2 - 7 weeks	Rationale	Reading skills	Writing skills
<p><b>Beowulf by Michael Morpurgo (legend)</b></p> <p>Fiction - legend - focusing on setting</p> <p>3-4 weeks</p>	<p><u>Rationale:</u></p> <p>Links with History (Anglo-Saxon legend)</p> <p>Links with resilience value (facing challenges and overcoming evil)</p> <p>Tales from other cultures and traditions</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>provide reasoned justifications for their views</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Focus on writing legibly, fluently and with increasing speed</p> <p>in writing narratives, considering how authors have developed settings in what pupils have read or listened to</p> <p>building on Y4 understanding by continuing to build paragraphs around a theme (key events)</p> <p>beginning to link ideas across paragraphs using adverbials of time (later, next, afterwards) or place (nearby, in the distance, around the corner)</p> <p>in narratives, describing settings (eg. noun phrases and figurative language)</p> <p>selecting appropriate vocabulary (with specific focus on choosing adjectives to create vivid</p>

			settings and atmosphere eg. barren, isolated, bustling)
<b>Overheard in a Tower Block by Joseph Coelho</b>  S&L unit - performance poetry 2 weeks	<u>Rationale</u> Links with Science (humans - growing up and emotional changes) Links with teamwork and positivity values (working on a project with others to create a final product) BAME author	learning a wider range of poetry by heart  preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  identifying how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear  speak audibly and fluently with an increasing command of Standard English  participate in discussions, presentations, performances, role play, improvisations and debates  gain, maintain and monitor the interest of the listener(s)  consider and evaluate different viewpoints, attending to and building on the contributions of others

### Unit coverage of skills - Y5 - Spring term

<u>Spring 1 - 6 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<b>Danny Chung does not do Maths by Maisie Chan (comedy)</b>  Fiction - writing a diary entry in the perspective of a character 3 weeks	<u>Rationale:</u> Links with PSHE (discrimination and stereotyping - Autumn 2 and Spring 1) Links with empathy value (understanding how stereotyping others makes them feel) BAME main character	asking questions to improve their understanding  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  provide reasoned justifications for their views	Focus on writing legibly, fluently and with increasing speed  in writing narratives, considering how authors have developed characters and settings in what pupils have read or listened to  beginning to use the past perfect form of verbs to mark relationships of time and cause (had went, had discovered, had played)  selecting appropriate grammar and vocabulary (with specific focus on informal language to convey character eg. shorter sentence lengths, using contractions such as couldn't instead of could not, informal vocabulary such as found

			<p>instead of discovered or including turns of phrase such as 'call it a day')</p> <p>integrating dialogue to convey character (using direct speech with comical author commentary eg. He had the audacity to tell me to, "Slow down!" Slow down? Who did he think he was! The headmaster?)</p> <p>building on Y4 understanding by continuing to build paragraphs around a theme (key events)</p> <p>linking ideas across paragraphs using adverbials of time (later, next, afterwards) or place (nearby, in the distance, around the corner)</p>
<p><b>Everything: Volcanoes and Earthquakes by National Geographic Kids</b></p> <p>Non-fiction - information text 2-3 weeks</p>	<p><u>Rationale</u>  Links with Geography (earthquakes and volcanoes)  Links with self-awareness value (knowing more about other areas of the world)</p>	<p>asking questions to improve their understanding</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>retrieve, record and present information from non-fiction</p> <p>distinguish between statements of fact and opinion</p>	<p>Focus on writing legibly, fluently and with increasing speed</p> <p>beginning to recognise vocabulary and structures that are appropriate for formal writing</p> <p>selecting appropriate grammar and vocabulary (with specific focus on formal language eg. consist of, due to, specifically)</p> <p>beginning to use the present perfect form of verbs to mark relationships of time and cause (have erupted, has erupted, have discovered)</p> <p>beginning to use expanded noun phrases to convey complicated information concisely (eg. A cinder cone forms when <u>some molten rock known as magma</u> approaches the Earth's surface.)</p> <p>beginning to use further organisational and presentational devices to structure text and to guide the reader (headings, subheadings, bullet points, underlining)</p> <p>indicating degrees of possibility using modal verbs (might, should, will, must) eg. You <u>should</u></p>

			<p>always avoid approaching any volcano which is showing signs of eruption.</p> <p>beginning to use devices to build cohesion within a paragraph eg. describing the eruption process (first, next, then, finally)</p>
<u>Spring 2 - 5 weeks</u>	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>She Wolf by Dan Smith (historical fiction)</b></p> <p>Fiction - Narrative (quest) - focusing on plot 3-4 weeks</p>	<p><u>Rationale:</u>  Links with History (Vikings) and with previous term's PSHE (overcoming stereotypes - strong female character)  Links with excellence and resilience values (overcoming stereotypes and challenges)  Strong female lead character</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>provide reasoned justifications for their views</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Focus on writing legibly, fluently and with increasing speed</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read or listened to</p> <p>in narratives, focusing on plot and integrating dialogue to convey character and advance the action</p> <p>using devices to build cohesion within a paragraph (then, after that, firstly, next)</p> <p>beginning to link ideas across paragraphs using adverbials of time for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>in narratives, describing atmosphere</p> <p>selecting appropriate vocabulary (with specific focus on noun phrases and figurative language to create atmosphere)</p>
<p><b>Viking Myth - Thor and the Giants - teacher written</b></p> <p>S&amp;L unit - play script 1-2 weeks</p>	<p><u>Rationale</u>  Links with History (links with Vikings) and with English (stories from other cultures and traditions)  Links with teamwork and positivity values (working on a project with others to create a final project)  Tales from other cultures and traditions</p>	<p>preparing 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>identifying how structure and presentation contribute to meaning</p>	<p>Focus on writing legibly, fluently and with increasing speed</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

			<p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>
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### Unit coverage of skills - Y5 - Summer term

Summer 1 - 6 weeks	Rationale	Reading skills	Writing skills
<p><b>The Highwayman by Alfred Noyes (narrative poetry, Literary Heritage)</b></p> <p>Non-fiction - Balanced argument</p>	<p><u>Rationale:</u></p> <p>Links with English (poetry, Literary Heritage)</p> <p>Links with communication values (expressing an opinion verbally and written)</p> <p>Literary Heritage</p>	<p>learning a wider range of poetry by heart</p> <p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>beginning to recognise vocabulary and structures that are appropriate for formal writing</p> <p>beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (eg. Bess is a young woman <u>who</u> falls in love with the Highwayman.)</p> <p>using devices to build cohesion within a paragraph (then, after that, firstly, next)</p> <p>Linking ideas across paragraphs using number (firstly, secondly, finally)</p> <p>selecting appropriate grammar and vocabulary (with specific focus on formal language)</p> <p>using brackets, dashes or commas to indicate parenthesis (Bess - a young woman - falls in love with the Highwayman)</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>



<p><b>Letters From Afar</b></p> <p>Non-fiction - formal letter about Fordley Planta</p>	<p><u>Rationale</u>  Links with Geography (links with fieldwork completed this term)  Links with self-awareness and positivity values (links with local community)  Female role model</p>	<p>asking questions to improve their understanding</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>beginning to recognise vocabulary and structures that are appropriate for formal writing</p> <p>selecting appropriate grammar and vocabulary (with specific focus on formal language)</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (eg. Annitsford is a village which is located in North East England)</p> <p>linking ideas across paragraphs using place (nearby, beside this, around the corner)</p> <p>beginning to use brackets, dashes or commas to indicate parenthesis (eg. The village - which is located just south of Cramlington - is a former mining village.)</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>using further organisational and presentational devices to structure text and to guide the reader (setting out a formal letter)</p>
Summer 2 - 7 weeks	<u>Rationale</u>	<u>Reading skills</u>	<u>Writing skills</u>
<p><b>Herstory: 50 women and girls who shook the world</b> by Katherine Halligan</p> <p>Non-fiction - newspaper</p>	<p><u>Rationale:</u>  Links with History (civil rights including suffragette movement)  Links with excellence and resilience values (overcoming challenge and excelling)  Female and BAME role models</p>	<p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>provide reasoned justifications for their views</p>	<p>beginning to recognise vocabulary and structures that are appropriate for formal speech and writing</p> <p>selecting appropriate grammar and vocabulary (with specific focus on reporter language eg. eyewitnesses had stated, observers had reported)</p> <p>beginning to use the past perfect form of verbs to mark relationships of time and cause using indirect speech (had observed, had discovered, had reported)</p>



			<p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (eg. Emily Davison, who was a suffragette, was pronounced dead at the scene.)</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>integrating dialogue to convey character (eg. including informal speech for a witness, including turns of phrase and/or colloquialisms)</p> <p>using further organisational and presentational devices to structure text and to guide the reader (Headline, summary opening, caption)</p>
<p><b>Herstory: 50 women and girls who shook the world by Katherine Halligan</b></p> <p>S&amp;L unit - debates and presentations</p>	<p><u>Rationale</u></p> <p>Links with History (civil rights including suffragette movement)</p> <p>Links with excellence and resilience values (overcoming challenge and excelling)</p> <p>Female and BAME role models</p>	<p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>provide reasoned justifications for their views</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>