

## English Year 5 – Updated November 2021

Guided reading		
Genre	Text extracts	Skills
<b>Classic Fiction</b>	<ul style="list-style-type: none"> <li>• Journey to the River Sea – Eva Ibbotson               <ul style="list-style-type: none"> <li>• Lord of the Rings</li> <li>• Treasure Island</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of what they have read.</li> <li>• Continuing to read and discuss an increasingly wide range of fiction.</li> <li>• 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.</li> <li>• Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</li> <li>• Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Predicting what might happen from details stated and implied.</li> <li>• Provide reasoned justifications for their views.</li> </ul>
<b>Narrative Poetry</b>	<ul style="list-style-type: none"> <li>• Matilda – Hilare Belloc</li> <li>• From a railway carriage – Robert Louis Stevenson               <ul style="list-style-type: none"> <li>• If – Rudyard Kipling</li> </ul> </li> <li>• Little Red Riding Hood and the Wolf (from Revolting Rhymes) – Roald Dahl</li> </ul>	
<b>Modern Fiction</b>	<ul style="list-style-type: none"> <li>• The Explorer – Katherine Rundell               <ul style="list-style-type: none"> <li>• Anglo-Saxon Boy</li> </ul> </li> <li>• Harry Potter and the Philosopher's stone               <ul style="list-style-type: none"> <li>• Kensuke's Kingdom</li> </ul> </li> <li>• Percy Jackson &amp; Lightning Thief               <ul style="list-style-type: none"> <li>• Who let the Gods out?</li> <li>• Icarus was ridiculous</li> </ul> </li> </ul>	
<b>Graphic Novel/Picture Book</b>	<ul style="list-style-type: none"> <li>• The Wanderer               <ul style="list-style-type: none"> <li>• Flotsam</li> <li>• The Whale</li> </ul> </li> </ul>	
<b>Non-Fiction</b>	<ul style="list-style-type: none"> <li>• Rainforest Calling</li> <li>• Discover rainforest creatures               <ul style="list-style-type: none"> <li>• Norse Mythology</li> </ul> </li> <li>• Biography of Neil Armstrong</li> </ul>	

## Term 1

Genre	Unit / Title	Outcome/s	Texts used to support <span style="color: red;">Red is poetry</span>	Skills (Blue is reading, Green is writing)
Fiction	<b>The Explorer and Running Wild</b>	Descriptive writing, setting and building suspense.  Empathy, character description, writing in role, recount.	The Explorer by Katherine Rundell  Running Wild by Michael Morpurgo	<ul style="list-style-type: none"> <li>• Summarise the main ideas, drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader</li> <li>• Use my own knowledge to plan, draft, write and edit my own composition.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Select from a wide range of known imaginative and ambitious vocabulary and use precisely.</li> </ul>
Fiction and Non-Fiction	<b>To go or not to go? Journey to the River Sea</b>	To develop empathy for a character  To present a reasoned and balanced overview of an issue, with supporting reasons  To use language of argument in an appropriate and respectful manner	Journey to the River Sea by Eva Ibbotson	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>• Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Use own knowledge to plan, draft, write and edit own composition, using language of discussion with reasoning and justification.</li> <li>• Indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>• Indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>• Use formal and informal speech accurately in independent writing.</li> </ul>

## Term 2

Genre	Unit / Title	Outcome/s	Texts used to support <b>Red is poetry</b>	Skills ( <b>Blue is reading, Green is writing</b> )
Non-Fiction	<b>Persuading the Reader – Various Texts</b>	Descriptive Writing and Persuasive letter writing.	Pongo – Hands through The Forest (Sue Feenstra)  Where The Forest Meets The Sea (Jeannie Baker)  World Burn Down by Steve Cole  The Great Kapok Tree By Lynn Cherry	<ul style="list-style-type: none"> <li>• Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Use own knowledge to plan, draft, write and edit own composition, using language of discussion with reasoning and justification.</li> <li>• Identify the audience for and purpose of my writing, selecting appropriate form</li> <li>• Indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>• Distinguish between more complex homophones and other words which are often confused (Step 16)</li> <li>• Use a range of strategies to support accurate spelling in writing.</li> <li>• Indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>• Use commas, brackets or dashes to clarify meaning or avoid ambiguity</li> </ul>
Non-fiction	<b>Clever Creatures</b>	Non-Chronological report	Rainforests by Lucy Bowman In the Rainforest by Barbara Taylor Question Time: Rainforests by Angela Wilks  Various non-fiction texts in Y5 area E.g. Rainforest animals questions and answers by Michael Chinery Endangered Animals: South America by Grace Jones 100 facts: Rainforest by Miles Kelly Revealed Rainforest by Dr Jen Green In the rainforest by Barbara Taylor Question Time: Rainforest by Angela Wilks	<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction.</li> <li>• Identifying how language, structure and presentation contribute to meaning.</li> <li>• Identify the audience for and purpose of my writing, selecting appropriate form.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun.</li> <li>• Distinguish between more complex homophones and other words which are often confused (Step 16)</li> <li>• Use a range of strategies to support accurate spelling in writing.</li> <li>• Use guide words in a dictionary to check the spelling and meaning of words independently and confidently (Step 17)</li> <li>• Learn how to identify and use the passive voice.</li> </ul>

				<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun.</li> <li>• Use commas, brackets or dashes to clarify meaning or avoid ambiguity.</li> </ul>
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Term 3				
Genre	Unit / Title	Outcome/s	Texts used to support <b>Red is poetry</b>	Skills (Blue is reading, Green is writing)
Non-Fiction	Biography of Alfred The Great	Biography about Alfred the Great and Tim Peake  Descriptive writing – setting a scene and describing a hero	History Starting Point - Alfred The Great and the Anglo Saxons (Usborne)  Mary Seacole Biography  Tim Peake – Ask an Astronaut  Variety of space books  Variety of websites	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Ask questions to improve understanding.</li> <li>• Make comparisons within and across books</li> <li>• Use colons before a list (e.g. of ingredients in baking) or before speech</li> <li>• Use commas, brackets or dashes to clarify meaning or avoid ambiguity.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun.</li> </ul>
Fiction	Beowulf	To describe a scene  To compare known authors of classic fiction and use those extracts as good examples.  To describe a character (Beowulf) using a poetry format.  To include speech in a narrative (battle scene).	Various versions of Beowulf (reading to the class – Michael Morpurgo's version)  The Hobbit by J.R.R Tolkien  Harry Potter and the Philosopher's Stone by JK Rowling  The Northern Lights by Philip Pullman  <b>Recipe to Make a Wolf poem (author unknown)</b>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Make comparisons within and across books.</li> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact of the reader.</li> <li>• Select expanded noun phrases to convey information concisely.</li> <li>• Select from a wide range of known imaginative and ambitious vocabulary and use precisely.</li> <li>• Use formal and informal speech accurately in independent writing often.</li> </ul>

## Term 4

Genre	Unit / Title	Outcome/s	Texts used to support <b>Red is poetry</b>	Skills ( <b>Blue is reading, Green is writing</b> )
Poetry	The Highwayman	<p>To learn, perform and adapt poetry in spoken word and drama.</p> <p>Compare this to other forms of poetry.</p> <p>To recognise common poetic devices.</p>	<p><b>The Highwayman by Alfred Noyes</b></p> <p><b>Matilda – Hilare Belloc</b></p> <p><b>Little Red Riding Hood and the Wolf (from Revolting Rhymes) – Roald Dahl</b></p>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.</li> <li>• Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>• Prepare 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.</li> <li>• Learn a wider range of poetry by heart.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>• Use own knowledge to plan, draft, write and edit my own composition</li> <li>• Perform own compositions, considering my audience using appropriate intonation, volume and movement.</li> <li>• Identify the audience for and purpose of my writing, selecting appropriate form.</li> </ul>

## Term 5

Genre	Unit / Title	Outcome/s	Texts used to support <b>Red is poetry</b>	Skills ( <b>Blue is reading, Green is writing</b> )
Classic Fiction/Myth	Greek Myths	<p>To write own version of a myth with a clear moral message.</p> <p>To develop an understanding of an historical setting</p> <p>To use speech to develop atmosphere</p>	<p>The Orchard Book of Greek Myths by Geraldine McCaughrean</p> <p>Athena: The Story of a Goddess by Imogen &amp; Isabel Greenberg</p> <p>Who let the Gods out? By Maz Evans</p> <p>Norse Mythology by Neil Gaiman</p>	<ul style="list-style-type: none"> <li>• Make comparisons within and across books</li> <li>• Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Use own knowledge to plan, draft, write and edit own composition, using language of discussion with reasoning and justification.</li> <li>• Use speech to develop atmosphere</li> <li>• Select from a wide range of known imaginative and ambitious vocabulary, use precisely and justify effect</li> </ul>

			<p>Icarus was ridiculous by Pamela Butchart</p> <p>Various Ancient Greece non-fiction books for research</p>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun</li> <li>• Use commas, brackets or dashes to clarify meaning or avoid ambiguity</li> </ul>
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## Term 6

Genre	Unit / Title	Outcome/s	Texts used to support <b>Red is poetry</b>	Skills (Blue is reading, Green is writing)
Fiction	Coasts	<p>To review and compare</p> <p>To reason and justify a character's actions</p>	<p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Treasure Island by R.L. Stevenson</p> <p>Various non-fiction coast texts</p>	<ul style="list-style-type: none"> <li>• Ask questions to improve understanding</li> <li>• Make comparisons within and across books.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Participate in discussions about books, building on own and others' ideas and challenging views courteously.</li> <li>• Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Predict what might happen from details stated and implied</li> <li>• Perform own compositions, considering audience using appropriate intonation, volume and movement</li> <li>• Use commas, brackets or dashes to clarify meaning or avoid ambiguity.</li> <li>• Use colons before a list (e.g. of ingredients in baking) or before speech.</li> <li>• Learn how to identify and use the passive voice</li> </ul>