

Year 5 English Units and Skills

	Autumn 1 7 weeks Crime and Punishment	Autumn 2 7 Weeks Space	Spring 1 6 Weeks Victorians	Spring 2 5 Weeks Rivers	Summer 1 6 Weeks Heroes and Villains	Summer 2 8 Weeks WW2
Narrative Unit + skills	<p>Stories from Other Cultures</p> <p>Arabian Nights</p> <p>Skills in Reading</p> <ul style="list-style-type: none"> Making comparisons within texts Inferring characters feelings, thoughts and motives from their actions, justifying their inferences with evidence Predicting what might happen from information stated and implied. Explain the effect on the reader of author's choice of language <p>Skills in Writing</p> <ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Create and punctuate complex sentences using simile starters 	<p>Novel as a Theme</p> <p>George's Secret Key to the Universe by Lucy and Stephen Hawking</p> <p>Skills in Reading</p> <ul style="list-style-type: none"> Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Reread and read ahead to locate clues to support understanding. Summarise main ideas drawn from more than one paragraph and identify key details which support this. <p>Skills in Writing</p> <ul style="list-style-type: none"> Link ideas across paragraphs using adverbials for time and place and numbers e.g. Several hours later, on a nearby planet. Investigate verb prefixes e.g. auto-, tele-, anti-, inter-, trans-. Identify the audience and purpose. Select the appropriate language and structures. Think how authors develop characters and settings (in books, films and performances). 	<p>Older Literature</p> <p>Oliver Twist</p> <ul style="list-style-type: none"> Listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves Regularly listening to whole novels read aloud by the teacher from an increasing range of authors Exploring themes within and across texts e.g. loss, heroism, friendship Making comparisons within a text e.g. characters' viewpoints of same events Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence 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>Writing Skills:</p> <ul style="list-style-type: none"> Selecting the appropriate language and structures Using similar writing models Drawing on reading and research Thinking how authors develop characters and settings (in books, films and performances) Selecting appropriate grammar and vocabulary Assessing the effectiveness of own and others' writing in relation to audience and purpose 		<p>Legends</p> <p>Key Learning in Reading:</p> <ul style="list-style-type: none"> Explore themes within and across texts e.g. heroism, friend or foe. Check that the text makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from information stated and implied. 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>Key Learning in Writing</p> <ul style="list-style-type: none"> Create and punctuate complex sentences using '-ed' openers. Identify the audience and purpose. Blending action, dialogue and description within and across paragraphs. Assessing the effectiveness of own and others' writing in relation to audience and purpose. 	<p>Historical Narrative</p> <p>War Game</p> <p>Key Learning in Reading</p> <ul style="list-style-type: none"> Listen to and discuss a range of fiction which they might not choose to read themselves. Check that the book makes sense to them and demonstrating understanding e.g. through discussion, use of reading journals. Explore meaning of words in context. 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. Explain and discuss their understanding of what they have read, including through formal presentations maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. <p>Key Learning in Writing:</p> <ul style="list-style-type: none"> Create and punctuate complex sentences using -ing openers. Select the appropriate language and structures. Use similar writing models. Think how authors develop characters and settings in books. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

<p>Non-Fiction Unit + skills</p>	<p>Film and Playscript Aladdin Skills in Reading</p> <ul style="list-style-type: none"> Justify opinions and elaborating by referring to the text (Point + Evidence + Explanation). Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Prepare playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Skills in Writing</p> <ul style="list-style-type: none"> Think how authors develop characters and settings in films and performances. Identify and use brackets Identifying the audience and purpose. Select the appropriate language and structures. Assess the effectiveness of own and others' writing in relation to audience and purpose. 	<p>Magazine Articles All About History/Science Skills in Reading</p> <ul style="list-style-type: none"> Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. Distinguish between statements of fact or opinion within a text. <p>Skills in Writing</p> <ul style="list-style-type: none"> Identifying the audience and purpose. Selecting the appropriate language and structures. Noting and developing ideas. Drawing on reading and research. Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes. 	<p>Discussion: Formal Debate Key Learning in Reading</p> <ul style="list-style-type: none"> 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 Preparing formal presentations individually or in groups Using notes to support presentation of information Responding to questions generated by a presentation Participating in debates on an issue related to reading (fiction or nonfiction) <p>Key Learning in Writing</p> <ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience and purpose Selecting the appropriate language and structures Using similar writing models Noting and developing ideas Drawing on reading and research 	<p>Information booklet with a range of text types Key Skills in Reading</p> <ul style="list-style-type: none"> Discussing a range of non-fiction they might not choose to read themselves Reading books and texts that are structured in different ways for a range of purposes Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. <p>Key skills in writing</p> <ul style="list-style-type: none"> Identifying the audience and purpose. Selecting the appropriate language and structures. Noting and developing ideas. Drawing on reading and research. Using organisation and presentational devices Choosing when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram 	<p>Persuasion: TV or Radio Broadcast Key Learning in Reading:</p> <ul style="list-style-type: none"> Analyse the conventions of different types of writing e.g. formal presentations, persuasion. Identifying how language, structure and presentation contribute to meaning e.g. persuasive speech. Explaining the effect on the reader of the authors' choice of language. Preparing formal presentation individually or in groups. Using notes to support presentation of information. Responding to questions generated by a presentation. <p>Key Learning in Writing</p> <ul style="list-style-type: none"> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Select the appropriate language and structures for audience and purpose Note and develop ideas. Select appropriate grammar and vocabulary. 	<p>Reports: Formal reports Key Skills in Reading</p> <ul style="list-style-type: none"> Discussing a range of non-fiction they might not choose to read themselves Reading books and texts that are structured in different ways for a range of purposes Preparing formal presentations individually or in groups Using notes to support presentation of information <p>Key skills in writing</p> <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph e.g. firstly, secondly, presently, subsequently. Identify audience and purpose Using organisation and presentational devices Choosing when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram
<p>Poetry Unit + skills</p>	<p>Narrative Poetry The Highwayman Key Learning in Reading:</p> <ul style="list-style-type: none"> Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Discuss and evaluate how authors us language including figurative language, considering the impact on the reader. Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. <p>Key Learning in Writing:</p> <ul style="list-style-type: none"> Think how authors develop characters and settings in films and performances. Select the appropriate language and structures. Use similar writing models Assess the effectiveness of own and others' writing in relation to audience and purpose. 	<p>Poems with figurative Language Fireworks Key Learning in Reading:</p> <ul style="list-style-type: none"> Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. Discuss and evaluate how authors us language including figurative language, considering the impact on the reader. Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. <p>Key Learning in Writing:</p> <ul style="list-style-type: none"> Select the appropriate language and structures. Use similar writing models Assess the effectiveness of own and others' writing in relation to audience and purpose. 		<p>Poems with a Structure Key Skills in Reading:</p> <ul style="list-style-type: none"> listening to and discussing a range of fiction, poetry, plays and nonfiction which they might not choose to read themselves Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. 		

Scaffolded Writing outcomes from units	<ol style="list-style-type: none"> 1. <u>An alternate ending to Pearl Diver</u> 2. <u>A panto playscript version of Ali Baba</u> 3. <u>A poem in the style of Alfred Noyes</u> 	<ol style="list-style-type: none"> 1. Adventure in Space 2. Fireworks Poem 3. A page for a Space magazine 	<ol style="list-style-type: none"> 1. The Orphan 2. Should poor people be sent to the workhouse? 	<ol style="list-style-type: none"> 1. River Animals Booklet 2. River Poem 	<ol style="list-style-type: none"> 1. Legendary Literature 2. Persuasive TV Advert for a Magic Wand 	<ol style="list-style-type: none"> 1. Alternate Ending to War Game 2. Science Report on tadpole development
Independent writing outcomes	<ol style="list-style-type: none"> 1. <u>Marjanah's Story – Ali Baba from the perspective of Marjanah</u> 2. <u>A play script based on Roald Dahl's Revolting Rhymes</u> 3. <u>A Narrative poem based on their weekend.</u> 	<ol style="list-style-type: none"> 1. The day I got trapped in a Snowglobe 2. Christmas Magazine 3. Christmas Poems 	<ol style="list-style-type: none"> 1. Dickensian Disaster! 2. Should Traffic be allowed down Longridge High Street (Geography) 	<ol style="list-style-type: none"> 1. Egyptian Information Booklet 2. Favourite Things Poem 	<ol style="list-style-type: none"> 1. Longridge Legend 2. Persuasive TV Advert for our school 	<ol style="list-style-type: none"> 1. War Game from an alternate perspective 2. Science report on Sunflower Development