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**Year Group: 5**

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| **Term** | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  | **Summer 2**  |
| **Text Title** | **Who Let the Gods Out – Maz Evans** | **Beowulf – Michael Morpurgo** | **Harry Potter and the Philosopher’s Stone – J.K. Rowling** |
| **Additional Texts** | * Greek Myths and Legends
 | * Tell Me a Dragon by Jackie Morris
 | * Fantastic Beasts and Where to Find Them
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| **Genre/Outcomes** | * Fact file - dementia
* Non-chronological report – Greek Gods
* Narrative – retell – Chapter 1 – adding thoughts and feelings of Elliot at appropriate points in the chapter where key events are prominent.
* Narrative – retell – Chapter 4 – adding thoughts and feelings.
* Formal letter – responding to the letter in chapter 4.
* Narrative retell – chapter 12, argument between 2 giants adding extra detail
* Narrative embellishment – add in an additional characters – 2 other giants
* Narrative retell – chapter 19 – retell from a contrasting characters perspective
 | * Poetry – Kennings – Evidence of Dragons – Pie Corbett
* Narrative – character analysis – Beowulf
* Narrative – retell Grendel’s attack on the Great Hall
* Narrative – retell key events with embellishment in the style of the author
* Diary
* Informal letter
 | * Poetry – The Magic Box by Kit Wright
* Biography
* Narrative innovation – create own wizard in the style of the author
* Narrative innovation – retell key events in chapter 2
* Formal letter
* Fact file
* Non-chronological report – a different creature
* Narrative innovation – character description – create a new character in the style of the author for chapter 10
* Narrative embellishment – retell key events of chapter 10 in the style of the author incorporating the new character
 |
| **Reading skills**  | * I can make connections between other similar texts, prior knowledge and experience
* I can listen to and build on others’ ideas and opinions about a text
* I can present an oral overview or summary of a text
* I can present the author’s viewpoint of a text
* I can present a personal point of view based on what has been read
* I can explain a personal point of view and give reasons and listen to others’ personal point of view
* I can become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features
* I can read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are
* I can identify significant ideas , events and characters and discuss their significance
* I can learn poems by heart. For example, narrative verse, haiku
* I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action
* I can use meaning-seeking strategies to explore the meaning of words in context
* I can use meaning – seeking strategies to explore the meaning of idiomatic and figurative language
* I can identify and comment on writer’s use of language for effect. For example, precisely chosen adjectives, similes and personification
* I can identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader
* I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions
* I can justify inferences with evidence from the text
* I can make predictions from what has been read
* I know the difference between fact and opinion
* I can use knowledge of structure of text type to find key information
* I can use text marking to identify key information in a text and make notes from text marking
* I can summarise the main ideas drawn from a text
* I can identify the effect of the context on a text. For example, historical or other cultures
* I can identify how language, structure and presentation contribute to the meaning of a text
 | * I can make connections between other similar texts, prior knowledge and experience
* I can compare different versions of texts and talk about their differences and similarities
* I can listen to and build on others’ ideas and opinions about a text
* I can present an oral overview or summary of a text
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| **Composition**  | * I can discuss the audience and purpose of the writing.
* I can start sentences in different ways.
* I can use the correct features and sentence structure matched to the text type we are working on.
* I can develop characters through action and dialogue.
* I can establish a viewpoint as the writer through commenting on characters and events.
* I can use grammar and vocabulary to create an impact on the reader.
* I can use stylistic devices to create effects in writing.
* I can add well-chosen detail to interest the reader.
* I can summarise a paragraph.
* I can organise my writing into paragraphs to show different information or events.
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| **Sentence Structure** | * I can use relative clauses.
* I can use adverbs or modal verbs to indicate a degree of possibility.
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| **Text Structure** |  |  | * I can build cohesion between paragraphs.
* I can use adverbials to link paragraphs.
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| **Punctuation**  |  | * I can use brackets, dashes and commas to indicate parenthesis.
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* I can use commas to clarify meaning or avoid ambiguity.
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| **Vocabulary**  | Tier 1Tier 2  | Tier 1 – hero, villain, brave, mighty, monster, fierce, Tier 2- ancestors, grapple, fiend, prospered, enraptured, bloodlust, lair, barricaded, gorging, perilous, piteous, sorrow, salvation, marauding (monster), Thanes, merciless (monster), beastly brute, death-dealing, vicious (villain), noble, heroic, brawny, ambitious, courageous, honourable,  | Tier 1 – wizard, magic, wand, feast, chamber (should know from Y4 – Egyptians), ugly, Tier 2- askew, griffin, Cerberus, club, troll, broomstick, ‘swish and flick’, dungeons, shrank, granite grey, boulders, horny feet, slouched, flushed, lumbered, berserk(vocabulary only for non-chron needs to be added to 2024-2025 for other genres). |
| **Grammar Lessons**  | * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
* Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
* Using fronted adverbials
* Using commas after fronted adverbials
* The grammatical difference between plural and possessive –s
* Use of inverted commas and other punctuation to indicate direct speech
* Relative clauses
* Using modal verbs to indicate degrees of possibility
* Indicating degrees of possibility using modal verbs
* Using adverbs to indicate degrees of possibility
* Indication degrees of possibility using adverbs
* Complete assessment and address gaps
 | * Using brackets, dashes or commas to indicate parenthesis
* Using expanded noun phrases to convey complicated information concisely
* Using the perfect for of verbs to mark relationships of time and cause
* Complete assessment and address gaps
 | * Using commas to clarify meaning or avoid ambiguity in writing
* Devices to build cohesion within a paragraph
* Link ideas across paragraphs using adverbials of time
* Verb prefixes
* Converting nouns or adjectives into verbs using suffixes
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