

**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 | |
| **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 * 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 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. 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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. | | * 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. | | * 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. | |
| **Sentence Structure** | * I can use relative clauses. * I can use adverbs or modal verbs to indicate a degree of possibility. | | * I can use relative clauses. * I can use adverbs or modal verbs to indicate a degree of possibility. | | * I can use relative clauses. * I can use adverbs or modal verbs to indicate a degree of possibility. | |
| **Text Structure** |  | |  | | * I can build cohesion between paragraphs. * I can use adverbials to link paragraphs. | |
| **Punctuation** |  | | * I can use brackets, dashes and commas to indicate parenthesis. | | * I can use brackets, dashes and commas to indicate parenthesis. * I can use commas to clarify meaning or avoid ambiguity. | |
| **Vocabulary** | Tier 1  Tier 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 | |