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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year Five** | **Books** | **Theme: Growing Together**  The Promise by Nicola Davis  **Theme: Ancient Greeks**  Who Let The Gods Out? by Maz Evans  **Roald Dahl Week:** Matilda  **Poetry Week:** Cloud Busting by Malorie Blackman  Undefeted by by Kwame Alexander and Kadir Nelson  **Black History Month:** Black Heroes by Arlisha Norwood  The Girl Who Stole an Elephant by Nizrana Farook  Young, Gifted and Black by Jamia Wilson | **Theme: Ancient Greeks**  Who Let The Gods Out? by Maz Evans  Greek Myths  **Literacy Shed**: King Midas | **Theme: Tolerance and accepting differences**  Wonder by R J Palacio  Mockingbird by Kathryn Erskine  **Poetry Week:** The Highwayman by Alfred Noyes  **Mental Health Week:**  ‘Stretch Your Confidence’ by Beth Cox  Lifesize: Rainforest  Anita Ganeri & Stuart Jackson-Carter | **Theme: Tolerance and accepting differences**  Wonder by R J Palacio  Anglo-Saxon Boy by Tony Bradman  Men, Women and Children in Anglo-Saxon Times Jane Bingham | **Theme: Journeys**  The Arrival by Shaun Tan  The Lost Thing by Saun Tan  **Theme: Environmental Issues**  Destination Planet Earth by Joe Nelson  **Poetry Week**: The Same Inside by Liz Brownlee Matt Goodfellow and Roger Stevens | **Theme: Vikings**  Viking Boy by Tony Bradman  Odd and the Frost Giants by Neil Gaiman |
| **Reading**  **(Word Reading & Comprehension)** | For children working towards the expected standard we use PM Benchmarking to assess their word reading and comprehension ability. Children are then given Oxford Reading Tree Reading books to match their ability. All children’s reading ability is assessed by using NFER reading test. We promote reading for pleasure and children have a free choice of books to take home. | | | | | |
| **Destination Reader** | Destination Reader allows children to access real books of a high quality that are engaging and exciting. As talk is made central, partner reading is continued and children are given ample opportunities to discuss books with their partners. Children practise seven key skills identifies within the national curriculum to support the reading and understanding of a wide range of texts. The skills are: predicting, making connections, asking questions, evaluating, inferring, summarising, clarifying. | | | | |  |
| **Writing (Transcription- Spelling)** | Revise the spellings from Years 3 and 4  (English Appendix 1)  Homophones and near-homophones | prefixes and suffixes and understanding the guidance for adding them  spell some words with ‘silent’ letters [for example, knight, psalm, solemn]  Possessive apostrophe with plural words | continue to distinguish between homophones and other words which are often confused  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 | 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 | use dictionaries to check the spelling and meaning of words  use the first three or four letters of a word to check spelling, meaning or both of these  in a dictionary  use a thesaurus to find synonyms and antonyms | Consolidation of Year 5 curriculum |
| **Writing (Transcription - Handwriting)** | We follow the Penpals handwriting programme | | | | |  |
| **Writing (Composition)** | organising paragraphs around a theme  creating settings, characters and plot with the reader in mind  proof-read for spelling and punctuation errors  poetry writing | identifying the audience for and purpose of the writing, selecting the appropriate  form and using other similar writing as models for their own    ensuring the consistent and correct use of tense throughout a piece of writing | in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  in narratives, describing settings, characters and atmosphere and integrating  dialogue to convey character and advance the action  précising longer passages  distinguishing between the language of speech and writing and choosing the appropriate register | evaluate and editing    assessing the effectiveness of their own and others’ writing and suggesting  improvements   proposing changes to vocabulary, grammar and punctuation to enhance effects  and clarify meaning   ensuring correct subject and verb agreement when using singular and plural | Focus on self and peer-marking to improve evaluating and editing skills  selecting appropriate grammar and vocabulary, understanding how such  choices can change and enhance meaning  performing own compositions, using appropriate intonation, volume | Consolidation of Year 5 curriculum |
| **Writing (Vocabulary, grammar and punctuation )** | Revision of work done in previous years | extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  using the present perfect form of verbs in contrast to the past tense  hyphens | choosing nouns or pronouns appropriately for clarity and cohesion and to avoid  repetition  using conjunctions, adverbs and prepositions to express time and cause  using fronted adverbials  using conjunctions, adverbs and prepositions to express time and cause | using commas to clarify meaning or avoid ambiguity in writing  using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent  clauses  using a colon to introduce a list    punctuating bullet points consistently | perfect form of verbs to mark relationships of time and cause  using expanded noun phrases to convey complicated information concisely  using modal verbs or adverbs to indicate degrees of possibility  using relative clauses | Consolidation of Year 5 curriculum and grammar from English Appendix 2 in NC document. |