



FOCUS ENGLISH

Introduction Year 5

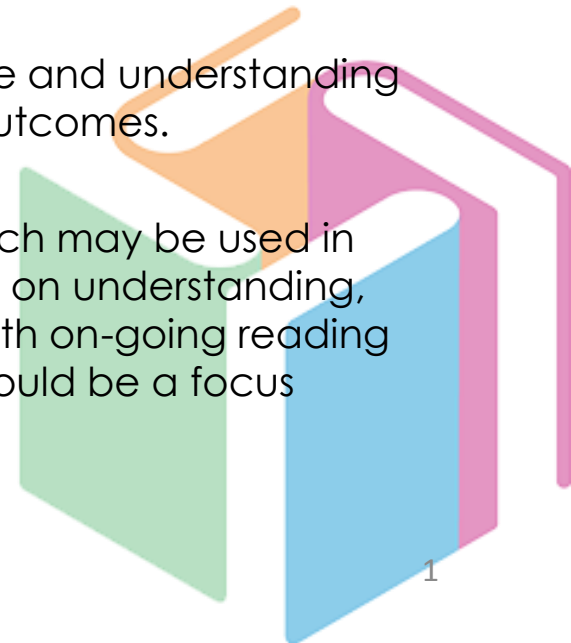
Introduction

This curriculum provides a model of a complete scheme of work for Y5. It is based on the use of a high quality core text which drives the curriculum by making purposeful and interesting links with history, geography and science learning. Poetry is built in to each unit.

Each unit is broadly 6 weeks with flexibility built in to extend, adapt activities or introduce alternative activities based on rigorous on-going assessment. Outcomes and objectives are clearly identified and activities planned to ensure that they are based on the Y5 learning. Attention has been paid to looking at progression within each objective, breaking them down into steps towards achieving the end of year learning. Toolkits are developed based on the objectives, skills and features needed to achieve the identified outcomes. These provide guidance and prompts for children to make independent choices when they write.

Whilst there is a clear week by week sequence within each unit, skills, knowledge and understanding are built throughout the unit and provide the building blocks for the identified outcomes.

There is a sharp focus on reading and the units offer questions and activities which may be used in whole class or guided reading lessons. The beginning of each unit concentrates on understanding, responding to and deepening understanding of the text. This focus continues with on-going reading activities matched to the identified reading objectives. Word detective work should be a focus throughout.



Additional texts have also been suggested which may be used as class reads or as preferred. This is not a definitive list, but serves as a starting point to ensure that children experience a range of reading during the year.

Suggested incidental writing opportunities are identified throughout which includes working with vocabulary and sentences as well as responding to the text so that children have many opportunities to practise and consolidate writing skills. Toolkits from previous units can be used and adapted for application writes.

Grammar work is clearly identified with all grammar being taught purposefully, in context so that it can be used in the identified outcomes. Grammar taught early in the year may not always be identified in following units, but activities from units may be used in context in subsequent units to revisit and consolidate learning as necessary. Similarly, the vocabulary and grammar focused activities may also be used in context in other units such as the synonym wheel or zone of relevance activity. In addition, grammar games should be used to revisit and consolidate learning, including addressing any misconceptions or insecure learning from previous year groups.

In general, a week has been allotted to the writing of extended texts. This allows time for the children to write, evaluate, redraft and proof read. Suggested prompts are provided for this, but should be adapted as appropriate.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	Leon and the Place Between – Grahame Baker-Smith	Journey to Jo'burg – Beverley Naidoo	The Lady of Shalott – Alfred Lord Tennyson	Beowulf _Michael Morpurgo	The Man who Walked Between the Towers – Mordecai Gerstein	The Nowhere Emporium – Ross Mackenzie
Poetry	The Magic Box – Kit Wright	S is for South Africa – Beverley Naidoo		Kennings	If – Rudyard Kipling	Poet study – Brian Patten
Reading	Core text Non-fiction on earth and space, current reports on space exploration.	Core text/ A Long Walk to Freedom – children's version Nelson Mandela Current reports as appropriate.	Core text/ King Arthur stories Non-fiction on Anglo-saxons	Core text Non-fiction on Vikings.	Core text Newspaper reports, interviews of Phillipe Petit.	Core text
Curriculum Links	Science – Earth and Space	Geography – Map skills History – theme linked to discrimination	History – Anglo-Saxons and Vikings	History – Anglo-Saxons and Vikings	Science - Forces	Science – reversible and irreversible changes Geography – Physical and human features and map skills
Learning Challenge Curriculum	Will we ever send another human to the moon?	Could you find you way to Jo'burg? How has Nelson Mandela helped to stop discrimination?	Were the Anglo-Saxons really smashing?	Were the Vikings always victorious and vicious?	Can you feel the force?	Could you create a Nowhere Emporium? Where in the world are we now?

Reading Spine - Wider Reading Suggestions

Fiction

The Phantom Tollbooth – Norton Juster
 Clockwork – Philip Pullman
 Farther – Grahame Baker-Smith
 Percy Jackson Stories – Rick Riordan
 The Dragon with a Chocolate Heart – Stephanie Burgess
 The Girl of Ink and Stars – Kiran Millwood Hargrave
 The Goldfish Boy – Lisa Thompson
 Journey Trilogy – Aaron Becker
 Varjak Paw – S F Said
 The Wolves of Willoughby Chase – Joan Aiken
 Tom's Midnight Garden – Philippa Pearce
 The Midnight Fox – Betsy Byars
 There's an Indian in My Cupboard – Lynne Reid Banks
 Wolf Brother – Michelle Paver
 Clockwork – Phillip Pullman
 The Village That Vanished – Ann Grifalconi
 Wizard of Earthsea – Ursula Le Guin
 Boy in the Tower – Polly Ho-Yen
 Cosmic – Frank Cottrell Boyce
 Howl's Moving Castle – Dianne Wynne Jones
 Shakespeare Stories – Leon Garfield
 The Invention of Hugo Cabret – Brian Selznik
 The Sword in the Stone – T H White
 A Wrinkle in Time – Madeleine L'Engle

Author focus

Eva Ibbottson
 Shaun Tan
 Michael Morpurgo
 Beverley Naidoo
 Ross Welford

Poetry

Old Possum's Book of Practical Cats – T S Elliot
 Sensational – Roger McGough
 Cat Among the Pigeons – Kit Wright
 Classic Poetry – Michael Rosen
 Cosmic Disco – Grace Nichols
 Let in the Stars – Mandy Coe

Non-fiction

The Wolves of Currumpaw – William Grill
 Shackleton's Journey – William Grill
 Earth and Space – Claire Llewellyn
 Rosa Parks – Kitson Jazynka
 Martin Luther King – Kitson Jayzinka
 We Are All Born Free
 The Viking Invader – Fergus Fleming
 The Anglo-Saxon Times – Andrew Longley
 Anglo-Saxons and Vikings – Hazel Maskell
 Viking Raiders – Anne Civardi

