

The Year 5 Learner

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y5 English Coverage

The year 5 English curriculum consists of the following modules.

Poetry Modules

- Poetry: Vocabulary Building

The children will explore poets' use of figurative language and incorporate it into their own poems.

The key poets your children will encounter are:

The Highway Man by Alfred Noyes

Assorted poems by Pie Corbett

Assorted poems by Andrew Fusek Peters

Assorted poems by Valerie Bloom

Assorted poems by William Blake

- Poetry: Cinquain

The children will explore the structure of cinquain poems and write their own 'Winter' themed poems.

The key poets your children will encounter are:

A selection of cinquain from 'The Works Volume 1'

- Spoken Word Poetry/Rap

The children will explore the features of spoken poetry and rap in order to devise their own performances.

The key poets your children will encounter are:

Valerie Bloom

Jack Ousbey

Brian Moses

- Take One Poet

The children will be developing their appreciation of a poet and exploring their collective works.

The key poets your children will encounter are:

Valerie Bloom

Pie Corbett

Non Fiction Text Type Modules

- **Recounts**

The children will explore the style and purpose of recounts. They will write recounts about the lives of Sir Isaac Newton and Galileo Galilei.

Key authors your children will encounter are:

Galileo Galilei and the Beginning of Modern Science by Carmel Reilly

- **Explanation Texts**

The children will explore the features and purpose of explanation texts linked with their Design & Technology and Science topics. They will write an explanation of how Roman Catapults were designed and built.

The key authors your children will encounter are:

Pam Bishop

Scoular Anderson

Jenny Alexander

- **Persuasion Texts**

The children will explore the language and features of persuasive texts and use these to write a persuasive argument.

The key author your children will encounter is:

Jon Scieszka

- **Instructions**

The children will discuss the features of an instruction text and create their own instruction texts for a creative recipe.

The key texts your children will encounter are:

A variety of recipes

Rules of games

- **Reports**

The children will identify the features and content of reports in order to create their own reports on a classroom event.

The key texts your children will encounter are:

Encyclopaedias

Newspaper reports

- **Discussion**

The children will be debating and identifying what needs to be included within a discussion text. The children will then write their own discussions about summer holiday destinations.

The key texts your children will encounter are:

A series of discussion texts on a range of subjects

Narrative Modules

- **Traditional Tales**

The children explore themes, plots, structure and character description in order to write an adaptation of their own traditional tale.

Key authors your children will encounter are:

Snow Queen by Hans Christian Anderson

Revolting Rhymes by Roald Dahl

King Arthur and the Knights of the Round Table by Marcia Williams

Grimm's Fairy Tales by The Brothers Grimm

- Suspense and Mystery

The children will identify the features of suspense and mystery writing and the effect this has on the reader. This will then lead to the children writing their own Suspense and mystery narrative.

The key authors your children will encounter are:

The famous five by Enid Blyton

Sam the girl detective, the case of the missing cash box by Tony Bradman

A series of unfortunate events by Lemony Snicket

- Fiction from our Literacy Heritage

The children will be reading a range of classic texts to enhance their understanding of our Literacy Heritage.

The key authors your children will encounter are:

Charles Dickens: Alice in Wonderland

Kenneth Grahame: Wind in the Willows

- Take One Book

The children will be exploring novels in greater depth. This will deepen their understanding of themes, characters and plot development.

The key texts your children will encounter are:

There's a boy in the girls' bathroom by Louis Sachar

Looking for Atlantis by Colin Thompson

- Take One Book

Children will participate in the whole school summer project.

Recommended reading list:

Significant authors:

Street Child By Berlie Doherty

The Secret Garden By Frances Hodgson Burnett

Various By Michael Morpurgo

Why The Wales Came By Michael Morpurgo

Warhorse By Michael Morpurgo

Kensuke's Kingdom By Michael Morpurgo

The Witches By Roald Dahl

Artemis Fowl By Eoin Colfer

Madame Doubtfire By Anne Fire

Frozen Billy By Anne Fine

Traditional Tales

Aesop's Funky Fables By Vivian French

Silver Myths and Legends of the World By Geraldine McCaughrean

Golden Myths and Legend of the World By Geraldine McCaughrean

Greek Heroes By Geraldine McCaughrean

Various (Orchard Myths) By Geraldine McCaughrean

Stories from other cultures

The Jessame Stories By Julia Jarman

Various (poetry) By Valerie Bloom

Grandpa Chatterji By Jamilla Gavin

A Little Piece Of Ground By Elizabeth Laird

The Pearl Diver By Julia Johnson

The colour of Home By Mary Hoffman

The Firework Makers Daughter By Philip Pullman

Older Literature

Oliver Twist By Charles Dickens

Great Expectations By Charles Dickens

Black Beauty By Anna Sewell

Shakespeare – The Tempest By Leon Garfield

The Christmas Carol By Charles Grahame

The Wind In The Willows By Kenneth Grahame

The Box of Delights By John Masefield

Alice in Wonderland By Lewis Carol

Macbeth By William Shakespeare

Midsummer Nights Dream By William Shakespeare

Narrative

Carrie's War By Nina Bawden

Goodnight Mr Tom By Michelle Magorian

The Iron Giant By Ted Hughes

The Snowman By Raymond Briggs.

Curriculum Content

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.

- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In year 5, pupils will be reading aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Children will be expected to read frequently, outside as well as in school, for pleasure and information. They will have the opportunity to listen frequently to stories, poems, non-fiction and other writing. At this stage, word reading will not be directly taught, except where individuals need support. Instead the focus will be on the teaching of comprehension skills.

They will, for example:

- Retrieve, record and present information from a text
- Summarise the main ideas of a text eg 'loneliness' or 'friendship'
- Predict what may happen based on evidence and clues given
- Discuss and evaluate the text and justify their views
- Use clues from the text to work out characters' feeling, actions or motives
- Distinguish between fact and opinion
- Identify how language, structure and presentation add to the meaning
- Compare different texts

We are able to provide you with lists of age appropriate texts to support the learning:

<http://www.educatingtogether.co.uk/page/readinglist>

<http://www.booktrust.org.uk/books/children/booklists/243/>

<http://www.theguardian.com/childrens-books-site>

<http://www.pinterest.com/PrimaryEngEd/picture-books-for-ks2/>

Writing

Writing is developed through teaching the following:

Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will practise and use the words included in Appendix 1 of the National Curriculum for years 5 & 6. Children will be expected to use a dictionary and thesaurus.

Handwriting: Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features
- Select the appropriate grammar and vocabulary to develop the effectiveness of their writing
- Use a range of techniques to build detail into their writing and link ideas within and between paragraphs
- Adapt writing for a range of purposes and audiences as part of their work across the curriculum. In year 5 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)