



Year 5 - Summer Term

Key Learning		
Unit	Novel as a Theme	Magazine: Information Text Hybrid
Outcome	A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction. An action scene about an invention/A short story or chapter for a novel about an invention.	A presentation based on reading and research. A page for a magazine which includes a range of text types.
Duration	3-4 weeks.	3-4 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Create complex sentences by using relative clauses with pronouns who, and where e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The house, where the robberies had taken place, stood on the hill.</i> Use knowledge of root words to understand meanings of words. Apply knowledge of prefixes to understand meaning of new words. Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. Explore themes within and across texts e.g. loss, heroism, friendship. Making comparisons within a text e.g. characters' viewpoints of same events. Read books that are structured in different ways for a range of purposes. Explore the meaning of words in context. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from information stated and implied. Summarise main ideas drawn from more than one paragraph and identifying key details which support this. Explain the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Justifying opinions and elaborate by referring to the text (Point + Evidence + Explanation). 	<ul style="list-style-type: none"> Analyse the conventions of different types of writing. Read texts that are structured in different ways for a range of purposes. Exploring meaning of words in context. Reread and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, considering the impact on the reader. Explaining the effect on the reader of the authors' choice of language. Distinguish between statements of fact or opinion within a text. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Justify opinions and elaborate by referring to the text (Point + Evidence + Explanation).
Key Learning Writing	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> Using similar writing models. Thinking how authors develop characters and settings (in books, films and performances). Blend action, dialogue and description within and across paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Create complex sentences by using relative clauses with pronouns which, and whose e.g. <i>The robberies, which had taken place over the past month, remained unsolved. The residents, whose lives had been terrorised by the burglars, longed to be sleep soundly once more.</i> Plan their writing by: <ul style="list-style-type: none"> Identifying the audience and purpose. Selecting the appropriate language and structures. Noting and developing ideas. Drawing on reading and research.



Year 5 - Summer Term

Key Learning (Cont)

	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i> ▪ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Proofread for spelling and punctuation errors.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ The Invention of Hugo Cabret by Brian Selznick. ▪ The Invention of Hugo Cabret website (here). ▪ Small Change for Stuart by Lissa Evans. ▪ Mortimer Keene: Attack of the Slime by Tim Healey. ▪ Fantastic Frankie and the Brain Drain Machine by Anna Kemp. ▪ The Incredible Adventures of Professor Branestawm by Norman Hunter. ▪ The Cleaning Machine – The Incredible Adventures of Professor Branestawm from the BBC on YouTube ▪ The Flying Horse Part I - Storynory – Inventor of Horse Robot from the Storynory website (<ul style="list-style-type: none"> ▪ Eco Kids Planet Magazine (more information from the Eco Kids Planet website (here). ▪ National Geographic KiDS Magazine (more information from the NG Kids website (here). ▪ How It Works Magazine (more information from the Magazine website (here).



Year 5 - Summer Term

Key Learning			
Unit	Myths	Reports	Poems with Figurative Language
Outcome	A myth.	A non-chronological report about an aspect of the Olympics.	Poem(s) based on a model.
Duration	3-4 weeks.	2-3 weeks.	1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Participate in discussions about texts that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Reread and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. Analyse the conventions of different types of writing. 	<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Read books and texts that are structured in different ways for a range of purposes. Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>. Distinguish between statements of fact or opinion within a text. Reread and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Summarise main ideas drawn from more than one paragraph and identify key details which support this. 	<ul style="list-style-type: none"> Participate in discussions about poems that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. Explore, recognise and use the terms <i>metaphor, simile, imagery</i>. Explain the effect on the reader of the authors' choice of language. Learn a wider range of poems by heart. Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
Key Learning Writing	<ul style="list-style-type: none"> Create and punctuate complex sentences using simile starters. Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>. Using devices to build cohesion. Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Blend action, dialogue and description within and across paragraphs. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Create and punctuate complex sentences using <i>-ed</i> openers. Create and punctuate complex sentences using <i>-ing</i> openers. Select the appropriate language and structures. Use similar writing models. Note and developing ideas. Draw on reading and research. Use organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes</i>. Proofread for spelling and punctuation errors. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Select the appropriate language and structures. Use similar writing models. Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Perform own compositions for different audiences: <ul style="list-style-type: none"> Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear.



Year 5 - Summer Term

Key Learning

Suggested Texts

Short Stories

- The Orchard Book of Greek Myths by Geraldine Mccaughrean.
- Greek Myths: Stories of Sun, Stone and Sea by Sally Pomme Clayton.
- Stories from Ancient Civilisations: Greece by Shahrukh Husain.
- Greek Myths by Marcia Williams.
- The Comic Strip Greatest Greek Myths by Tracey Turner. An opening extract can be found on the Love Reading 4 Kids website

Novels

- The Fire Thief by Terry Deary.
- Zeus on the Loose! by John Dougherty.

Films

- Arachne on the Literacy Shed website

Audio Versions (

- Tales from Ancient Greece: a range of stories on the BBC School Radio website
- Greek myths: a range of stories on the Storynory website

- Official Website of the Olympic Movement (**here**).
- The Modern Olympic Games on the official Olympic website (**here**).
- Ancient Greeks: The Olympic Games on the BBC Primary History website (**here**).
- History for Kids website (**here**).
- The Olympic Games in Antiquity on the official Olympic website (**here**).

- In Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett:
 - Winter Morning by Sue Cowling.
 - Winter and Snow by Vasko Popa.
 - A Poem to be Spoken Silently by Pie Corbett.
 - Sunset by Gina Douthwaite.
 - Smiles Like Roses by Helen Dunmore.
 - Cat Began by Andrew Matthews.
 - Don't be Scared by Carol Ann Duffy.
- Imagine by Pie Corbett on the Piece of Pie website
- Predictable by Bruce Lansky on the Poetry website
- Performance by Duncan Jones on the Poetry Zone website