

Year 5 Literacy Curriculum

	Autumn Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Non-fiction
Year 5	Humour/playground poetry	Story - character flaw	Discussion text	Diary
Key text(s)	The Kid in My Class Please Mrs Butler Heard it in the Playground	A Christmas Carol Boy at the Back of the Class	<i>Based on topical theme, project work or previous literacy units.</i>	<i>Link to Christmas</i> <i>Link to project</i> A Christmas Carol
Key vocabulary Lighthouse words	humour; verse;	flaw; situation; revealed; epiphany; composed of; basically; eventually;	similarly; whereas; discussion; balance; summarise; modal verbs; advantage; disadvantage; vast majority; the evidence is; naturally; known to; unquestionably; short term; long term;	advantage; disadvantage; composed of; basically; eventually; unquestionably; short term; long term;
Key structural features	Title Verses (4 lines long) Lines 2 and 4 rhyme pattern use of repetition verses based on school/playground theme use of humour	Opening: introduce main character and situation Build Up: Character flaw is revealed Problem: Flaw leads the main character in trouble Resolution: Main character learns a lesson and changes their ways Ending: all is well for the future because of the change	Title that introduces the argument/discussion. Introduction to state what is being addressed and why it matters. key argument for. Key argument against. conclusion considering both points and the argument and come to a final conclusion Conditional tense using modal verbs Conjunctions - similarly whereas introduce viewpoints - on the other hand, however, many people believe	Diary starter (date or Dear Diary,) Introduction - grab reader's attention with hook and key events. Main paragraphs giving detail of the key event. Include feelings and thoughts about the event. Emotive and specific descriptive language. Time sequencing Past tense Informal writing techniques. Conclusion- reflect on the event may also have hopes for the future.
Key skills taught for the term	use morphology and etymology in spelling and understand that some words need to be learnt; use further prefixes and suffixes; write legibly, fluently and with increasing speed; ensuring correct subject verb agreement when using singular and plural; consistent and correct use of tense;			
Teaching of reading - comprehension	<u>Skills to specifically focus on:</u> Retrieval <u>Strategies to focus on:</u> VIP words strategy Breakdown and Repair.	<u>Skills to specifically focus on:</u> Connections and Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder	<u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise

Year 5 Literacy Curriculum

	Spring Term		
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction
Year 5	Conversation	Story - meeting tale	Explanation text
Key text(s)	Spring The Wit Conversation	The Midnight Fox Butterfly Lion ET The Dancing Bear	<i>Links to Science content for Y5. E.g. How does gravity work? Why does it get colder when you go up a mountain? How does a Lighthouse Work? by Roman Belyaev</i>
Key vocabulary Lighthouse words	conversation; informal;	disagree; friendship; composed of; basically; eventually;	vast majority; one outcome was; the evidence is;
Key structural features	Title informal style and personal provokes the reader to reflect on a particular event or thing - usually nature leads to personal resolution which is of universal significance also. speaker ends where they begin but with an altered mood and deeper understanding set out in verses.	Opening: two main characters meet Build Up: Main characters disagree and go their separate ways or leads to a dilemma Problem: something happens to one main character or character has to be looked after/ kept a secret Resolution: the other main character saves/ helps them Ending: main characters are friends again/ character leaves with a strengthened friendship	Introduction - what is being explained and hook. key/main reason to need to know or to do something. logical explanatory steps rounding off/conclusion with a final fact paragraphs usually starting with a topic sentence formal language present tense generalisation tentative language to refer to unproved theories Impersonal style more hypothetical language (if..., then... might happen). While during, as a result, due to. Passive voice
Key skills taught	use relative clauses; brackets, dashes or commas for parenthesis; commas to clarify meaning;		
Teaching of reading - comprehension	<u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation Retrieval <u>Strategies to focus on:</u> VIP words strategy Visualise Breakdown and Repair I wonder Inference	<u>Skills to specifically focus on:</u> Connections & Comparing <u>Strategies to focus on:</u> Background Knowledge Breakdown and Repair Inference I wonder

Year 5 Literacy Curriculum

	Summer Term			
	Unit 1 - Poetry	Unit 2 - Narrative	Unit 3 - Non-fiction	Unit 4 - Narrative
Year 5	Ballads	Story - flashback	Persuasion - letters	Dangerous setting story
Key text(s)	The Raven Beatles ballads (link with music) Lambton Worm.	Harry Miller's Run Carrie's War	<i>Link to previous Literacy unit content (ballads or story), based on a recent topical issue or project.</i>	Boy in the Tower The Ghost of Thomas Kempe The Hobbit
Key vocabulary Lighthouse words	composed of;	flashback; reminisce; significance; eventually; basically;	naturally; known to; unquestionably; one/two possibilities; short term; long term;	eventually; basically;
Key structural features	Title Tells the reader a story Typically has 4 lines in a verse using ABCB rhyming pattern. Use of repetition - a refrain repeated throughout. It may have minor changes to it as the story progresses. Dialogue - a character often speaks in the poem. It can be set to music to create a song due to the rhythm of the verses.	Opening: introduce character and set the scene Build Up: character starts to reminisce about an event or time in their life of some significance Problem: flashback to the event or time giving details of what happened. Resolution: how this left the character feeling and what they did after this time or event. Ending: return to present day and reveal how the event or time of significance impacts the character's life now	Introduction with a hook to engage the reader key/main reason presented extra detail about the issue/topic Additional useful information conclusion Logical order points building to one viewpoint	Opening: introduce main character(s) Build Up: character's discover/get sent/leave to find a different place/new setting. Problem: new setting is forbidden or dangerous. Character must complete a task. Resolution: character fulfils the purpose of being there/is able to leave/achieves something. Ending: character returns from the dangerous place or now feels safe/has found safety in the new setting.
Key skills taught	using a wide range of devices to build cohesion within and across paragraphs; describe characters, settings and atmosphere and integrate dialogue to convey character and advance the action;			
Teaching of reading - comprehension	<u>Skills to specifically focus on:</u> Predicting <u>Strategies to focus on:</u> I wonder Inference Background Knowledge	<u>Skills to specifically focus on:</u> Inference <u>Strategies to focus on:</u> Inference I wonder Background Knowledge Breakdown and Repair Visualise	<u>Skills to specifically focus on:</u> Sequencing & Summarising <u>Strategies to focus on:</u> VIP words strategy	<u>Skills to specifically focus on:</u> Vocabulary & Impact on the reader/evaluation <u>Strategies to focus on:</u> Visualise Breakdown and Repair I wonder