

Year 5 Literacy curriculum overview

Unit	Unit focus	PNS strand objectives
<p>1 Michael Morpurgo <i>Significant authors</i></p>	<p>Speaking and listening: Work effectively as a group, displaying good listening skills.</p> <p>Reading: Get to know the work and writing style of Michael Morpurgo and research another significant author.</p> <p>Writing: Experiment with different styles of writing, creating a new story.</p> <p>Assessment focus: writing a survival story</p> <p>Curriculum links</p> <p>Citizenship: Animals and us; Children's rights - human rights</p>	<p>3. Group discussion and interaction: Plan and manage a group task over time using different levels of planning; Understand different ways to take the lead and support others in groups; Understand the process of decision making</p> <p>4. Drama: Reflect on how working in role helps to explore complex issues</p> <p>7. Understanding and interpreting texts: Infer writers' perspectives from what is written and from what is implied; Compare different types of narrative and identify how they are structured</p> <p>8. Engaging with and responding to texts: Reflect on reading habits and preferences and plan personal reading goals; Compare the usefulness of techniques such as empathy in exploring the meaning of texts</p> <p>9. Creating and shaping texts: Experiment with different narrative forms and styles to write their own stories; Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail</p> <p>11. Sentence structure and punctuation: Adapt sentence construction to different purposes and readers</p> <p>12. Presentation: Adapt handwriting for specific purposes, for example printing, use of italics; Use a range of ICT programs to present texts</p>
<p>2 How to Have Fun! <i>Instructions</i></p>	<p>Speaking and listening: Work in groups to plan a Fun Day and present games to an audience, give and receive oral instructions.</p> <p>Reading: Compare instructions and recipes and learn about their uses in everyday life.</p> <p>Writing: Prepare a plan for a Fun Day, creating a number of games and activities with clear instructions for organisers and players.</p> <p>Assessment focus: writing instructions for games</p> <p>Curriculum links</p> <p>Design and Technology: Bread</p>	<p>1. Speaking: Use and explore the different ways words are used, including in formal and informal contexts</p> <p>2. Listening and responding: Identify some aspects of talk that vary between formal and informal occasions</p> <p>3. Group discussion and interaction: Plan and manage a group task over time; Understand the process of decision making</p> <p>7. Understanding and interpreting: Compare different types of information texts and identify how they are structured</p> <p>9. Creating and shaping texts: Reflect independently and critically on their own writing and edit and improve it; Adapt non-narrative forms and styles to write fiction or factual texts, including poems</p> <p>11. Sentence structure and punctuation: Adapt sentence construction to different text types, purposes and readers</p>
<p>3 Poets with Passion <i>Poetic style</i></p>	<p>Speaking and listening: Work effectively as a decision-making group, displaying good listening skills.</p> <p>Reading: Compare the different styles of two poets.</p> <p>Writing: Write their own free-verse poems inspired by those they have read.</p> <p>Assessment focus: writing a free-verse poem</p> <p>Curriculum links</p>	<p>3. Group discussion: Understand different ways to take the lead and support others in groups</p> <p>6. Word structures and spelling: Group words according to their meanings</p> <p>7. Understanding and interpreting texts: Infer writers' perspectives from what is written and what is implied; Make notes on and use evidence from across a text to explain ideas; Explore how writers use language for comic and dramatic effects</p> <p>8. Engaging with and responding to texts: Compare how a common theme is presented in poetry; Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of texts; Reflect on reading habits and preferences and plan personal reading goals</p> <p>9. Creating and shaping texts: Reflect independently and critically on their own</p>

	<p>Citizenship: Animals and us</p>	<p>writing and edit and improve it; Adapt non-narrative forms and styles to write poems 11.Sentence construction and punctuation: Adapt sentence construction to different text-types, purposes and readers</p>
<p>4 Monsters and Myths <i>Traditional stories, myths and legends</i></p>	<p>Speaking and listening: Listen to a rap version of a myth and appreciate how rhythm and rhyme bring the story alive. Reading: Compare different ways myths can be presented. Writing: Write an original myth and rap, critically reflecting on what they have written and editing and improving texts. Assessment focus: writing a Greek myth Curriculum links History: Ancient Greeks: Who were the ancient Greeks?; How do we use ancient Greek ideas today?</p>	<p>1.Speaking: Tell a story using notes designed to cue techniques 2.Listening: Analyse the use of persuasive language 3.Group discussion and interaction: Plan and manage a group task over time 4.Drama: Reflect on how working in role helps to explore complex issues 7.Understanding and interpreting texts: Make notes on and use evidence from across a text to explain events or ideas; Compare different types of narrative texts and identify how they are structured; Explore how writers use language for comic effects 8.Engaging with and responding to texts: Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts 9.Creating and shaping texts: Reflect independently and critically on their own writing and edit and improve it; Experiment with different narrative forms and styles 11.Sentence structure and punctuation: Adapt sentence construction to different text-types and purposes; Punctuate sentences accurately, including using speech marks and apostrophes</p>
<p>5 Daring Adventures <i>Recounts and news reports</i></p>	<p>Speaking and listening: Work effectively as a group to present a news report. Reading: Understand the structure and purpose of recounts and compare them with other text-types. Writing: Write and edit a news report. Assessment focus: writing a report Curriculum links Citizenship: In the media - what's in the news?</p>	<p>1.Speaking: Use and explore different question types and different ways words are used, including in formal and informal contexts 2.Listening and responding: Identify different question types and evaluate their impact on the audience; Identify some aspects of talk that vary between formal and informal occasions 3.Group discussion and interaction: Plan and manage a group task over time using different levels of planning; Understand different ways to take the lead and support others in groups; Understand the process of decision making 4.Drama: Reflect on how working in role helps to explore complex issues 6.Word structure and spelling: Know and use less common prefixes such as <i>im-</i>, <i>ir-</i> 7.Understanding and interpreting texts: Make notes on and use evidence from across a text to explain events or ideas; Compare different types of narrative and information texts and identify how they are structured 9.Creating and shaping texts: Reflect independently and critically on own writing and edit and improve it 10.Text structure and organisation: Experiment with the order of sections and paragraphs to, achieve different effects 11.Sentence structure and punctuation: Adapt sentence construction to different text types, purposes and reader; Punctuate sentences accurately, including using speech marks and apostrophes</p>

		<p>12. Presentation: Use a range of ICT programs to present texts, making informed choices of which electronic tools to use for different purposes</p>
<p>6 Tales in Verse <i>Classic and narrative poetry</i></p>	<p>Speaking and listening: Use role play and drama to explore poems, and perform poems. Reading: Read and follow narrative and classic poems. Writing: Write a poem with mood, atmosphere, and a narrative element. Assessment focus: writing a poem about a mysterious quest Curriculum links Citizenship: Preparing to play an active role as citizens</p>	<p>2. Listening and responding: Identify some aspects of talk that vary between formal and informal occasions 3. Group discussion and interaction: Plan and manage a group task over time using different levels of planning; Understand different ways to take the lead and support others in groups; Understand the process of decision making 4. Drama: Reflect on how working in role helps to explore complex issues; Use and recognise the impact of theatrical effects in drama 6. Word structure and spelling: Spell words containing unstressed vowels; Group and classify words according to their spelling patterns and their meanings 7. Understanding and interpreting texts: Make notes on and use evidence from across a text to explain events or ideas; Explore how writers use language for comic and dramatic effects 8. Engaging with and responding to texts: Compare how a common theme is presented in poetry, prose and other media</p>
<p>7 Acting Up <i>Plays and scripts</i></p>	<p>Speaking: Act out a variety of published play scenes and a play of their own. Listening: Gain insight into characters by listening to what they say and how they say it. Reading: Learn about the way plays are written, and how language is used for comic and dramatic effects. Writing: Write their own play, with sound effects. Assessment focus: writing a playscript Curriculum links Music: Exploring sound sources</p>	<p>1. Speaking: Use and explore different ways words are used, including in informal contexts 2. Listening: Identify some aspects of talk that vary between formal and informal occasions 3. Group discussion and interaction: Plan and manage a group task over time 4. Drama: Perform a scripted scene making use of dramatic conventions; Use and recognise the impact of theatrical effects in drama 7. Understanding and interpreting texts: Explore how writers use language for comic and dramatic effects 8. Engaging with and responding to texts: Compare how a common theme is presented in prose and as a play 9. Creating and shaping texts: Reflect independently and critically on their own writing and improve it; Experiment with different narrative forms (writing their own playscript) 11. Sentence structure and punctuation: Adapt sentence construction to different text types, purposes and readers; Punctuate sentences accurately, including using speech marks and apostrophes</p>
<p>8 The Art of Persuasion <i>Persuasive writing</i></p>	<p>Speaking and listening: Through role play, present effective spoken arguments; analyse the use of persuasive language. Reading: Explore persuasive language in its different forms. Writing: Create persuasive texts. Assessment focus: writing a museum brochure</p>	<p>1. Speaking: Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language 2. Listening and responding: Analyse the use of persuasive language 3. Group discussion and interaction: Plan and manage a group task over time using different levels of planning 4. Drama: Reflect on how working in role helps to explore complex issues</p>

	<p>Curriculum links</p> <p>Geography: What's in the news?</p>	<p>7. Understanding and interpreting texts: Make notes on and use evidence from across a text to explain events or ideas; Infer writers' perspectives from what is written and from what is implied; Explore how writers use language for comic and dramatic effects</p> <p>9. Creating and shaping texts: Reflect independently and critically on their own writing and edit and improve it</p> <p>10. Text structure and organisation: Experiment with the order of sections and paragraphs to achieve different effects; Change the order of material within a paragraph, moving the topic sentence</p> <p>11. Sentence structure and punctuation: Adapt sentence construction to different text types, purposes and readers</p>
<p>9 Moving Pictures <i>Film narrative</i></p>	<p>Speaking and listening: Use role play to explore key moments in the animation and provide dialogue. Present work to other children.</p> <p>Reading (viewing): Watch a short film animation, noting its visual and narrative features. Study stills from the film.</p> <p>Writing: Write a script of a scene from the film. Create a storyboard from an original idea and write a screenplay.</p> <p>Assessment focus: writing a screenplay</p> <p>Curriculum links</p> <p>PSHE: Developing good relationships and respecting the differences between people</p> <p>Art: Talking textiles; People in action</p>	<p>4. Drama: Reflect on how working in role helps to explore complex issues</p> <p>7. Understanding and interpreting texts: Make notes on and use evidence from across a text to explain events or ideas; Infer writers' perspectives from what is written and from what is implied; Compare different types of narrative and information texts and identify how they are structured; Distinguish between everyday use of words and their subject-specific use</p> <p>8. Engaging with and responding to texts: Compare the usefulness of techniques such as visualisation, prediction and empathy in exploring the meaning of texts; Compare how a common theme is presented in poetry, prose and other media</p> <p>9. Creating and shaping texts: Reflect independently and critically on their own writing and edit and improve it; Experiment with different narrative forms and styles to write their own stories</p> <p>11. Sentence structure and punctuation: Adapt sentence construction to different text types, purposes and readers</p> <p>12. Presentation: Adapt handwriting for specific purposes, e.g. printing, use of italics</p>
<p>10 Caribbean Tale <i>Stories from other cultures</i></p>	<p>Speaking and listening: Use role play to explore different characters' perspectives, exploring issues such as bullying. Present a story orally.</p> <p>Reading: Read a story from another culture, focusing on the main character. Identify literal meaning and inference.</p> <p>Writing: Plan and write a story, opening with the depiction of a character. Use direct and reported speech. Devise anti-bullying guidelines.</p> <p>Assessment focus: writing a story about bullying</p> <p>Curriculum links</p> <p>Citizenship: Children's rights - human rights; Living in a diverse world</p>	<p>4. Drama: Reflect on how working in role helps to explore complex issues</p> <p>6. Word structure and spelling: Know and use less common prefixes and suffixes, e.g. <i>-cian</i></p> <p>7. Understanding and interpreting texts: Infer writers' perspectives from what is written and from what is implied; Make notes on and use evidence from across a text to explain events or ideas</p> <p>9. Creating and shaping texts: Reflect independently and critically on their own writing and edit and improve it; Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail</p> <p>10. Text structure and organisation: Experiment with the order of sections and paragraphs to achieve different effects</p>

		<p>11. Sentence structure and punctuation: Punctuate sentences accurately, including using speech marks and apostrophes</p>
<p>11 Classic Stories <i>Older literature</i></p>	<p>Speaking and listening: Use role play to explore characters' emotional responses and to predict events.</p> <p>Reading: Read two passages from classic stories, explore narrative technique, inference and how illustrations lend meaning to text.</p> <p>Writing: Plan/write a chapter for a story, with an ending that includes tension.</p> <p>Assessment focus: writing a story chapter</p> <p>Curriculum links</p> <p>PSHE: Developing good relationships and respecting the differences between people</p>	<p>1. Speaking: Tell a story using notes designed to cue techniques, such as repetition, recap and humour</p> <p>2. Listening and responding: Identify some different aspects of talk that vary between formal and informal occasions</p> <p>3. Group discussion: Understand different ways to take the lead and support others in groups</p> <p>4. Drama: Reflect on how working in role helps to explore complex issues</p> <p>7. Understanding and interpreting texts: Infer writers' perspectives from what is written and from what is implied; Make notes on and use evidence from across a text to explain events or ideas</p> <p>8. Engaging with and responding to texts: Reflect on reading habits and preferences and plan personal reading goals.</p> <p>9. Creating and shaping texts: Reflect independently and critically on their own writing and edit and improve it; Vary the pace and develop the viewpoint through the use of direct and reported speech, portrayal of action and selection of detail</p> <p>10. Text structure and organisation: Experiment with the order of sections and paragraphs to achieve different effects</p> <p>11. Sentence structure and punctuation: Punctuate sentences accurately, including use of speech marks and apostrophes</p>
<p>12 Speaking Aloud <i>Choral and performance poetry</i></p>	<p>Speaking and listening: Use drama to explore a poem, and identify rhythm in poetry.</p> <p>Reading: Explore meaning, rhythm, rhyme and similes in a poem.</p> <p>Writing: Write a poem about a train journey.</p> <p>Assessment focus: writing a performance poem</p> <p>Curriculum links</p> <p>Music: Cyclic patterns - exploring rhythm and pulse</p>	<p>2. Listening and responding: Identify different question types and evaluate their impact on the audience</p> <p>3. Group discussion and interaction: Understand different ways to take the lead and support others in groups</p> <p>4. Drama: Use and recognise the impact of theatrical effects in drama</p> <p>6. Word structure and spelling: Group and classify words according to their spelling patterns and their meanings</p> <p>7. Understanding and interpreting texts: Explore how writers use language for comic and dramatic effects</p> <p>8. Engaging with and responding to texts: Compare the usefulness of techniques such as visualisation, prediction, empathy and explaining the meaning of texts; Compare how a common theme is presented in poetry, prose and other media</p> <p>9. Creating and shaping texts: Adapt non-narrative forms and styles to write fiction or factual texts, including poems; Reflect independently and critically on their own writing and edit and improve it</p>