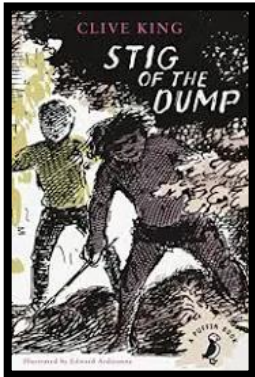
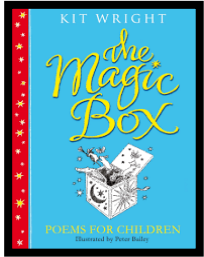
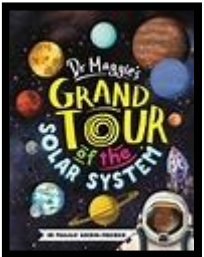
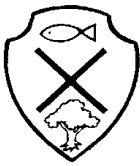




St Andrew's Methodist Primary School
Reading Spine - Year 5



	<u>Class Read</u>	<u>Focused Texts</u>	<u>Genres of Writing</u>	<u>Objectives covered...</u>
Autumn 1	Stig of The Dump (modern classic) <i>Clive King</i> 	The Magic Box (imaginative, free verse poem) <i>Kit Wright</i>  Dr Maggie's Grand Tour of the Solar System (non-fiction 'Space' book) <i>Maggie Aderin Pocock</i> 	<u>The Magic Box – Free Verse Poem</u> (approx. 2 weeks) Innovate, recreate and perform a free verse poem, using imaginative and magical ideas, which promote the use of all of the senses – based on the structure and language of Kit Wright's poem The Magic Box.	<p align="center"><u>Poetry</u></p> <p>Writing Use commas to clarify meaning/avoid ambiguity. Use knowledge of language from poetry to enhance the effectiveness of their writing. Become familiar with the language of writing e.g. figurative language, imagery, style and effect.</p> <p>Reading Perform a poem to read aloud for an audience, using intonation, tone, volume to convey meaning. Discuss and explore the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Evaluate authors (poets) use of figurative language.</p>
			<u>Dr Maggie's Grand Tour of the Solar System – Non-Fiction Book</u> (approx. 2 weeks) Non-Chronological Report – write a non-chronological report about the Solar System (e.g. planets). **Links to Science topic – Earth and Space	<p align="center"><u>Non-Chronological Report</u></p> <p>Writing Indicate parenthesis using brackets, dashes and commas. Use relative clauses with relative pronouns who, which, where, whose, that, when. Use commas to clarify meaning/avoid ambiguity. Select appropriate language and vocabulary to reflect their understanding of audience and purpose. Use further organisational and presentational devices to structure text (e.g. heading, sub-heading). Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure. Build cohesion within a paragraph.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Distinguish between fact and opinion. Identify how language, structure and presentation contribute to meaning.</p>



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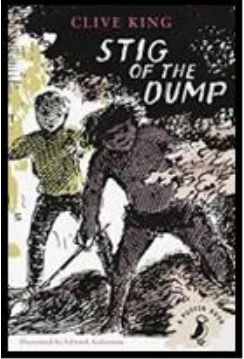



			<p><u>Stig of The Dump – Fiction Novel</u> <u>(approx. 2 weeks)</u></p> <p>Diary Entry – choose a main event from the story (e.g. Barney falling down the pit and meeting Stig for the first time in Chapter 1) and give an account of this experience – draw on 'where' this Stig had come from to incorporate possibility, e.g. <i>Perhaps he had come from a lost cave family or maybe he had left a tribe?</i> Extend this to writing a STIG fact file?</p> <p>Persuasive Advert - At the start of the story, Stig shows Barney around his 'home'. Make a persuasive property page about Stig's den in the form of an estate agent's information sheet about his home being 'for sale'. Chapter 7 – Mrs Fawkhams-Greene's property could be an alternative?</p>	<p><u>Diary Entry</u></p> <p>Writing Choose the appropriate register (formal/informal). Use further organisational and presentational devices to structure text (e.g. diary entry). Use expanded noun phrases for accuracy. Indicate parenthesis using brackets, dashes and commas. Use commas to clarify meaning/avoid ambiguity. Link ideas across paragraphs using adverbials of time, place and number/or by varying tense. Indicate possibility using adverbs (maybe, possibly, perhaps, definitely). Build cohesion within a paragraph.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Infer characters' feelings, thoughts and motives and justify using evidence.</p> <p><u>Persuasive Advert - Estate Agent Brochure</u></p> <p>Writing Use expanded noun phrases for accuracy. Use modal verbs (shall, may, might, must, could etc). Use commas to clarify meaning/avoid ambiguity. Become familiar with the language of writing e.g. figurative language. Select appropriate language and vocabulary to reflect their understanding of audience and purpose. Use further organisational and presentational devices to structure text. Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Infer characters' feelings, thoughts and motives and justify using evidence.</p>
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St Andrew's Methodist Primary School
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<p>Autumn 2</p>	<p>Stig of The Dump (modern classic) <i>Clive King</i></p> 		<p><u>Stig of The Dump – Fiction Novel</u> (approx. 4 weeks) <i>Continue with writing activities based on Stig of The Dump from Autumn 1...</i></p> <p>Balanced Argument/Debate - in Chapter 4 Barney and Stig go hunting –debate the 'for' and 'against' arguments about hunting. <u>Extend this to writing a formal letter to the government outlining 'key' arguments?</u></p> <p>Interview Writing – in Chapter 6, write the interview in role of the policeman, regards the robbery at Granny's house – what questions would be asked and what response would Barney give?</p>	<p style="text-align: right;"><u>Balanced Argument/Debate</u></p> <p>Writing Build cohesion within a paragraph. Indicate parenthesis using brackets, dashes and commas. Indicate possibility using adverbs (maybe, possibly, perhaps, definitely). Use modal verbs (shall, may, might, must, could etc). Use commas to clarify meaning/avoid ambiguity. Select appropriate language and vocabulary to reflect their understanding of audience and purpose. Choose the appropriate register (formal/informal). Use a wide range of devices to build cohesion within and across paragraphs. Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Explain their understanding through discussions, formal presentations and debates. Infer characters' feelings, thoughts and motives and justify using evidence.</p> <p style="text-align: right;"><u>Interview</u></p> <p>Writing Use relative clauses with relative pronouns who, which, where, whose, that, when. Use expanded noun phrases for accuracy. Indicate possibility using adverbs (maybe, possibly, perhaps, definitely). Use commas to clarify meaning/avoid ambiguity. Choose the appropriate register (formal/informal).</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Infer characters' feelings, thoughts and motives and justify using evidence.</p>
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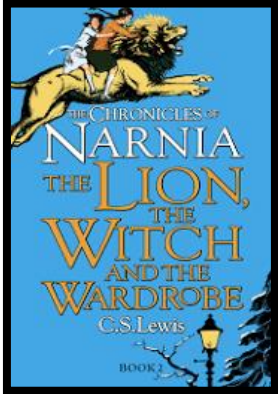



		<p>Selection of Christmas Adverts, e.g. Unwrap The Joy (video clips from the Literacy Shed – The Christmas Shed)</p> 	<p><u>Selection of Christmas Adverts</u> – <u>Non-Fiction Video Clips</u> (approx. 2 weeks)</p> <p>Newspaper Report – write a journalistic report based on the Christmas advert Unwrap The Joy – e.g. focus on how the street looked that particular morning on waking?</p> <p>**Links to Christmas</p>	<p><u>Newspaper Report</u></p> <p><u>Writing</u> Use relative clauses with relative pronouns who, which, where, whose, that, when. Indicate parenthesis using brackets, dashes and commas. Use expanded noun phrases for accuracy. Indicate possibility using adverbs (maybe, possibly, perhaps, definitely). Use commas to clarify meaning/avoid ambiguity. Choose the appropriate register (formal/informal). Use modal verbs (shall, may, might, must, could etc). Integrate dialogue to advance action and convey character (e.g. eye witness accounts). Select appropriate language and vocabulary to reflect their understanding of audience and purpose. Use further organisational and presentational devices to structure text. Link ideas across paragraphs using adverbials of time, place and number or by varying tense. Use a wide range of devices to build cohesion within and across paragraphs.</p> <p><u>Reading</u> Identify and discuss themes and conventions. Infer characters' feelings, thoughts and motives and justify using evidence.</p>
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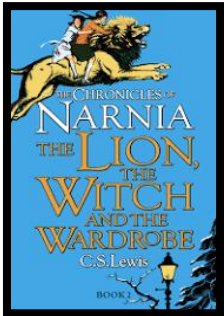
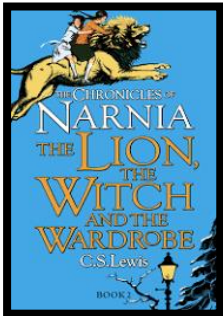


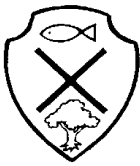
Spring 1	The Lion, The Witch and The Wardrobe (classic fantasy) <i>C.S. Lewis</i>		The Snowman (short wordless animation) <i>Raymond Briggs</i>		<u>The Snowman- Animation</u> (approx. 2 weeks)	<u>Recount</u> Writing Build cohesion within a paragraph. Use expanded noun phrases for accuracy. Use commas to clarify meaning/avoid ambiguity. Summarise and present familiar stories in their own words. Use a wide range of devices to build cohesion within and across paragraphs. Become familiar with the language of writing e.g. figurative language, imagery, style and effect. In fiction, consider how authors develop character and setting. Reading Identify and discuss themes and conventions. Identify how language, structure and presentation contribute to meaning. Infer characters' feelings, thoughts and motives and justify using evidence.
					<u>The Lion, The Witch and The Wardrobe – Fiction Novel</u> (approx. 4 weeks)	<u>Setting Description - Narnia</u> Writing Build cohesion within a paragraph. Use expanded noun phrases for accuracy. Use commas to clarify meaning/avoid ambiguity. Use a wide range of devices to build cohesion within and across paragraphs. Become familiar with the language of writing e.g. figurative language, imagery, style and effect. Develop settings and atmosphere, using language and vocabulary from reading/books. Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Evaluate authors' use of figurative language. Infer characters' feelings, thoughts and motives and justify using evidence. <u>Character Description – White Witch</u> Writing Build cohesion within a paragraph.



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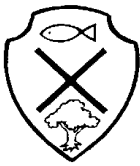
				<p>Use expanded noun phrases for accuracy. Use commas to clarify meaning/avoid ambiguity. Use a wide range of devices to build cohesion within and across paragraphs. Become familiar with the language of writing e.g. figurative language, imagery, style and effect. Use relative clauses with relative pronouns who, which, where, whose, that, when. Indicate parenthesis using brackets, dashes and commas. Develop characters, using language and vocabulary from reading/books.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Evaluate authors' use of figurative language. Infer characters' feelings, thoughts and motives and justify using evidence.</p>
Spring 2	<p>The Lion, The Witch and The Wardrobe (classic fantasy) C.S. Lewis</p> 		<p><u>The Lion, The Witch and The Wardrobe – Fiction Novel</u> (approx 4 weeks)</p> <p><i>Continue with writing activities based on The Lion, The Witch and The Wardrobe from Spring 1...</i></p> <p>Write a set of instructions to create a recipe for a magical 'Truth Potion'.</p>	<p>Instructions</p> <p>Writing Indicate parenthesis using brackets, dashes and commas. Use expanded noun phrases for accuracy. Indicate possibility using adverbs (maybe, possibly, perhaps, definitely). Use modal verbs (shall, may, might, must, could etc). Use commas to clarify meaning/avoid ambiguity. Select appropriate language and vocabulary to reflect their understanding of audience and purpose. Use further organisational and presentational devices to structure text (e.g. title, sub-headings - ingredients list/method, numbered step-by-step guide). Link ideas across paragraphs using adverbials of time, place and number or by varying tense. Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Evaluate authors' use of figurative language. Infer characters' feelings, thoughts and motives and justify using</p>



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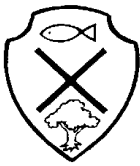
			<p>Explanation text of a game plan to rescue Aslan, when captured by the White Witch – use of diagrams/ illustrations to support the explanation.</p>	<p>evidence.</p> <p><u>Explanation</u></p> <p><u>Writing</u></p> <p>Indicate parenthesis using brackets, dashes and commas.</p> <p>Use expanded noun phrases for accuracy.</p> <p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely).</p> <p>Use modal verbs (shall, may, might, must, could etc).</p> <p>Use commas to clarify meaning/avoid ambiguity.</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose.</p> <p>Use further organisational and presentational devices to structure text (e.g. title, diagrams, illustrations).</p> <p>Link ideas across paragraphs using adverbials of time, place and number or by varying tense.</p> <p>Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure.</p> <p><u>Reading</u></p> <p>Identify and discuss themes and conventions.</p> <p>Discuss and explore the meaning of words in context.</p> <p>Evaluate authors' use of figurative language.</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence.</p>
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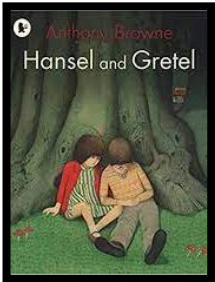



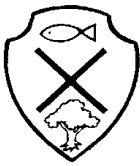
		<p>Island Man Poem (poem from another culture) Grace Nichols</p> 	<p><u>Island Man Poem – Poem from</u> <u>Other Cultures</u> <u>(approx. 2 weeks)</u></p> <p>Innovate, recreate and perform a poem – based on the structure and language of Grace Nichols' poem Island Man.</p> <p><i>**Use the poem to discuss & explore the theme of feeling 'home sick'- compare/contrast the similarities and differences between the man in the poem and the children in The Lion, The Witch and The Wardrobe (e.g. links to WW2 evacuation).</i></p>	<p><u>Poetry</u></p> <p>Writing Use commas to clarify meaning/avoid ambiguity. Use knowledge of language from poetry to enhance the effectiveness of their writing. Become familiar with the language of writing e.g. figurative language, imagery, style and effect. Be exposed to a wide range of books, including books from other cultures.</p> <p>Reading Perform a poem to read aloud for an audience, using intonation, tone, volume to convey meaning. Discuss and explore the meaning of words in context. Identify how language, structure and presentation contribute to meaning.</p>
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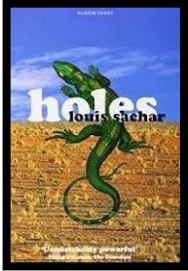
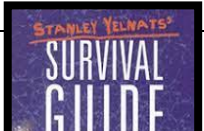


Summer 1	Holes (adventure novel with flashbacks) <i>Louis Sachar</i>	Hansel and Gretel (modern fairy tale with a twist) <i>Anthony Browne</i>	<u>Hansel and Gretel – Modern fairy tale with a twist</u> (approx 2 weeks)	<u>Play Script</u> Writing Summarise and present familiar stories in their own words. In fiction, consider how authors develop character and setting. Use commas to clarify meaning/avoid ambiguity. Summarise and present familiar stories in their own words. Develop characters, settings and atmosphere using language and vocabulary from reading/books. Integrate dialogue to advance action and convey character. Reading Identify and discuss themes and conventions. Perform playscripts to read aloud for an audience, using intonation, tone, volume to convey meaning. Discuss and explore the meaning of words in context. Infer characters' feelings, thoughts and motives and justify using evidence.
		 	<u>Holes – Fiction Novel</u> (approx 4 weeks)	Writing Choose the appropriate register (formal/informal). Use further organisational and presentational devices to structure text (e.g. diary entry). Use expanded noun phrases for accuracy. Indicate parenthesis using brackets, dashes and commas. Use commas to clarify meaning/avoid ambiguity. Link ideas across paragraphs using adverbials of time, place and number/or by varying tense. Indicate possibility using adverbs (maybe, possibly, perhaps,



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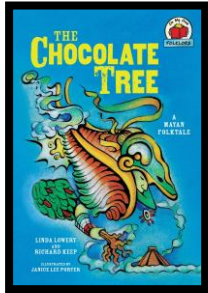
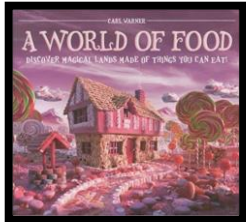


			<p>WARNING poster – create and write a detailed description for a WARNING poster to raise awareness of avoiding yellow spotted lizards and their dangers!</p> <p>(Could also be done as a non-chronological report -yellow spotted lizards/ or as a short narrative involving an encounter with one)</p>	<p>definitely). Build cohesion within a paragraph.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Infer characters' feelings, thoughts and motives and justify using evidence.</p> <p align="center"><u>WARNING Poster – Creature Description</u></p> <p>Writing Build cohesion within a paragraph. Use expanded noun phrases for accuracy. Use commas to clarify meaning/avoid ambiguity. Use a wide range of devices to build cohesion within and across paragraphs. Become familiar with the language of writing e.g. figurative language, imagery, style and effect. Use relative clauses with relative pronouns who, which, where, whose, that, when. Indicate parenthesis using brackets, dashes and commas. Develop characters, using language and vocabulary from reading/books.</p> <p>Reading Identify and discuss themes and conventions. Discuss and explore the meaning of words in context. Infer characters' feelings, thoughts and motives and justify using evidence.</p>
Summer 2	<p>Holes (adventure novel with flashbacks) <i>Louis Sachar</i></p>	 <p align="center">Stanley Yelnats' Survival Guide To CGL <i>Louis Sachar</i></p> 	<p><u>Holes – Fiction Novel</u> (approx. 2 weeks)</p> <p><i>Continue with writing activities based on Holes from Summer 1...</i></p> <p>Information leaflet - write an informative guide on how to survive Camp Green Lake.</p>	<p align="center"><u>Survival Guide to Camp Green Lake – Information Leaflet</u></p> <p>Writing Indicate parenthesis using brackets, dashes and commas. Use expanded noun phrases for accuracy. Indicate possibility using adverbs (maybe, possibly, perhaps, definitely). Use commas to clarify meaning/avoid ambiguity. Choose the appropriate register (formal/informal). Use modal verbs (shall, may, might, must, could etc). Select appropriate language and vocabulary to reflect their understanding of audience and purpose. Use further organisational and presentational devices to structure text.</p>

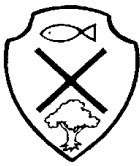


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		<p align="center">The Chocolate Tree (Mayan folktale) <i>Linda Lowery</i></p>  <p align="center">A World of Food (still life imagery) <i>Carl Warner</i></p> 		<p>Reading Identify and discuss themes and conventions.</p> <p>Discuss and explore the meaning of words in context.</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence.</p>
			<p align="center"><u>The Chocolate Tree – Mayan Folktale</u> (approx. 2 weeks)</p> <p>Revisit a genre that requires further practise with a fictional text?</p>	<p>Writing</p> <p>Reading</p>
			<p align="center"><u>The World of Food</u> Non-Fiction Text (approx 2 Weeks)</p> <p>Revisit a genre that requires further practise with non-fictional text?</p> <p>**Links to Mayans' chocolate production and Hansel & Gretel 's candy cane house</p>	<p>Writing</p> <p>Reading</p>

Y5 WRITING OBJECTIVES taught throughout the academic year within the planned opportunities and discrete SPAG sessions



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Reading Spine - Year 5



Transcription:

- Use a wider range of prefixes and suffixes
- Spell some words with silent letters
- Continue to distinguish between homophones and other words that are often confused
- Use dictionaries to check spelling and meaning of new words (using first 3 letters)
- Use knowledge of morphology and etymology as a strategy for spelling
- Use a thesaurus

Handwriting:

- Write legibly, fluently and with increasing speed
- Choose the writing implement best suited to the task

Grammar & Punctuation:

- Use commas to clarify meaning/avoid ambiguity
- Build cohesion within a paragraph

Language and Vocabulary:

- Use dictionaries and thesauruses to check meaning of new words/language
- Evaluate how authors (poets) use language and consider effect on the reader
- Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing
- Select appropriate language and vocabulary to reflect their understanding of audience and purpose

Plan, draft, edit and evaluate:

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose when writing
- Note and develop initial ideas drawing on reading
- Choose the appropriate register (formal/informal)
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Assess effectiveness of own and others' writing

Text structure and features:

- Evaluate how authors use language and consider effect on the reader
- Use further organisational and presentational devices to structure text
- Use a wide range of devices to build cohesion within and across paragraphs
- Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures
- Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
- Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure



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Y5 READING OBJECTIVES taught throughout the academic year within the planned opportunities and discrete 1:1/guided/whole class reading sessions:

Decoding:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words

Range of Reading:

- Listen to and discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories
- Read books that are structured in different ways
- Make comparisons within and across books

Familiarity with texts:

- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Word Meaning:

- Use dictionaries and thesauruses to check meaning of new words/language

Understanding:

- Discuss books and courteously challenge others' opinions
- Ask questions to improve their understanding of a text
- Summarise main ideas identifying key details
- Retrieve, record and present information
- Recommend books to peers and give reasons

Inference:

- Infer characters' feelings, thoughts and motives and justify using evidence

Authorial Intent:

- Identify how language, structure and presentation contribute to meaning



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