

Greenholm Primary School Literacy Overview: Year 5

Our Vision: We want to inspire each generation of writers to enjoy expressing their original ideas masterfully through the English language.
 'All pupils should write clearly, accurately and coherently adapting their language and style in and for a range of contexts, purposes & audiences' *DfE 2016*

	Autumn		Spring		Summer	
ACHIEVERS AND THEMES	ACHIEVERS Aspirations Emotional Wellbeing Social Skills	THEMES 1: Villains (Vikings) 2: Changes	ACHIEVERS Value and Respect Resilience Communication	THEMES 1: Africa 2: Lifestyles	ACHIEVERS Investigation Resourcefulness Evaluation	THEMES 1: Earth and Beyond 2: Forces
Suggested Texts:	<ul style="list-style-type: none"> • The Curious Case of Dr Jekyll and Mr Hyde Graphic Novel by R.L. Stevenson (Classic Comics) • Macbeth Graphic Novel by William Shakespeare (Classic Comics Quick Text) • Dracula Graphic Novel by Bram Stoker (Classic Comics Quick Text) • Frankenstein Graphic Novel by Mary Shelley (Classic Comics Quick Text) • Sweeney Todd: The Demon Barber of Fleet Street Graphic Novel (Classic Comics Quick Text) • A Monster Calls by Patrick Ness • Guy Fawkes by Richard Brassey • Alma: Creepy Story by Rodrigo Blaas (BFI Short Film) • Treasure Island by R.L. Stevenson • The Fire Eaters by David Almond • The Saga of Erik the Viking by Terry Jones 		<ul style="list-style-type: none"> • Bitter Chocolate by Sally Grindley (Child Soldier Day - 12th February) • Jim's Lion by Russell Hoban • Torn Pages by Sally Grindley • The Fastest Boy in the World by Elizabeth Laird • The Garbage King by Elizabeth Laird • The Butterfly Lion by Michael Morpurgo (Lower Ability) • Walking with my Iguana by Brian Moses (Poetry) • The Puffin Book of Modern African Poetry by Gerald Moore (Poetry) • Who are Refugees and Migrants? By Michael Rosen (Explanation) • Letters to Africa by UCLan (Report) • Africa Series by David Attenborough (Video Report) 		<ul style="list-style-type: none"> • The Man Who Walked Between the Towers by Mordicai Gerstein (PB) • Percy Jackson & the Lightning Thief by Rick Riordan • The Lion, the Witch & the Wardrobe by C.S. Lewis • Tom's Midnight Garden by Philippa Pearce • Oz: Film Clip on YouTube • The Invention of Hugo Cabret by Brian Selznick • The Adventures of Odysseus by Hugh Lupton • Theseus & the Minotaur by Hugh Lupton • Beowulf by Kevin Crossley Holland • The Railway Children by E. Nesbit • Cosmic by Frank Cottrell Boyce • A Treasury of Poems for Every Possibility by Allie Esiri (Poetry) • Michael Rosen's A to Z of Children's Poetry (Poetry) 	

	<ul style="list-style-type: none"> • Viking Tales by Jennie Hall • Viking Boy by Tony Bradman • How to Train your Dragon by Cressida Cowell (Lower ability) • The Viking Invader by Fergus Fleming (Newspaper) • The Usborne Illustrated Guide to Norse Myths & Legends by Rodney Matthews (Report) 		<ul style="list-style-type: none"> • A Really Short History of Nearly Everything by Bill Bryson (Explanation) • How to be a Space Explorer: Your Out of this World Adventure by Lonely Planet (Report) • Best of Enemies, Best of Friends by Brian Moses (Poetry) • Cosmic Disco by Grace Nichols (Poetry) • Gravity by Jason Chin (Report)
<p>Suggested ideas for writing: Ensure narrative is completed termly. Across the year, ensure each purpose is met:</p> <ul style="list-style-type: none"> - To entertain - To inform - To guide - To influence - Poetry (To express) <p>At Upper KS2, the purposes</p>	<p>To entertain:</p> <ul style="list-style-type: none"> • Innovation on a myth or legend (Narrative story) • Expanding a graphic novel into narrative (certain scenes) • Comic Strip (Detailed captions, speech and thought bubbles) • Innovation on contemporary narrative: <ul style="list-style-type: none"> - Writing a dream sequence for A Monster Calls • Writing in role: <ul style="list-style-type: none"> - Scenes from alternative viewpoints - Personal letters (Dracula to Lucy/Therapist to Villain) - School reports/Police reports/Psychiatrist reports(Jekyll and Hyde, Dracula, Frankenstein, Macbeth, Jim Hawkins, Long John Silver) 	<p>To entertain:</p> <ul style="list-style-type: none"> • Narrative story • Writing in role: <ul style="list-style-type: none"> - Letter of appeal about child soldiers for charity (To influence, to inform) - Letter writing to child character as an adult (To offer advice) - Letter to humans from animals about the Savannah/poaching - Diary of an African animal - School reports/Police reports (To inform) - Speech - Narrative retelling of a poem <p>To influence:</p> <ul style="list-style-type: none"> • Flyers/posters about saving animals • Advice for child soldier about how to transition back to normal life 	<p>To entertain:</p> <ul style="list-style-type: none"> • Classic narrative: <ul style="list-style-type: none"> - Innovation or invention on a traditional story - Writing in the style of an author • Writing in role to influence: <ul style="list-style-type: none"> - Letters of application - Speeches - Debates: <ul style="list-style-type: none"> ➢ Between the Greek Gods ➢ Whether to walk between the two towers ➢ The minotaur within himself (angel V devil) ➢ Which are better: Norse or Greek myths • Writing in role to inform:

should begin to crossover.

- Argument: Who is the worst villain?
- Script: Villain Counselling
- Parent-teacher conference (script writing)
- Postcards from Viking to modern times
- Postcards from the ship to home (Treasure Island)

To inform:

- Summaries
- Magazine articles:
 - Why training your dragon is important (explanation)
 - How to train your parents/a vampire
 - How to recognise a vampire (instructions: to influence)
- Non-chronological report:
 - Viking boats
 - Vampires (how to recognise)
 - Vikings
 - Whitby/Transylvania (Comparison - Dracula)
 - Dracula V Frankenstein
- Biography/autobiography:
 - Comparing two villains (top 5 evil deeds and traits)
 - Villain or hero (from two perspectives: to influence)
 - Script discussing a character's life

To guide:

- Argument/debate (Could show both sides. This could be done as a script):
 - Why poaching is good/bad

To inform:

- Non-chronological report:
 - Africa's top 5 locations
 - One location in Africa (link to David Attenborough - to entertain)
 - Animals in Africa
 - A guide to... (ICT link considering layout)
 - A travel guide to Africa

Poetry (to express/to entertain):

- Reciting and performing
- Writing in response to a poem
- Comparing poems by the same poet
- Writing in role from within the poem
- Innovation/invention from a theme/poem

- Police report about Zeus' stolen lightning bolt (Percy Jackson)
- Satirical newspaper report about discovering space
- Newspaper report discovering a new planet/ the labyrinth
- Travel guide to outer space
- Summary

To influence:

- Narrative which acts as a warning (Innovation on Theseus and the Minotaur - to entertain/ to scare)
- Persuasive version of traditional genres:
 - Biography/autobiography
 - Debate (Making one argument stronger than the other)
 - Report to make a place seem exciting/dangerous (Narnia/ the Labyrinth/ Tom's Midnight Garden/ The Lotus Casino - Percy Jackson)
 - Newspaper report stating Narnia/ the Labyrinth as dangerous places (to scare)
- Advert for Medusa's Garden Centre (Percy Jackson)/Tom's Midnight Garden/ the Minotaur's Labyrinth
- Positive/ negative book, T.V. or film recommendation

Poetry (to entertain/to express):

	<ul style="list-style-type: none"> • Instruction: <ul style="list-style-type: none"> - How to...(avoid a Viking, vampire) - How to be a good Disney villain? • Explanation: <ul style="list-style-type: none"> - How/why the Vikings invaded Europe - Why Frankenstein isn't really a villain (To influence) 		<ul style="list-style-type: none"> • Writing in response to poems • Comparing • Summarising • Inventing own poem on a theme
<p>Reading: Word reading:</p>	<ul style="list-style-type: none"> •Apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately. •Read all words containing spelling patterns identified in appendix 1 •Convert nouns or adjectives into verbs using suffixes such as -ate; -ise; -ify •Recognise and read verb prefixes such as dis-, de-, mis-, over- and re- •Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. 	<ul style="list-style-type: none"> •Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. •Know how words are related by meaning as synonyms and antonyms such as big, large, little. 	<ul style="list-style-type: none"> •Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. •Know the difference between vocabulary used for formal and informal speech and writing.

<p>Comprehension:</p>	<p>AF3</p> <ul style="list-style-type: none"> •Explain own understanding of text read through formal presentation and debates, maintaining a focus on the topic using notes where necessary. •Provide reasoned justifications for own views. •Refer to the text to support and justify predictions and opinions (point, evidence, explanation, evaluation). 	<p>AF5</p> <ul style="list-style-type: none"> •Identify the style of individual writers and poets. •Identify and comment on expressive, figurative and descriptive language and language features of non-fiction texts. •Describe with examples how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes. •Comment and compare the language choices the author has made to support the writers theme and purpose. 	<p>AF4</p> <ul style="list-style-type: none"> •Recognise texts that contain features from more than one genre. Understand how paragraphs are linked together. •Identify the structural devices the author has used to organise the text. •Explain the structural choices the author has made in organising the text and how they have supported the writers theme and purpose.
<p>Composition and effect:</p>	<ul style="list-style-type: none"> □ Identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. □ Progressively building a varied and rich vocabulary and an increasing range of sentence structures. □ Noting and developing initial ideas, drawing on reading and research where necessary □ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> □ In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. □ Progressively building a varied and rich vocabulary and an increasing range of sentence structures. □ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character & advance action □ Precising longer passages □ Using a wide range of devices to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> □ Noting and developing initial ideas, drawing on reading and research where necessary □ Progressively building a varied and rich vocabulary and an increasing range of sentence structures. □ Using further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]

Editing and improving work:

- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof read for spelling and punctuation errors
- Ensuring consistent and correct use of tense throughout a piece of writing.

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Grammar and punctuation:

Recap use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: The conductor shouted, "Sit down!"]

Use and understand the grammatical terminology in English Appendix 2 Pg 68 by:

- using the perfect form of verbs to mark relationships of time and cause
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- convert nouns or adjectives into verbs using suffixes [eg -ate, -ise, -ify]
- verb prefixes [eg dis-, de-, mis-, over-, re-]

- Using commas after fronted adverbials [Later that day, I heard the bad news]
- Indicating possession by using the possessive apostrophe with singular and plural nouns [the girls' names]
- using a wide range of devices to build cohesion within [then, after that, this, firstly] and across paragraphs using adverbials of time [later], place [nearby], number [secondly] or tense choices [he had seen her before]

Develop understanding of the concepts set out in English Appendix 2 Pg 68 when discussing writing:

Modal verb, relative pronoun, Relative clause, Parenthesis, bracket, dash, Cohesion, ambiguity

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis

<p>Spelling</p>	<p>Recap homophones, words that are often misspelt, prefixes and suffixes and understand how to add them. Revise the possessive apostrophe in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p>	<p>Spelling - see English Appendix 1 Pg 56-62 - spell some words with 'silent' letters [eg knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused.</p> <p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1 Spelling - see English Appendix 1 Pg 56-62 Use further prefixes and understand the guidance for adding them</p>	<p>Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far. (transcription)</p>
<p>Speaking and listening/ Drama:</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> • speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify answers, arguments and opinions 	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and monitor the interest of the listener(s)

Refer to National Curriculum Programme of Study for a full list of objectives

Make sure you are clear what the KPIS or Assessment Framework is for your year group and plan opportunities to gather evidence of where the children have achieved these standards.