



Year 5 Literacy Overview

Autumn 1-Wellbeing	Autumn 2- Responsibility	Spring 1- Passion and change	Spring 2- Friendship and community	Summer 1- Resilience	Summer 2-Diversity
<p>Learning Journey 1</p> <p>Text: Wild World</p>  <p>Audience: School Library Purpose: Entertain Form: Poem</p>	<p>Learning Journey 1</p> <p>Text: The Wind in the Willows</p> <p>Kenneth Grahame</p>  <p>Audience: Kenneth Grahame Purpose: Entertain Form: Alternate 1st chapter</p>	<p>Learning Journey 1</p> <p>Text: The Lost Words</p> <p>Robert McFarlane</p>  <p>Audience: Town Library Purpose: Inform Form: Poetry</p>	<p>Learning Journey 1</p> <p>Text: Podkin one Ear</p> <p>Kieran Larwood</p>  <p>Audience: Kieran Larwood twitter Purpose: Entertain Form: Suspense story</p>	<p>Learning Journey 1</p> <p>Text: Pig Heart Boy</p> <p>Malorie Blackman</p>  <p>Audience: Mother they are writing Purpose: Persuade (from the mother) Form: Letter</p>	<p>Learning Journey 1</p> <p>Text: Romeo and Juliet</p> <p>William Shakespeare</p>  <p>Audience: Andover Advertiser to Purpose: Inform Form: Newspaper</p>
<p>Learning Journey 2</p> <p>Text: The Explorer</p> <p>Katherine Rundell</p>  <p>Audience: Parents Purpose: Entertain Form: Stories with same premise</p>	<p>Learning Journey 2</p> <p>Text: Greta and the giants</p> <p>Zoe Tucker</p> <p>We are all Greta Valentina Gianella Greta's story Valentia Camerin</p>   <p>Audience: Year 4 Purpose: Inform Form: Biography</p>	<p>Learning Journey 2</p> <p>Text: Juliana's bananas: Where do your bananas come from?</p>  <p>Audience: Present to Mr Edgington Geography Lead Purpose: Discuss Form: Leaflet</p>	<p>Learning Journey 2</p> <p>Text: FILM: Home Sweet Home</p>  <p>Audience: The characters Purpose: Entertain Form: diary</p>	<p>Learning Journey 2</p> <p>Text: Human body odyssey</p> <p>Dominic Walliman</p>  <p>Audience: INTEC Science Museum Purpose: Inform Form: Double Page Spread</p>	<p>Learning Journey 2</p> <p>Text: No Ballet Shoes in Syria</p>  <p>https://simmalieberman.com/i-am-diversity-an-outstanding-poem/</p> <p>Audience : Children from abroad arriving in Andover for first time Purpose: Inform</p>

Heritage Text

Diverse author and/or character

Traditional tale


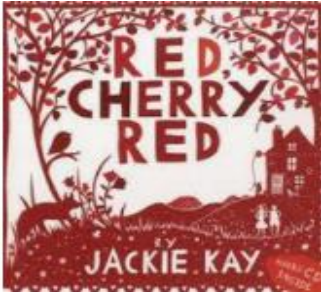

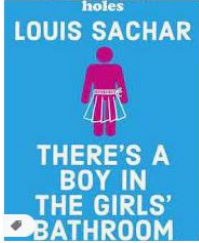

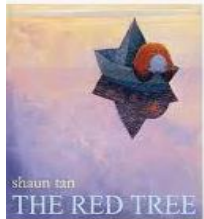
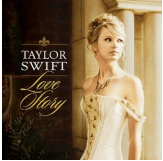
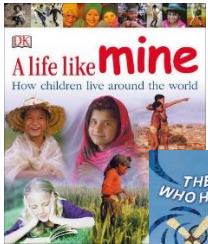
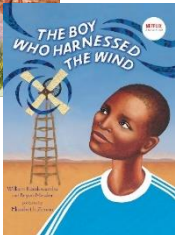
Poetry

rich non-fiction

Poems to learn by heart



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Only extended writing outcomes for the end of the unit are listed. During any given learning journey, other writing opportunities will be planned in.					Form- Leaflet and share at Fair in the hall.
Autumn 1-Wellbeing	Autumn 2- Responsibility	Spring 1- Passion and change	Spring 2- Friendship and community	Summer 1- Resilience	Summer 2-Diversity
<p>Reading teaching Focus text: The Heart in the bottle <i>Oliver Jeffers</i></p>  <p>Reading domains: Inference</p> <p>Focus text: Egyptian Non-fiction</p> <p>Reading domains: Monitor and Summarise Select and Retrieve</p>	<p>Reading teaching Focus text:</p>  <p>Reading domains: Clarify Summarise</p> <p>Focus text: A Christmas Carol Charles Dickens</p>  <p>Reading domains:</p>	<p>Reading teaching Focus text: Instructions for growing poetry <i>Tony Mitton</i></p>  <p>Reading domains: Respond and explain and clarify</p> <p>Focus text: Podkin One Ear <i>Kieran Larwood</i></p>  <p>Reading domains: Monitor and Summarise Themes and Conventions</p>	<p>Reading teaching Focus text: There's a Boy in the Girls' Bathroom Louis Sachar</p>  <p>Reading domains: Inference/ Select and Retrieve Focus text:</p> <p>The House with Chicken Legs <i>Sophie Anderson</i></p>  <p>Reading domains:</p>	<p>Reading teaching Focus text:</p> <p>Reading domains: Summarise Respond and explain</p> <p>Focus text: The Red Tree <i>Shaun Tan</i></p> <p>https://www.youtube.com/watch?v=PrmMFFpKxgw</p>  <p>Reading domains Clarify Language for Effect</p>	<p>Focus text: Song- Taylor Swift- Love Story</p>  <p>Reading domains: Inference Respond and Explain Reading teaching</p> <p>Focus text: UNICEF/ The boy who harnessed the wind William Kamkwamba</p>   <p>Reading domains:</p>

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	Select and Retrieve Language for Effect Inference Focus text: Red Cherry Red Jackie Kaye	Inference	Select and Retrieve Language for Effect		Select and Retrieve Respond and explain
Word reading focus is ongoing. Only key focus domains are shown as other reading domains and associated strategies will be covered in response to the demands of the text and gaps in pupil understanding.					
Supplementary texts	Supplementary texts 	Supplementary texts	Supplementary texts	Supplementary texts	Supplementary texts  Themes and conventions
<u>Non -fiction spine/Foundation links</u> The Egyptian Echo <i>Paul Dowswell</i> So you think you've got it bad...a kid's life in Ancient Egypt Meet the Ancient Egyptians <i>James Davies</i> Egypt Magnified <i>David Long</i> Great rivers of the World Rivers Secrets of a Sun King <i>Emma Carroll</i> Mary Riddle and the Sphinx <i>Joe Todd Stanton</i>		<u>Non -fiction spine/Foundation links</u> Professor Astro Cat's Frontiers of Space <i>Dominic Walliman</i> Professor Astro Cat's Solar System <i>Dominic Walliman</i> Dr Maggie's Grand Tour of the Solar System <i>Dr Maggie Aderin-Pocock</i> Avoid being a Mayan Soothsayer <i>Rupert Matthews</i> Histroy Detetives Investigates: Mayan Civilisation <i>Clare Hibbert</i> The Great Kapok Tree <i>Lynne Cherry</i>		<u>Non -fiction spine/Foundation links</u> The Tudors. Kings, Queens, Scribes and Ferrets! <i>Marcia Williams</i> I was there...Shakespeare's Globe <i>Valerie Wilding</i> Tudor <i>DK</i> Life on Earth: Human Body <i>Heather Alexander</i> Body: The Ultimate Guide <i>Dr Kristina Routh</i> A journey through the digestive system <i>Emily Sohn</i> Tales from Shakespeare <i>Marcia Williams</i>	

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Year 5 Literacy Overview

Reading strategies sorted into domains- HIAS school improvement

Word reading	Comprehension (knowledge and experience of the world brought to bear alongside strategies)				Inference	Language for effect	Themes and conventions
Sound it out Use context clues Use pictures Self-correct Refer to text	Clarify Notice breakdown and fix it Apply word reading strategies Get the gist Connect to prior knowledge Ask questions Infer	Summarise Note text structure Think aloud Visualise Get the gist Infer Skim	Select and retrieve Note text structure Scan Infer	Respond and explain Infer Get the gist Form opinions Connect to prior knowledge	Connect to prior knowledge Predict Form opinions Visualise Get the gist Ask questions	Visualise Note text structure Think aloud Form opinions Infer Connect to prior knowledge Ask questions	Ask questions Connect to prior knowledge Infer Form opinions Get the gist Note text structure
<div style="background-color: blue; color: white; padding: 10px; font-weight: bold; font-size: 1.2em;"> Increasing cognitive difficulty ➔ </div>							
