

Year 5 Literacy Yearly Overview

	Topic	How did WW2 impact on our Local Area?	Why Should we think about the ancient Greeks?	Bake it change it? IPC unit	Can Earth shake, rattle and roll?	Jamie Oliver's Food Kitchen: Food Technology Project/Earth & Space	What is it like in the Amazon?	
Exploring the features of the text- Introduction or recap	Books Text Type (Literacy and Language focus Y2-Y6)	<u>Diary of Ann Frank/When Hitler Stole Pink Rabbit</u> Recount (1 week) Biography & Auto Biography (3 weeks)	<u>Diary of Ann Frank/When Hitler Stole Pink Rabbit</u> Non-chronological Reports (3 weeks)	<u>The Odyssey/The Shadow of the Minotaur</u> Modern retelling of Myth (3 weeks) Myth (3 weeks)	Cooking & Recipe Books Instructions (2 weeks) Persuasive writing (4 weeks)	<u>The Earth Dragon Awakes - Laurence Yep</u> Dilemma stories (3 weeks) <u>Mofaro's Beautiful Daughter</u> Stories from another culture (3 weeks)	<u>Iron Man & Iron Woman</u> Stories from a significant author (3 weeks) Play scripts (3 weeks)	<u>Journey to the River Sea – Eva Ibbotson</u> Poetic style (3 weeks) Discussion texts (3 weeks)
1. Modelled/ Shared writing Demonstrating how to embed the features within the text type 2. First Draft- Continued opportunities for shared writing 3. Editing opportunities always referring back to focused features	Text Level Features (Composition)	RECOUNT -Identify the audience and purpose before writing and adapt accordingly -understand how authors use language that will have an impact on the reader - use organisational and presentational devices to structure text and to guide the reader i.e. headings etc -build cohesion within and across paragraphs -select appropriate grammar and vocabulary to change or enhance meaning -- give well-structured descriptions and recounts through talk -edit by proposing changes to spelling, vocabulary, grammar and punctuation to enhance effects and clarify meaning BIOGRAPHY & AUTOBIOGRAPHY -Identify the audience and purpose before writing and adapt accordingly -use organisational and presentational devices to structure	-Identify the audience and purpose before writing and adapt accordingly -Use some organisational and presentational devices to structure text and to guide the reader i.e. headings etc. -begin to precis longer passages -plan writing by making notes and developing ideas - give well-structured explanations and elaborations through talk -select appropriate grammar and vocabulary to change or enhance meaning -build cohesion within and across paragraphs -edit by proposing changes to spelling, vocabulary, grammar and punctuation to enhance effects and clarify meaning	-Develop setting, atmosphere and character including through dialogue -Identify the audience and purpose before writing and adapt accordingly -select appropriate grammar and vocabulary to change or enhance meaning -understand how authors use language that will have an impact on the reader - give well-structured descriptions and narratives through talk -build cohesion within and across paragraphs -edit by proposing changes to spelling, vocabulary, grammar and punctuation to enhance effects and clarify meaning	-Identify the audience and purpose before writing and adapt accordingly -Use advanced organisational and presentational devices to structure text and to guide the reader i.e. headings etc. -understand how authors use language that will have an impact on the reader -plan writing by making notes and developing ideas drawing from research - give well-structured explanations expressing points of views and elaborations through talk -build cohesion within and across paragraphs -select appropriate grammar and vocabulary to change or enhance meaning	-Identify the audience and purpose before writing and adapt accordingly -understand how authors use language that will have an impact on the reader -select appropriate grammar and vocabulary to change or enhance meaning -plan writing by making notes and developing ideas -Develop setting, atmosphere and character including through dialogue -build cohesion within and across paragraphs edit by looking at the effectiveness of their own and others' writing	STORIES FROM A SIGNIFICANT AUTHOR -Develop setting, atmosphere and character including through dialogue -Identify the audience and purpose before writing and adapt accordingly -select appropriate grammar and vocabulary to change or enhance meaning -understand how authors use language that will have an impact on the reader -build cohesion within and across paragraphs edit by looking at the effectiveness of their own and others' writing	DISCUSSION TEXTS -Identify the audience and purpose before writing and adapt accordingly -Use advanced organisational and presentational devices to structure text and to guide the reader i.e. headings etc. -understand how authors use language that will have an impact on the reader -plan writing by making notes and developing drawing from research - give well-structured explanations and elaborations through talk -select appropriate grammar and vocabulary to change or enhance meaning -build cohesion within and across paragraphs -edit by looking at the effectiveness of their own and others' writing

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		<p>text and to guide the reader i.e. headings etc</p> <ul style="list-style-type: none"> -begin to precis longer passages -plan writing by making notes drawing from research -build cohesion within and across paragraphs -edit by looking at the effectiveness of their own and others' writing 			<p>edit by looking at the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> -edit by proposing changes to spelling, vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>and punctuation to enhance</p>	<p>PLAYSCRIPTS</p> <ul style="list-style-type: none"> -Develop setting, atmosphere and character including through dialogue -Identify the audience and purpose before writing and adapt accordingly -select appropriate grammar and vocabulary to change or enhance meaning -understand how authors use language that will have an impact on the reader -build cohesion within and across paragraphs 	<ul style="list-style-type: none"> -edit by proposing changes to spelling, vocabulary, grammar and punctuation to enhance effects and clarify meaning POETIC STYLE -Develop setting, atmosphere and character including through dialogue -Identify the audience and purpose before writing and adapt accordingly -select appropriate grammar and vocabulary to change or enhance meaning -understand how authors use language that will have an impact on the reader -build cohesion within and across verses
	<p>Sentence and Word Level Features (SPaG)</p> <p>Must link to topic</p>	<p>RECOUNTS</p> <p>REVISION</p> <ul style="list-style-type: none"> -Subjects verb object -Word class ... pronouns -third person -Past tense - Clauses <p>Phrases and clauses</p> <p>Types of sentences- simple, compound and complex</p> <p>Types of clauses – main & subordinate</p> <ul style="list-style-type: none"> -relative clauses -adverbials <p>BIOGRAPHY & AUTO BIOGRAPHY</p> <p>Revision</p> <ul style="list-style-type: none"> -Subjects verb object -Past tense -First, second & third person words -Subjects verb object -past progressive tense -modal verbs -word class: nouns, verbs, adjectives, adverbs, prepositions -adverbials, fronted adverbials -prefixes & suffixes 	<p>NON-CHRONOLOGICAL REPORT</p> <ul style="list-style-type: none"> -Present tense verbs -Modal verbs -Modal adverbs -prefixes -varied sentences and phrases for different effects -ellipses, brackets, dashes, colons and semi-colons -subject verb agreement 	<p>MYTH</p> <ul style="list-style-type: none"> Adjectives Strong descriptive phrases Adverbs Adverbials Relative clauses Imagery – similes, metaphors, personification Connectives that link ideas when speaking and writing Speech punctuation ellipses 	<p>INSTRUCTION</p> <p>REVISION</p> <ul style="list-style-type: none"> -Pronouns -sentence types: commands, questions, statements -Commands & imperial Colons and semi-colons Brackets and dashes <p>PERSUASIVE WRITING</p> <ul style="list-style-type: none"> Formal/informal language Present tense verbs First & Second person words Modal verbs Modal adverbs Facts & opinions Commas to mark boundaries between Persuasive phrases Emotive Language Rhetorical questions Alliteration Groups of three adjectives Exaggerations Cause & effect sentences Dashes, brackets, 	<p>DILEMMA STORIES & STORIES FROM ANOTHER CULTURE</p> <ul style="list-style-type: none"> informal language ellipses verb prefixes informal language imagery speech punctuation varied sentences and phrases for different effects ellipses, brackets, dashes, colons and semi-colons varied sentences and phrases for different effects 	<p>PLAYSCRIPTS</p> <ul style="list-style-type: none"> Revision Colons semi-colons Verbs ending with 'ing' Adverbs Adjectives Formal/informal language <p>STORIES FROM A SIGNIFICANT AUTHOR</p> <ul style="list-style-type: none"> informal language imagery speech punctuation varied sentences and phrases for different effects ellipses, brackets, dashes, colons and semi-colons 	<p>POETIC STYLE</p> <ul style="list-style-type: none"> informal language DISCUSSION TEXTS Logical connectives Modal verbs and adverbs Semi-colons and colons

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Final polished piece	<p>Writing Sample</p>	<p>RECOUNT Make a diary entry in the role of a character from Ann Frank’s diary as they experience events surrounding WW2</p> <p>Make a diary entry in role as an evacuee and your experiences as you journey to your new home out of the city during the blitz</p> <p>Write a recount of a World War2 event</p> <p>BLACK HISTORY -Write a biography or auto-biography of a famous or unpopular Black Historical character</p>	<p>NON-CHRONOLOGICAL REPORT Create a creature appearing from space, the water. Write a non-chronological report about it giving the major facts i.e. What is the ___? What does it look like? Where is it from?</p>	<p>MYTH Create a greek myth using your previously created monster when you wrote your non-chronological report</p> <p>Show chn pictures of strange creatures and ask them to create myths</p> <p>MODERN RETELLING OF A MYTH Create myths with modern settings and characters</p> <p>Orally retell a mythical story with confidence</p>	<p>-Write letters to the school canteen proposing changes to the school dinners i.e. costs or</p> <p>-Write letters to parents persuading them to let their children have school dinners</p> <p>-Write a letter to a world leader encouraging him/her to change their actions for the benefit of children in a particular issue.</p>	<p>-Write adventure stories with specific dilemma based on geographical events i.e. Volcanic eruption etc.</p> <p>-Write a story with knowledge based on the practices from another culture</p>	<p>PLAYSCRIPTS Children to write play scripts highlighting their own issues i.e. Growth</p> <p>STORIES BY A SIGNIFICANT AUTHOR Children retell and rewrite a story in the style of a significant author</p>	<p>POETIC STYLE</p> <p>DISCUSSION TEXT</p>
Guided Reading Text/s		<p>RECOUNT Language & literacy Bk 5 Unit 2 Diary of Anne Frank</p> <p>BLACK HISTORY Language & literacy Bk 5 Unit 4</p> <p><u>The diary of Anne Frank</u></p>	<p>NON-CHRONOLOGICAL REPORT WW2 research books and literature</p> <p>Language & Literacy Bk 5 Unit 5 pg 79 The Kraken</p> <p><u>The diary of Anne Frank</u></p>	<p>MYTHS & MODERN RETELLING OF A MYTH Greek myths from above texts</p> <p>Language & Literacy Bk 5</p> <p><u>Greek Myths</u></p> <p><u>The Odyssey/The Shadow of the Minotaur</u></p>	<p>INSTRUCTIONS Language & literacy Bk 5 Unit 1</p> <p>PERSUASIVE LETTERS Language & Literacy Bk 5 Unit 3</p> <p>Cook Books & Recipes</p> <p><u>Persuasive Letters</u></p>	<p>DILEMMA STORIES Language & Literacy Bk 5 Unit 5 Mufaro’s Beautiful Daughter</p> <p>STORIES FROM ANOTHER CULTURE Language & Literacy Bk 5 Unit 5 <u>Mufaro’s Beautiful Daughter</u></p>	<p>PLAYSCRIPTS Language & Literacy Bk 5 Unit 6</p> <p>STORIES BY A SIGNIFICANT CHILDREN’S AUTHOR Language & Literacy Bk 5 Unit 4 <u>Iron man & Iron Woman</u></p>	<p>POETIC STYLE Language & Literacy Bk 5 Unit 3 pg 31 Anthology – Good night Shroud & other poems</p> <p>DISCUSSION Language & Literacy Bk 5 Unit 3 pg 79 Anthology The Big Debate</p> <p><u>Journey to the River Sea – Eva Ibbotson J</u></p>