

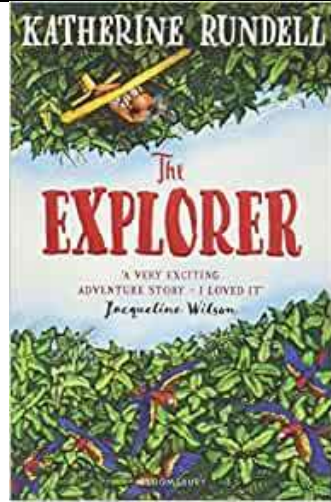
Year 5 English					
Book		Reading Objectives	Writing Opportunities	Writing Objectives	New/interesting Vocabulary to be Introduced
	Decoding Conventions Comprehension / Retrieval Themes &	Identify purpose and viewpoint of texts Express personal opinions about a wide range of texts Ask questions in order to interrogate the text Summarise main ideas from more than one paragraph, identifying key details that support the main ideas	Choose from A non-fiction information text based on an aspect of Mayan life A recount of a visit to Describing a Mayan temple Information on Mayan gods Advert for a temple A day in the life (diary)	Identifies the audience for, and purpose of, the writing. Writing is organised into a logical sequence of paragraphs Uses organisational and presentational devices to structure a text and guide the reader. Independent writing shows the language and structural features of the text-type / genre. Uses an appropriate method to record their ideas including note-making	Archaeologist Bartered Dynasty Elite Fresco Hieroglyph Immunity Obsidian Pyramid Ancestor Architecture Climate Excavate



		Make comparisons within and across texts identifying some themes and conventions Ask questions in order to interrogate the text Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Make inferences based on textual evidence Understand how writers use language for comic and dramatic effect	Choose from: • Character description • Formal letter/persuasive • Advertisement • Persuasive speech • Newspaper report • Narrative description • Diary entry • Instructions • Non chronological report (Mythical creatures) • Story board • Setting description • Book review	Identifies the audience for, and purpose of, the writing. Uses dialogue to help convey character Describes settings, characters and atmosphere Uses figurative language Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Abysmal Alchemy Amble Animagus Askew Berserk Bewilder Bezoar Biased Boater Centaur Chortle Contrary Disgruntled Engulf Ensnare Fanatic Festoon Hoodlum Jostle Luminous Pewter Sickle Transfiguration
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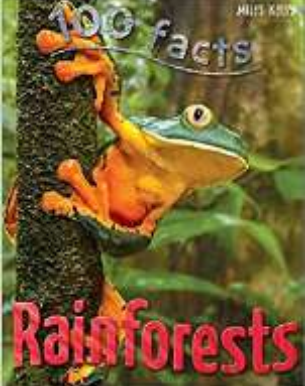


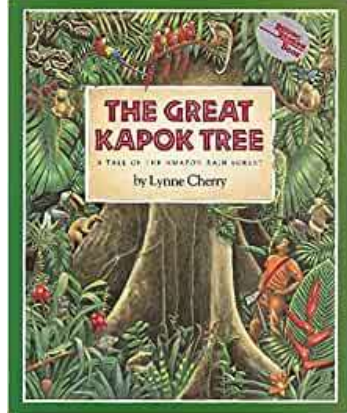
		Ask questions in order to interrogate the text Summarise main ideas from more than one paragraph, identifying key details that support the main ideas Identify purpose and viewpoint of texts	Choose from A non-chronological report What is a rainforest? Layers of the rainforest	Identifies the audience for, and purpose of, the writing. Writing is organised into a logical sequence of paragraphs Uses organisational and presentational devices to structure a text and guide the reader. Independent writing shows the language and structural features of the text-type / genre. Uses an appropriate method to record their ideas including note-making	Altitude Camouflage Canopy Deforestation Drought Ecosystem Emergent Equator Extinction Indigenous people Nocturnal Nomadic Temperate rainforest
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	Analysis an author's style of writing and identify different techniques and vocabulary used Identify techniques the writer has used to evoke emotion Define vocabulary, thinking carefully about its meaning and impact Use a dictionary to look up the meaning of unknown words Retrieve information from a text Discuss how the layout of the page impacts the reader. Use clues to make predictions Use clues from the text to infer information about a character and what they might be thinking and feeling Use an emotions graphs to explore a character's thoughts Define vocabulary, thinking carefully about its meaning and impact and use a dictionary to look up the meaning of unknown words. Identify the main themes in the story Create character profiles exploring character development Summarise information and use it to inform writing Understand how writers use language for comic and dramatic effect	Choose from: Description walking through a rainforest Write a poem based on a rainforest setting Inner monologue showing thoughts and feelings Newspaper report about incident Diary entry as character Letter home Rainforest restaurant menu	Identifies the audience for, and purpose of, the writing. Uses dialogue to help convey character Describes settings, characters and atmosphere Uses figurative language	Throttle Grimacing Luminous Devoted Brusquely Indignantly Psychoanalyse Concussion Iridescent Impenetrable Canopy Tributary Altitude Adrenalin Topography Indistinguishable Eavesdropper Ignition Scandalising Gangplank Hesitated
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The Tyger by William Blake <i>Tyger Tyger, burning bright, In the forests of the night; What immortal hand or eye, Could frame thy fearful symmetry? In what distant deeps or skies. Burnt the fire of thine eyes? On what wings dare he aspire? What the hand, dare seize the fire? And what shoulder, and what art, Could twist the sinews of thy heart? And when thy heart began to beat, What dread hand? and what dread feet? What the hammer? what the chain, In what furnace was thy brain? What the anvil? what dread grasp, Dare its deadly terrors clasp! When the stars threw down their spears And water'd heaven with their tears: Did he smile his work to see? Did he who made the Lamb make thee? Tyger, Tyger burning bright, In the forests of the night: What immortal hand or eye, Dare frame thy fearful symmetry?</i>		Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Identifying and discussing themes and conventions in and across a wide range of writing Understand what they read by: - asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Write own poem about an animal of their choice in the style of William Blake.	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate vocabulary to enhance meaning or for impact or emphasis Uses new vocabulary and / or patterned phrases from their reading / wider experiences / discussions to help engage the reader. Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing. Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms.	Immortal Aspire Seize Sinews Furnace Anvil
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		Identify purpose and viewpoint of texts Ask questions in order to interrogate the text Summarise main ideas from more than one paragraph, identifying key details that support the main ideas	Choose from A non-chronological report What is a rainforest? Layers of the rainforest	Identifies the audience for, and purpose of, the writing. Writing is organised into a logical sequence of paragraphs Uses organisational and presentational devices to structure a text and guide the reader. Independent writing shows the language and structural features of the text-type / genre. Uses an appropriate method to record their ideas including note-making	Altitude Camouflage Canopy Deforestation Drought Ecosystem Emergent Equator Extinction Indigenous people Nocturnal Nomadic Temperate rainforest
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Make comparisons within and across texts identifying some themes and conventions

Identify purpose and viewpoint of texts

Ask questions in order to interrogate the text

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Persuasive writing - Save the Kapok Tree

What will happen next...

Describing a favourite animal from the rainforest

Persuasive letter

Description of the rainforest

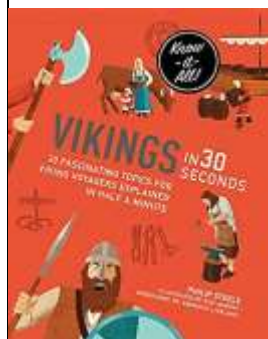
Non chronological report on an animal of the rainforest

Identifies the audience for, and purpose of, the writing.

Describes settings, characters and atmosphere

Uses figurative language

Lulled
Miracles
Generations
Ancestors
Pollinate
Troupe
Wither
Underbrush
Smouldering
Ruins
Dappled
Understory
Canopy
Wondrous
Amidst



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Ask questions in order to interrogate the text

Summarise main ideas from more than one paragraph, identifying key details that support the main ideas

Choose from:

Identifies the audience for, and purpose of, the writing.

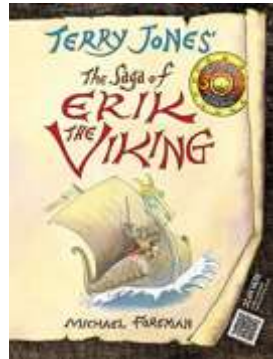
Writing is organised into a logical sequence of paragraphs

Uses organisational and presentational devices to structure a text and guide the reader.

Independent writing shows the language and structural features of the text-type / genre.

Uses an appropriate method to record their ideas including note-making

Dreams and Hopes What do you want to be? By Wilf Merttens Poems on a theme - metaphors		Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Identifying and discussing themes and conventions in and across a wide range of writing Understand what they read by: - asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Pupils to write down list of aspirations for their future Create a poem in pairs named 'Life without a dream' thinking about metaphors	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Select appropriate vocabulary to enhance meaning or for impact or emphasis Uses new vocabulary and / or patterned phrases from their reading / wider experiences / discussions to help engage the reader. Uses figurative language (similes, metaphors, personification) to add interest / detail to their writing. Independent writing shows the language and structural features of the text-type / genre. E.g. recounts, non-chronological reports, explanations, discussion, persuasion, narrative and poetic forms.	
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Make comparisons within and across texts identifying some themes and conventions

Ask questions in order to interrogate the text

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Make inferences based on textual evidence

Understand how writers use language for comic and dramatic effect

Choose from:

Diary entry

Newspaper article

Recount of events

Letter

Descriptive writing

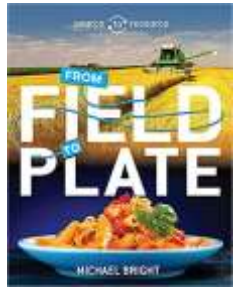
Story writing

Identifies the audience for, and purpose of, the writing.

Uses dialogue to help convey character

Describes settings, characters and atmosphere

Uses figurative language



Identify purpose and viewpoint of texts

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Summarise main ideas from more than one paragraph, identifying key details that support the main ideas

Choose from:

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Writing is organised into a logical sequence of paragraphs

Uses organisational and presentational devices to structure a text and guide the reader.

Independent writing shows the language and structural features of the text-type / genre.

Uses an appropriate method to record their ideas including note-making

Abattoir

Cultivate

Enzyme

Fallow

Fermentation

Fertile

Nutrient

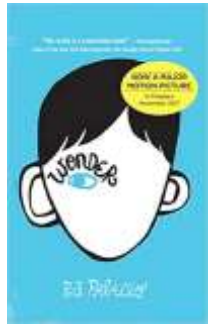
Intensive farming

Perishable

Pollution

Synthetic

yield



Make comparisons within and across texts identifying some themes and conventions

Ask questions in order to interrogate the text

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Make inferences based on textual evidence

Understand how writers use language for comic and dramatic effect

Diary entry

Writing informally (texts)

Formal letter

Informal letter

Behaviour incident report

Recount of walk around school

Identifies the audience for, and purpose of, the writing.

Uses dialogue to help convey character

Describes settings, characters and atmosphere

Uses figurative language

Sidewalks

Commercial

Mom

Fifth grade

Semester

Vacation

Subway

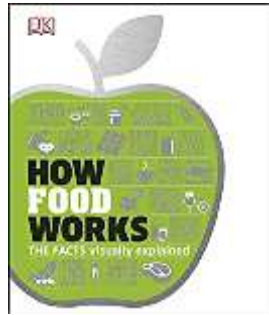
Block

Recess

Garbage

Trash

Dude



Identify purpose and viewpoint of texts

Ask questions in order to interrogate the text

Summarise main ideas from more than one paragraph, identifying key details that support the main ideas

Choose from

Identifies the audience for, and purpose of, the writing.

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Uses organisational and presentational devices to structure a text and guide the reader.

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Uses an appropriate method to record their ideas including note-making



Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Identify how language contributes to meaning

Make comparisons across different texts

Infer motives from characters' actions

Select and retrieve information from reading

Identify ways authors create tension and their effect on the reader

Make comparisons within and across texts identifying some themes and conventions

Ask questions in order to interrogate the text

Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Understand how writers use language for comic and dramatic effect

Choose from:

Writing to persuade

Letter home

Advert for Archer brothers' tea

Job description

Holiday brochure for 'Perfect'

Newspaper report exposing Archer brothers

Identifies the audience for, and purpose of, the writing.

Uses dialogue to help convey character

Describes settings, characters and atmosphere

Uses figurative language

Lurk

Frantic

Oblivious

Concoction

Intruder

Unison

Vogue

Curfew

