

Year 5	Autumn 1 Beowulf – Michael Morpurgo	Autumn 2 Beowulf – Michael Morpurgo	Spring 1 A boy and a bear in a Boat – Dave Shelton	Spring 2 Floodland – Marcus Sedgewick	Summer 1 Cosmic	Summer 2 The Adventures of Odysseus
Literary genre of topic book	Epic poem – myth Archaic text	Epic poem- myth	Nautical fiction	Fantasy/dystopian	Contemporary Novel	Legend/Myth – Epic tale
Name & genre of guided reading text/s	Firework makers daughter – Phillip Pullman (Fiction)  Arthur and the Golden Rope – Joe Todd Stanton (Graphic Novel)	Lindisfarne Raid (Non-fiction)	One Plastic bag – Isatou Ceesay (Picture book/Non-fiction/autobiographical).	One Plastic bag – Isatou Ceesay (Picture book/Non-fiction/autobiographical)  Dark sky park – Philip Cross (Poetry).	Cosmic disco – Grace Nicholls (poetry) Tim Peake’s Autobiography. Space Newspaper articles.	Non-fiction (Greek Olympics)
Link to NC (topic)	History -Anglo-Saxons	History - Vikings	Geography - Rivers	Geography – Rivers/environmental damage/plastic pollution	Science – Space	History - Greeks
<b>Reading objectives:</b> (Experience, skills, knowledge & strategies)	<ul style="list-style-type: none"> <li>Predicting</li> <li>Summarising</li> <li>Inference</li> <li>Broadening reading material to include the style of epic tales/myths.</li> <li>Making connections</li> </ul>	<ul style="list-style-type: none"> <li>Predicting</li> <li>Summarising</li> <li>Inference</li> <li>Broadening reading material to include the style of epic tales/myths.</li> <li>Making connections</li> </ul>	<p>Predicting Inference Identifying themes and making connections across the book. Discuss and evaluate how authors use language for impact. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>reading books that are structured in different ways and reading for a range of purposes; • identifying and discussing themes and conventions in and across a wide range of writing; • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning. explain and discuss their understanding of what</p>	<p>Read age-appropriate books with confidence and fluency (including whole novels).  Ask questions to improve understanding. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Make comparisons within and across books.</p>	<p>Ask questions to improve understanding. Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the</p>

				they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary; • provide reasoned justifications for their views.		meaning is clear to an audience. Identify and discuss themes and conventions in and across a wide range of writing. Identify how language, structure and presentation contribute to meaning. Identify and discuss themes and conventions in and across a wide range of writing.
<b>SPAG &amp; Vocab NC objectives:</b>	<ul style="list-style-type: none"> <li>• Inverted commas</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Adverbials of time (cohesion)</li> <li>• Expanded noun phrases</li> <li>• Relative pronouns &amp; relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Adverbials of time (cohesion)</li> <li>• Similes/metaphors</li> <li>• Relative pronouns &amp; relative clauses</li> <li>• Layout devices e.g. subheading, bullet points etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Semi colons &amp; colons.</li> <li>• Similes &amp; metaphors for description.</li> <li>• Informal &amp; formal language choices.</li> <li>• Cohesive devices across paragraphs e.g. adverbials, conjunctions.</li> </ul>	Year 5 relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Create vivid images by using alliteration, similes, metaphors and personification. Apostrophes revision.	Year 5 relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Layout devices e.g. subheading, bullet points etc	Year 5 relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, fronted adverbials.
<b>Speaking, Listening &amp; Language objectives:</b>	Past tense Descriptive language and vocab choice. Formal speech (proclamations) Book talk	Past tense Descriptive language and vocab choice. To ask questions to extend their understanding	Articulate and justify answers, arguments and opinions; Give well-structured descriptions and explanations;	Maintain attention and participate actively in collaborative conversations, responding to texts • Ask relevant questions to extend their	Articulate and justify answers, arguments and opinions; Give well-structured descriptions and explanations;	Descriptive language and vocab choice. - To ask questions to extend their understanding

	Performance poetry (emotive expression)	To listen & respond appropriately to peers To maintain attention and participate in conversations. Book talk Performing a speech.	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; ♣ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; ♣ Participate in discussions, presentations, performances and debates	understanding and build vocabulary and knowledge • Articulate and justify answers and opinions • Use spoken language to develop understanding through speculating, imagining and exploring ideas • Participate in discussions, presentations, performances and debates • Consider and evaluate different viewpoints, attending to the contributions of others • Select and use appropriate registers for effective communication • Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama • Consider and evaluate different viewpoints, attending to and building on the contributions of others	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; ♣ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;	To listen & respond appropriately to peers To maintain attention and participate in conversations.
<b>Extended writing outcomes</b>	Proclamation (speech) List poem Sensory poem Character description Creation Narrative (Poets story - spoken & written)	Newspaper report. Beowulf's speech to King Hrothgar. Formal letter to King Hygelac Diary.	Poetry (3x different styles). Comic strip/graphic novel style writing. News report (verbal)	Informal journal entry. Email. Persuasive speech. Free verse poem & List poem. Dooby's chapter/sequel.	Theme park brochure. Newspaper report. Character description. Narrative from a different perspective.	Play-script. 2 poems in 2 different perspectives Chapter in Odysseus' perspective.