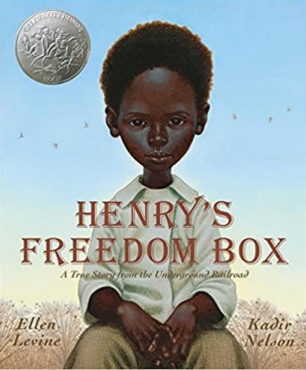


## Year Five – Autumn 1

### Reading Curriculum Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Quality Text &amp; Interconnection</b>	Henry's Freedom Box Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change, Environmental Impact, Displacement & Invasion & Individuality	Where Once We Stood Social Change, Environmental Impact & Technological Innovation	The Pearl Diver Religious & Cultural Diversity, Technological Innovation, Social Change, Environmental Impact & Individuality	The Promise Religious & Cultural Diversity, Social Change & Environmental Impact	Shield Maiden Religious & Cultural Diversity, Technological Innovation, Empires & Monarchy, Social Change & Displacement & Invasion	The Lost Book of Adventure Environmental Impact & Individuality
<b>Statutory Requirements</b>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition.</li> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>Making comparisons within and across books.</li> <li>Learning a wider range of poetry by heart.</li> <li>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.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Understand what they read by:               <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>predicting what might happen from details stated and implied.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.                   <ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning.</li> </ul> </li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> <li>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li> <li>Provide reasoned justifications for their views.</li> </ul> </li> </ul>			
<b>Explanatory Phrases</b>	<p><b>Build on previous vocabulary:</b></p> <p>I think...because ...makes me think... ...reminds me of... I can see... ...makes me feel... ...suggests... ...tells me... ...this word/phrase makes me feel/think... ...the effect of this word choice is... I think that the author has used...because... ...makes me have the following questions... ...provides the reader/me... ...makes the reader/me think of... ...indicates... ...tells the reader/me... ...this word/phrase makes the reader/me feel/think... ...makes the reader/me question...</p>		<p><b>And focus on:</b></p> <p>...gives the/me impression... ...evokes the following questions... ...creates a vivid image in my mind's eye... ...conveys the following message/impression... ...figurative language contributes to the meaning of the text by... ...the _____ example of figurative language conveys a _____ mood... In summation, the word choice... To summarise, the author has... Moreover,... Furthermore,...</p>			

## Writing Curriculum Overview: Autumn 1

<p><b>Quality Text &amp; Writing Outcomes</b></p>	<p style="text-align: center;"><b>Henry's Freedom Box</b></p> <p style="text-align: center;"><b>Poetry:</b> Tanka  <b>Fiction:</b> Hybrid Cultural (Atmosphere &amp; Character)  <b>Non-fiction:</b> Recount (Diary &amp; Biography)</p>	
<p style="text-align: center;"><b>Word</b></p>	<p><b>Build on previous year and focus on:</b>          Verb prefixes [for example, dis-, de-, mis-, over- and re-].</p>	
<p style="text-align: center;"><b>Sentence</b></p>	<p><b>Build on previous year and focus on:</b>          Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p>	
<p style="text-align: center;"><b>Text</b></p>	<p><b>Build on previous year and focus on:</b>          Devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p>	
<p style="text-align: center;"><b>Punctuation</b></p>	<p><b>Build on previous year and focus on:</b>          Brackets, dashes or commas to indicate parenthesis.          Use of commas to clarify meaning or avoid ambiguity.</p>	