

## English Modules – Year 5

	Term 1			Term 2			Term 3		
<b>Narrative</b>	Stories with historical settings (3 weeks) Classic Fiction- (Literary Heritage) 2 weeks		‘Take One Book’ (2 weeks)  One (or more) written outcomes, linked with fiction/no n-fiction modules already covered during the term	Suspense and mystery (4 weeks)		‘Take One Book’ (2 weeks)  One (or more) written outcomes, linked with fiction/no n-fiction modules already covered during the term	Stories from Other Cultures - Legends (3 +2 weeks)		‘Take One Book’ (2 weeks)  One (or more) written outcomes, linked with fiction/no n-fiction modules already covered during the term
<b>Grammar focus</b>	T1, T2, T3, T4, T5, P2, P3 S2, S3			W1, W2, S1, S2, T1, P1, P2, P3 S1,			W1, W2, S1, S2, T1, P1, P2, P3		
<b>Suggested final written outcome</b>	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.			Develop skills of building up atmosphere in writing e.g. passages building up tension			Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.		
<b>Audience &amp; purpose</b>									
<b>Non-fiction</b>	Recount (2 weeks)	Explanation (2 weeks)	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Persuasion (3 weeks)	Instructions (1 week)	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>	Explanation (2 weeks)	Discussion (2 weeks)	<i>This could include non-fiction text types not taught as a unit in this year group (e.g. reports, explanations, instructions)</i>
<b>Grammar focus</b>	W1, W2, S1, S2, T1, P1, P2, P3 S1	W1, W2, S1, S2, T1, P1, P2, P3 W1, W2, P1		W1, W2, S1, S2, T1, P1, P2, P3 W1, S2, S3	W1, W2, S1, S2, T1, P1, P2, P3 W2, P1		W1, W2, S1, S2, T1, P1, P2, P3 W2, W3, P1	W1, W2, S1, S2, T1, P1, P2, P3 W1, W3, S2, S3	
<b>Suggested final written outcome</b>	Compose a biographical account based on research	<u>Links to Geography PoS</u> ‘physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the		Show through a range of writing an understanding of how persuasive writing can be adapted for different	Detailed instructions with clear introduction and conclusion.		Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate	

		water cycle		audiences and purposes					
Audience & Purpose									
<b>Poetry</b>	<b>Vocabulary building (2 weeks)</b>	<b>Structure – cinquain (1 week)</b>		<b>Vocabulary building (1 week)</b>	<b>Structure – spoken word poetry/rap (2 weeks)</b>		<b>Vocabulary building (1 week)</b>	<b>Take one poet - Poetry appreciation (2 weeks)</b>	
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.		Read, write and perform free verse	Listen to, read, and respond to raps. Experiment with writing their own.		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	
Audience & Purpose									
Read Aloud Programme	Friend or Foe - Michael Morpurgo		Visual text: Artemis Fowl- Eoin Coifer	Kensuke’s Kingdom- Michael Morpurgo		Visual text:  The Piano	The Arthurian Legends		Visual text: Anansi the Spider