

TEXT

Fiction

Author focus: Michael Morpurgo, JR Tolkien
Survivors by David Long
War Horse by Michael Morpurgo
The Arrival by Shaun Tan
The Hobbit by JR Tolkien
Holes by Louis Sachar
 River Boy by Tim Bowler
 Street Child by Bertie Doherty

Non-Fiction

World War One
 Ancient Greece
 North and South America
 Autobiographies by Nelson Mandela, David Attenborough , Greta Thunberg
<https://theteachingbooth.wordpress.com>
<https://www.literacyshedplus.com/>

Poetry

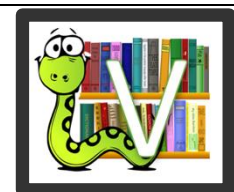


EOY performance – playscript
 Tyger by William Blake

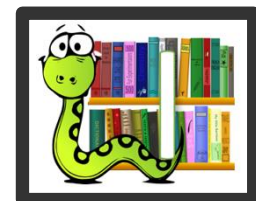
New and Collected Poems for Children
By Carol Ann Duffy

Collected poems for children
By Ted Hughes

Collected poems for children
By Charles Causey



Vocabulary



Key Knowledge

WORD READING

The pupil can:

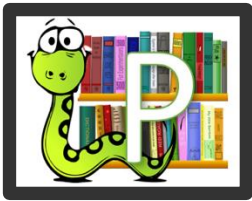
- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

COMPREHENSION

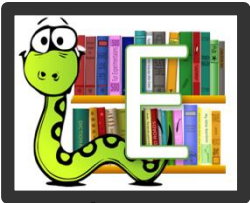
The pupil maintains positive attitudes to reading and understanding of what they read. The pupil can: read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books

- read books that are structured in different ways and read for a range of purposes
- increase 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 traditions

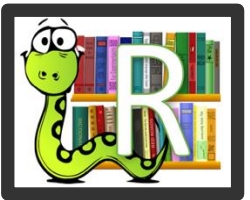
Infer



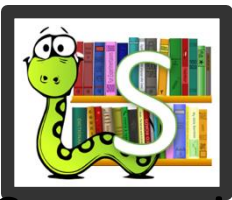
Predict



Explain



Retrieve



Summarise

- recommend books that they have read to their peers, giving simple reasons for their choices and sometimes referring to the text
- **identify and discuss themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies**
- **make comparisons within and across books e.g. plot, genre and theme**
- learn a wider range of poetry by heart
- prepare 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

The pupil can understand both the books they can already read, as well as those they listen to. The pupil can:

The pupil can:

- **check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**
- **ask questions to improve their understanding**
- **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**
- **summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas**
- **identify how language, structure and presentation contribute to meaning**
- **discuss and evaluate how authors use language, including figurative language, considering the impact on the reader**
- **distinguish between statements of fact and opinion retrieve, record and present information from non-fiction**
- 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
- **explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using formal notes where necessary**
- **provide justifications for their views**

What should be seen in the classroom?

- Silent reading time – 30 minutes at least 3 x week
- Individual reading (1:1) where appropriate
- Daily story time with class reader
- Author focus linked to whole class reader – display of books for children to choose and recommend
- Recommending books they have read to their peers, giving reasons for their choices
- Weekly whole class reading lesson – whole class reading book
- Non-fiction and poetry focus for whole class reading lesson at least once each half term.
- Vipers to be used to implicitly teach reading skills
- Poem of the Day (Poetry Spine Book)
- Learn a wider range of poetry by heart

- Termly, prepare poems and plays to read aloud and to perform
- New vocabulary list – added to weekly
- In other curriculum subjects – retrieve, record and present information from non-fiction

Poetry Overview

Year	Reading Comprehension	Writing Composition	Poetry Genre
ONYX	<p>Continue to read and discuss an increasingly wide range of poetry</p> <p>Read books (<i>poems</i>) that are structured in different ways and for a range of purposes</p> <p>Increase familiarity with a wide range of books, (<i>poems</i>) from our literary heritage, and books (<i>poems</i>) from other cultures and traditions</p> <p>Recommend books (<i>poems</i>) that they have read to their peers, giving reasons for their choices</p> <p>Identify and discuss themes and conventions in and across a wide range of writing (<i>poetry</i>)</p> <p>Make comparisons within and across books (<i>poems</i>)</p> <p>Learn a wider range of poetry by heart</p>	<p>Plan their writing by:-</p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Performing</p> <p>Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Blackout poems</p> <p>Structured grammar poem</p> <p>Use figurative language: similes, metaphors, personification etc. (Writing Models Book Y5)</p> <p>Free verse based on themes/issues etc. Ballads</p> <p>Cinquain</p> <p>Comic verse</p> <p>Concrete poems</p>

	<p>Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</p> <p>Participate in discussions about books (<i>poems</i>) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Exploring and using unusual/surprising word combinations</p> <p> kennings</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews Poetry analysis Recommendations</p> <p>The above could include:</p> <p>Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>
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