

# English Learning Pathway

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Class Text / Literacy Devices/ Stimulus</b></p>	<p><b>The Iron Man</b> (Ted Hughes)</p> <p><b>Wonderful Life</b> (Helen Ward)</p>	<p><b>The Lost Words</b> (Robert Macfarlane)</p> <p><b>Mr. Wuffles</b> (David Wiesner)</p> <p><b>The Story of Tutankhamun</b> (Patricia Cleveland-Peck)</p>	<p><b>The Wizard in my Shed</b> (Simon Farnaby)</p> <p><b>Witty Authors</b> (Various authors)</p> <p><b>Performance poetry</b> (selection of texts from The Children's Poetry Archive)</p>	<p><b>The Explosive History of Volcanoes</b> (Clive Gifford)</p> <p><b>Emmeline Pankhurst</b> (Lisbeth Kaiser)</p>	<p><b>Storm text</b></p> <p><b>Myths and Legends – Theseus and the Minotaur</b></p>	<p><b>Myths and Legends – Theseus and the Minotaur</b></p> <p><b>The Day the Crayons Quit</b> (Drew Daywalt)</p>
<p><b>Whole Class Reader</b></p>	<p><b>Cosmic</b> (Frank Cottrell-Boyce)</p> <p>→</p>	<p>→</p>  <p>Hampshire Illustrated book awards</p>	<p><b>Swimming Against the Storm</b> (Jess Butterworth)</p> <p>→</p>		<p><b>The Girl of Ink and Stars</b> (Kiran Millwood Hargrave)</p> <p>→</p>	

<p><b>Writing Outcome</b></p>	<p><b>Narrative Description- Iron Man:</b> Use of powerful and appropriate vocabulary to describe the Iron Man falling down the cliff.</p> <p><b>Persuasive formal letter- Iron Man:</b> Write a letter to persuade an employer to employ the Iron Man.</p> <p><b>Instructions- Iron Man:</b> 'How to capture the Iron Man.'</p> <p><b>Narrative- Wonderful Life:</b> Retell the story with a focus on up-leveilling vocabulary choices.</p> <p><b>Description of new character- Wonderful Life:</b> Write a 1<sup>st</sup> person description of new 'wonderful'</p>	<p><b>Poetry- Lost Words:</b> Focus on word choice</p> <p><b>Narrative- Mr Wuffles:</b> write a short narrative focussing on dialogue.</p> <p><b>Recount / Newspaper report- Egyptians:</b> Write a report on the discovery of Tutankhamun's tomb</p> <p><b>Instructions- Egyptians:</b> Write a guide on 'How to mummify your teacher.'</p>	<p><b>Character Description/ Narrative-Simon Farnaby:</b> Use the features of witty authors writing to create their own exaggerated character.</p> <p><b>Witty Narrative-</b> Write a humorous description about volcanoes, eruptions and other consequences.</p> <p><b>Performance poetry- Volcanoes:</b> write and perform performance poetry carefully considering rhythm and vocabulary choice.</p>	<p><b>Vocabulary exploration- volcanoes:</b> explore the vocabulary and tone of non-fiction writing in the context of being a Volcano Expert.</p> <p><b>Information text- Volcanoes:</b> Write a non-chronological report on volcanoes with a focus on paragraph structure.</p> <p><b>Biography- Suffragettes:</b> Write a biography of Emmeline Pankhurst.</p>	<p><b>Narrative Description- Storm:</b> Write an atmospheric description of a storm at sea.</p> <p><b>Vocabulary exploration-</b> Explore impact of changing vocabulary to alter the atmosphere of a piece of writing.</p> <p><b>Atmosphere-</b> Write an atmospheric description of a setting of their choice.</p> <p><b>Narrative - Theseus and the Minotaur:</b> Write a narrative story opening of Theseus' journey through the labyrinth.</p>	<p><b>Narrative - Theseus and the Minotaur:</b> Explore changing viewpoint and rewrite Theseus' journey from the Labyrinth's point of view.</p> <p><b>Playscripts – performance and writing -</b> Edit and improve the play scripts of Greek Myths before rehearsing and performing.</p> <p><b>Persuasion – The Day the Crayons Quit –</b> Write a persuasive letter from another piece of stationery explaining why they are quitting.</p>
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	<p>creature. Written as Snutt.</p> <p><b>Recount / Diary- Wonderful Life:</b> First person recount, as Snutt, of a new 'unwonderful' creature.</p>					
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<b>Sentence, Grammar and Punctuation Skills</b>	<ul style="list-style-type: none"> <li>• How to use a dictionary for spelling/meaning.</li> <li>• How to use a thesaurus.</li> <li>• Homophones.</li> <li>• There, they're &amp; their.</li> <li>• Modal Verbs – degrees of possibility.</li> <li>• Relative Clauses &amp; Relative Pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Commas to clarify meaning or avoid ambiguity.</li> <li>• Colon to introduce a list.</li> <li>• Word endings cious/tious.</li> <li>• Semi-colon to mark boundaries between clauses.</li> <li>• Colons to introduce a list.</li> <li>• Dashes to mark boundaries between clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• I and me</li> <li>• Subject/Verb Agreement</li> <li>• Use of the hyphen</li> <li>• Word endings cial/tial</li> <li>• Silent letters w, k, b, g</li> <li>• Clauses and Phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded Noun Phrases</li> <li>• Prepositional Phrases</li> <li>• Suffixes ant/ent</li> <li>• Fronted adverbials</li> <li>• Converting nouns or adjectives into verbs using suffixes (eg –ate; –ise; –ify)</li> </ul>	<ul style="list-style-type: none"> <li>• Parenthesis – brackets, dashes &amp; commas</li> <li>• Word endings ible/able</li> <li>• Relative Clauses &amp; Relative Pronouns</li> <li>• Verb prefixes (dis-, mis-)</li> <li>• Verb prefixes (over- and re-)</li> <li>• Letter String ough</li> </ul>	<ul style="list-style-type: none"> <li>• Idioms</li> <li>• Tenses</li> <li>• Apostrophes to mark plural possession</li> <li>• Antonyms</li> <li>• Synonyms</li> </ul>