

The Year 5 and 6 Learners

Approach

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

The Primary National Curriculum statements will be taught through the modules below.

Y5 English Coverage

The year 5 English curriculum consists of the following fiction and non-fiction modules across the school year:

Fiction units include: poetry and narrative including Classic Fiction and Myths and Legends

Non Fiction units include: Recounts, Reports, Explanation texts, Persuasion and Discussion texts.

Throughout the Autumn Term the children will work through the following modules:

- **Slam Poetry**
 - Throughout this unit children will hear, read, and experience performance poetry, both on paper and in actual performance. They explore the contribution made by the performance element. They then write, rehearse and present their own performance poem.
- **Narrative**
 - This unit will focus on the work of Rudyard Kipling from his Just So Stories.
 - During this unit the children widen their experience of older literature by reading various texts and watching extracts of classic TV/film adaptations.
 - After investigating a selection of stories the children will then discuss, analyse and compare Rudyard Kipling's style.
 - The children will then adapt Kipling's style in order to write their own Just So Story.
- **Recount**
 - This unit is will be linked to our Science topic of Earth and Space
 - Children will begin the unit by discussing the purpose, style and content of a range of recounts.
 - We will then focus specifically on the language features and structure of diary recounts using 'UFO Story' by Satoshi Kitamura as inspiration.
 - The final outcome of the unit will be a diary entry written from the perspective of an alien who has just landed on Earth.
- **Report writing**
 - Through this unit children will learn to ask relevant questions based on a story and show empathy with characters in story.



- They will read and discuss newspaper articles identifying the features and comparing formal and informal report writing.
- They will compare the features of direct and reported speech
- The final outcome of the unit will be to write a formal newspaper report using reported speech and formal language.
- **Explanations**
 - Through this unit children will identify and compare the features of instruction and explanation texts and use these to collect their own information.
 - They will then write their own formal explanation text and information (instructions for use) guide for their own invention.

Throughout the **Spring Term** the children will work through the following modules:
National Book week

Discussion

Persuasion

Poetry

Narrative

Throughout the **Summer Term** the children will work through the following modules:
Diversity week writing

Poetry

Discussion and Debate

Persuasion

Suggested key poets/authors for children in Year 5 and 6 are as follows:

Traditional Tales Key Texts:

Sir Galwain and the Loathly Lady, Selina Hastings

Don Quixote, Marcia Williams

Arthur: The Seeing Stone, Kevin Crossley-Holland

Further suggestions

Beowulf – K. Crossley-Holland

The Story of Robin Hood – R. Leeson

Arthur, High King of Britain – Michael Morpurgo

The Tale of Tales – Tony Mitton

Myths and Legends – Anthony Horowitz

Arion and the Dolphin – Vikram Seth

Just So Stories – Rudyard Kipling



Suspense and Mystery Key Texts:

Snow horse and other stories – Joan Aiken
Snaggletooth's mystery – Gene Kemp
Shock forest and other stories – Margaret Mahy
Room 13 – Robert Swindells
The London Eye Mystery – Siobhan Dowd
No Such Thing as Dragons - Written and illustrated by Philip Reeve
Cosmic- Written by Frank Cottrell Boyce
Flood Child - Written by Emily Diamond

Classic Fiction Key Texts:

Narnia Stories – CS Lewis
Harry Potter series – JK Rowling
Billy the Kid – Michael Morpurgo
Why the Whales Came – Michael Morpurgo
Oliver Twist – Charles Dickens
Kensuke's Kingdom – Michael Morpurgo
A Christmas Carol – Charles Dickens
Stig of the Dump – Clive King
Snow Spider – Jenny Nimmo
Macbeth for Kids, Louis Burdett
The Wolves of Willoughby Chase – Joan Aiken
Peter Pan – J. M. Barrie
A Christmas Carol (Eyewitness classics) – Charles Dickens
The Hound of the Baskervilles – Sir Arthur Conan Doyle (adapted by Chris Mould)
The Wind in the Willows – Kenneth Grahame
The Jungle Book – Rudyard Kipling
Alice's Adventures in Wonderland – Lewis Carroll
Mary Poppins – P.L. Travers
Stories from Dickens (Ed Blishen)
Stories from Shakespeare (ed. Geraldine McCaughrean)

Fantasy

Skellig – David Almond
The Various – Steve Augarde
Artemis Fowl – Eoin Colfer
The Bag of Bones – Vivian French
Inkheart trilogy – Cornelia Funke
Coraline – Neil Gaiman
The Weirdstone of Brisingamen – Alan Garner
Pure Dead Magic – Debi Gliori
Wolf Brother – Michelle Paver
Truckers – Terry Pratchett
The Spiderwick Chronicles – Lynne Reid Banks
Goblins series – Philip Reeve
Wonderstruck – Brian Selznick
The Amulet of Samarkand – Jonathon Stroud
The Hobbit – J.R.R. Tolkien



The Girl Who Circumnavigated Fairyland in a Ship of Her Own Making – Catherynne M. Valente
Tanglewreck – Jeanette Winterson

Science Fiction

Supernaturalist – Eoin Colfer
Grinny: Grinny and You Remember Me – Nicholas Fisk
Among the Hidden – Margaret Peterson Haddix
Double Identity – Margaret Peterson Haddix
Maphead – Lesley Howarth
The Giver – Lois Lowry
Other Worlds: 10 Amazing Sci Fi Stories – Rick Riordan ed.
Timesnatch – Robert Swindells
Hydra – Robert Swindells

Chilling Stories

The Graveyard Book – Neil Gaiman
Uncle Montague's Tales of Terror – Chris Priestley
Horowitz Horror – Anthony Horowitz
Breathe – Cliff McNish
At the Firefly Gate – Linda Newberry
Chill – Alex Nye
Tales from the Tunnel's Mouth – Chris Priestley
Tales of Terror From the Black Ship – Chris Priestley
Marianne Dreams – Catherine Storr

Real Life

Pig Heart Boy – Malorie Blackman (science/ethics)
Tangerine – Edward Bloor (blindness)
The Eighteenth Emergency – Betsy Byars (bullying)
The 10PM Question – Kate De Gold (worry/anxiety)
Running on Cracks – Julia Donaldson (running from home – mature themes)
Step By Wicked Step – Anne Fine (step parenting)
Dead End in Norvelt – Jack Gantos (boredom, friendship)
Love, Aubrey – Suzanne LaFleur (family)
Hangman - Julia Jarman (bullying)
The View from Saturday – E.L. Konisburg (friendship)
The Other Side of Truth – Beverley Naidoo (refugee)
Wonder – R.J. Palacio (appearance)

Adventure

Noah Barleywater Runs Away – John Boyne
Ruby Holler – Sharon Creech
Danny: the champion of the world – Roald Dahl
The Miraculous Journey of Edward Tulane – Kate DiCamillo
Stormbreaker – Anthony Horowitz
The Devil and his Boy – Anthony Horowitz
Journey to the River Sea – Eva Ibbotson



From the Mixed-Up Files of Mrs. Basil E. Frankweiler – E. L. Konigsburg
Outlaw: the Legend of Robin Hood – Tony Lee
The Ghost of Thomas Kempe – Penelope Lively
Mortal Engines – Phillip Reeves
Varjak Paw – S. F. Said
The Invention of Hugo Cabret – Brian Selznick
Wonderstruck – Brian Selznick

War

Warboy – Michael Foreman
Once/Now/Then/After – Morris Gleitzman
Goodnight, Mr Tom – Michelle Magorian
War Horse – Michael Morpurgo
At the Firefly Gate – Linda Newberry
Johnny and the bomb – Terry Pratchett
My Friend the Enemy – Dan Smith
The Machine Gunners – Robert Westall
Carrie's War – Nina Bawden
Doodlebug Summer – Alison Price
Soldier Dog – Sam Angus

Mysteries

Chasing Vermeer – Blue Bailliett
The Crossroads – Chris Grabenstein
Silver Fin – Charlie Higson
The Case of the London Dragonfish – Joan Lennon
The Sign of the Black Dagger – Joan Lingard
Magnus Finn and the Selkie Secret – Janis Mackay
Out of the Depths – Cathy MacPhail
Flood and Fang – Marcus Sedgwick

Humour

How to Train Your Dragon - Cressida Cowell
How To Train Your Dragon <http://www.howtotrainyourdragonbooks.com/>
How to speak dragonese - Cressida Cowell
The Meanwhile Adventures – Roddy Doyle
Boom! – Mark Haddon
Ribblestrop – Andy Mulligan
Goblins series – Philip Reeve
Holes – Louis Sachar
There's a Boy in the Girls' Bathroom – Louis Sachar
A Boy and a Bear in a Boat – Dave Shelton
Gangsta Granny – David Walliams
Ratburger – David Walliams

Animals

The Midnight Fox – Betsy Byars
The Tale of Despereaux – Kate DiCamillo



Charlotte's Web – E.B.White
Flush – Carl Hiaasen
One Boy and His Dog – Eva Ibbotson
A Coyote in the House – Elmore Leonard
The Call of the Wild – Jack London
Going Home –Cliff McNish
Why the Whales Came – Michael Morpurgo
The Amazing Story of Adolphus Tips – Michael Morpurgo
War Horse – Michael Morpurgo
Catscape – Mike Nicholson
Wolf Brother – Michelle Paver
The Outlaw Varjack Paw – S.F. Said
Black Beauty – Anna Sewell

Curriculum Content

Speaking and Listening

Children will be taught to discuss their learning and to develop speaking skills. They will become more familiar with and confident in, using language in a variety of situations, for a range of audiences and purposes. They will, for example

- Develop their understanding of a subject through discussions, learning to give their opinions and listen to other viewpoints.
- Speak clearly and in different ways for drama, formal presentations and debate.

Reading

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In year 5, pupils will be reading aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. Children will be expected to read frequently, outside as well as in school, for pleasure and information. They will have the opportunity to listen frequently to stories, poems, non-fiction and other writing. At this stage, word reading will not be directly taught, except where individuals need support. Instead the focus will be on the teaching of comprehension skills.

They will, for example:

- Retrieve, record and present information from a text
- Summarise the main ideas of a text e.g. 'loneliness' or 'friendship'
- Predict what may happen based on evidence and clues given
- Discuss and evaluate the text and justify their views
- Use clues from the text to work out characters' feeling, actions or motives
- Distinguish between fact and opinion
- Identify how language, structure and presentation add to the meaning
- Compare different texts



A selection of age appropriate texts can be found here:

<http://www.booktrust.org.uk/books/bookfinder/>

<http://scottishbooktrust.com/reading/book-lists/kids>

<http://www.theguardian.com/childrens-books-site>

<http://www.devonsls.org.uk/booklists/>

Picture books for KS2

<http://www.pinterest.com/PrimaryEngEd/picture-books-for-ks2/>

100 Best Books: 9-11 year olds

<http://www.booktrust.org.uk/books/children/booklists/243/>

Writing

Writing is developed through teaching the following:

Spelling: Children should learn to spell new words correctly and have opportunities to practise spelling skills. They will be taught spelling patterns and conventions, and draw on their knowledge of word families and roots to help them spell new words correctly. They will practise and use the words included in Appendix 1 of the National Curriculum for years 5 & 6. Children will be expected to use a dictionary and thesaurus.

Handwriting: Pupils will continue to be taught handwriting in order to increase speed, fluency and legibility.

Composition (structure): This includes vocabulary, grammar and punctuation. To develop their composition skills, the children will be taught to

- Plan, draft, compose, edit and evaluate their writing
- Use a wide variety of punctuation and grammar features
- Select the appropriate grammar and vocabulary to develop the effectiveness of their writing
- Use a range of techniques to build detail into their writing and link ideas within and between paragraphs
- Adapt writing for a range of purposes and audiences as part of their work across the curriculum. In year 5 this will include (cross curricular example, schools to insert their own)

Grammar will be taught throughout the writing process and teachers will follow the terms and concepts of Appendix 2 of the National Curriculum.

Should you wish for a more detailed explanation, please follow this link to the [Primary National Curriculum document](#)

