

# Archbishop of York's C.E. Junior School

## Y5 Literacy Curriculum Overview

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
TOPIC:	SCIENCE <i>'Elements'</i>	CULTURE <i>'Four Corners of the World'</i>	PEOPLE <i>'Influential People'</i>	HISTORY <i>'In The Past'</i>	GEOGRAPHY <i>'Landscapes'</i>	ARTS <i>'That's Entertainment'</i>
Year 5	Air	South	Inventors	Tudors	Rivers	Music and Dance
<b>Text Level</b> <i>(Writing Composition)</i>	<b>Instruction</b> -making a windmill How to make your parent tidy your room How to prove air has a mass How to capture Krindlekrax <b>Explanation</b> - How a hot air balloon works <b>Non-chronological report</b> - History of flight <b>Newspaper article</b> – Wind turbines	<b>Non-chronological report</b> Krindlekrax. Christmas around the world <b>Poetry</b> - shape Firework Bullying <b>Recount</b> -Diary Journey to Jo'Burg <b>Letter</b> - A friend in Southern Hemisphere	<b>Persuasive Writing/Discussion</b> - Anti-smoking Healthy lifestyle <b>Explanation Text</b> - How the heart works Shirt machine Invention <b>Non-chronological report</b> - Inventors and inventions	<b>Descriptive writing</b> - feelings, settings and characters Macbeth <b>Recount</b> - Battle of Bosworth. Macbeth <b>Story writing</b> - Ghost story Burton Agnes <b>Playscript</b> - Shakespeare <b>Performance poetry</b> - The Highwayman <b>Letter</b> – Science topic	<b>Discussion</b> - saving the rainforest <b>Explanation</b> - How rivers are formed <b>Descriptive writing</b> Kensuke's Kingdom <b>Letter/diary entry</b> Kensuke's Kingdom	<b>Myths</b> - Caribbean/pirates <b>Descriptive writing</b> - Caribbean Treasure Island
<b>Sentence Level</b> <i>(Vocabulary, Grammar and Punctuation)</i>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (-ate, -ise, -ify) <b>Verb prefixes</b> (dis-, de-, mis-, over- and re-)	<b>Relative clauses</b> beginning with who, which. where, when, whose, that, or an omitted relative pronoun).	Indicate degrees of possibility using <b>adverbs</b> (perhaps, surely) or <b>modal verbs</b> (might, will, should, could)	<b>Build cohesion</b> within a paragraph (then, after that, firstly) Commas to clarify meaning.	Linking ideas across paragraphs using <b>adverbials</b> of time (later, earlier) place (nearby, faraway) and number (secondly, thirdly) or tense choices (he had seen her before) <b>Glossary/dictionary work</b> – Properties of materials	Brackets, dashes and commas to add extra information- parenthesis.

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<p style="text-align: center;"><b>Word Level</b> <i>(Spelling)</i></p>	<p>Revise plurals ending in -s, -es and -ies. Revise apostrophe for contraction. Silent letters. Words with the i sound (i, ie, i after c) Homophones</p>	<p>Ough pattern (though, thought) Able, ably (capable) Ible. ibly (terribly) Hyphen (co-ordinate) Root words (sign, signature)</p>	<p>Possession. apostrophe for possession. Rare GPCs – from word list. Homophones</p>	<p>Curious and difficult words. Etymology. Common roots.</p>	<p>Homophones (cereal, serial) Words from word list.</p>	<p>Dictionary work.  Year 5 spelling bank</p>
<p style="text-align: center;"><b>Reading</b> <i>(Word reading and Comprehension)</i></p>	<p><b>Instructions</b> <b>Story with dilemmas</b> KrindleKrax</p>	<p><b>Stories from other cultures</b> Journey to Jo'Burg</p>	<p><b>Persuasive texts</b> Science topic-healthy living <b>Explanation texts</b> <b>Non-chronological reports</b> - inventors and inventions</p>	<p><b>Playscripts</b> Shakespeare-A Midsummer Night's Dream <b>Poetry</b> The Highwayman</p>	<p><b>Adventure story</b> Kensuke's Kingdom</p>	<p><b>Myths and Legends</b> The Maya</p>
<p style="text-align: center;"><b>Class Reading</b></p>	<p>KrindleKrax</p>	<p>Journey to Jo'Burg</p>	<p>Boy at the back of the class</p>	<p>Shakespeare-A Midsummer Night's Dream. The Highwayman</p>	<p>Kensuke's Kingdom</p>	<p>The Maya</p>
<p style="text-align: center;"><b>Spoken Language</b></p>	<p>Pupils should be taught to listen and respond appropriately to adults and their peers; ask relevant questions to extend their understanding and knowledge; use relevant strategies to build their vocabulary; articulate and justify answers, arguments and opinions; give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role-play, improvisations and debates; gain, maintain and monitor the interest of the listener(s); consider and evaluate different viewpoints attending to and building on the contributions of others; select and use appropriate registers for effective communication</p>					