









English Learning Pathway

Year 5	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Class Text / Literacy Devices/ Stimulus	<p>The Lost Words (Robert Macfarlane)</p> <p>The Iron Man (Ted Hughes)</p> <p>Wonderful Life (Helen Ward)</p> <p>7 weeks</p>	<p>Mr. Wuffles (David Wiesner)</p> <p>The Egyptian Cinderella (Shirley Climo)</p> <p>Secrets of the Sun King (Emma Carroll)</p> <p>6 weeks</p>	<p>David Walliams (Selection of different texts)</p> <p>Performance poetry (Selection of different texts)</p> <p>5 weeks</p>	<p>Dear Katie, the volcano is a girl (Jean Craighead Geogre)</p> <p>The Secret Suffragette (Barbara Mitchelhill)</p> <p>6 weeks</p>	<p>Storm text</p> <p>Myths and Legends – Theseus and the Minotaur</p> <p>6 weeks</p>	<p>Myths and Legends – Theseus and the Minotaur</p> <p>The Day the Crayons Quit (Drew Daywalt)</p> <p>7 weeks</p>
Whole Class Reader	<p>Cosmic (Frank Cottrell-Boyce)</p> <p>→</p>	<p>→ </p> <p>Illustrated book awards</p>	<p>Swimming Against the Storm (Jess Butterworth)</p> <p>→</p>	<p>→ </p>	<p>The Girl of Ink and Stars (Kiran Millwood Hargrave)</p> <p>→</p>	<p>→ </p>

<p>Writing Outcome</p>	<p>Poetry - Lost Words: Focus on word choice</p> <p>Description / Narrative – Iron Man: Use of powerful and appropriate vocabulary to describe the Iron Man falling down the cliff.</p> <p>Persuasive formal letter- Iron Man: Write a letter to persuade an employer to employ the Iron Man.</p> <p>Narrative – Wonderful Life: Retell the story with a focus on up-leveiling vocabulary choices.</p> <p>Description of new character – Wonderful Life: Write a 1st person description of new creature written as Snutt.</p>	<p>Narrative – Mr Wuffles: write a short narrative focussing on dialogue</p> <p>Recount / Newspaper report – Egyptians: Write a report on the discovery of Tutankhamun’s tomb</p> <p>Instructions – Egyptians: Write a guide on ‘How to mummify your teacher.’</p> <p>Narrative- Egyptian Cinderella – Write a traditional tale set in an Ancient Egyptian times – historical vocabulary.</p>	<p>Character Description/ Narrative - David Walliams: Use the features of David Walliams writing to create their own exaggerated character.</p> <p>Instructions – David Walliams: Write a humorous set of instructions for brushing your teeth.</p> <p>Recount – David Walliams: Write a recount of a volcanic explosion using the features of David Walliams work.</p> <p>Performance poetry – Volcanoes: write and perform performance poetry carefully considering rhythm and vocabulary choice.</p> <p>Vocabulary exploration – volcanoes: explore the vocabulary and</p>	<p>Information text – Volcanoes: Write a non-chronological report on volcanoes with a focus on paragraph structure.</p> <p>Biography- Suffragettes: Write a biography of Emmeline Pankhurst.</p> <p>Letter- Suffragettes: Write a letter of thanks to the Suffragettes for their work.</p>	<p>Description – storm: Write an atmospheric description of a storm at sea.</p> <p>Vocabulary exploration – storm: Explore changing vocabulary to alter the atmosphere of a piece of writing.</p> <p>Atmosphere – storm: Write an atmospheric description of a setting of their choice.</p> <p>Narrative - Theseus and the Minotaur: Write a short narrative of Theseus’ journey through the labyrinth.</p> <p>Character Description: Write a character description of their own mythical creature.</p>	<p>Recount - Write a diary entry about the time that they first saw their mythical creature.</p> <p>Playscripts – performance and writing - Edit and improve the play scripts of Greek Myths before rehearsing and performing.</p> <p>Persuasion – The Day the Crayons Quit – Write a persuasive letter from another piece of stationery explaining why they are quitting.</p>
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	<p>Recount / Diary – Wonderful Life: First person recount of a new nasty creature as Snutt.</p> <p>Character Description – Aliens: Description of an alien and then of a human from an alien’s point of view.</p>		tone of non-fiction writing in the context of being a Volcano Expert.			
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Sentence, Grammar and Punctuation Skills	<ul style="list-style-type: none"> • How to use a dictionary for spelling/meaning. • How to use a thesaurus. • Homophones. • There, they’re & their. • Modal Verbs – degrees of possibility. • Relative Clauses & Relative Pronouns. 	<ul style="list-style-type: none"> • Commas to clarify meaning or avoid ambiguity. • Colon to introduce a list. • Word endings cious/tious. • Semi-colon to mark boundaries between clauses. • Colons to introduce a list. • Dashes to mark boundaries between clauses. 	<ul style="list-style-type: none"> • I and me • Subject/Verb Agreement • Use of the hyphen • Word endings cial/tial • Silent letters w, k, b, g • Clauses and Phrases 	<ul style="list-style-type: none"> • Expanded Noun Phrases • Prepositional Phrases • Suffixes ant/ent • Fronted adverbials • Converting nouns or adjectives into verbs using suffixes (eg –ate; –ise; –ify) 	<ul style="list-style-type: none"> • Parenthesis – brackets, dashes & commas • Word endings ible/able • Relative Clauses & Relative Pronouns • Verb prefixes (dis-, mis-) • Verb prefixes (over- and re-) • Letter String ough 	<ul style="list-style-type: none"> • Idioms • Tenses • Apostrophes to mark plural possession • Antonyms • Synonyms