

National curriculum skills for this unit:

Spoken language:

- Articulate and justify answers
- Give well-structured descriptions, explanations and narratives
- Use 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

Reading comprehension:

- Draw inferences (characters feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate author's language choice
- Distinguish between fact and opinion
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing composition:

- Identify the audience and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning though selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

Writing outcome:

To write a series of diaries about significant events in Annie Edson Taylor's life

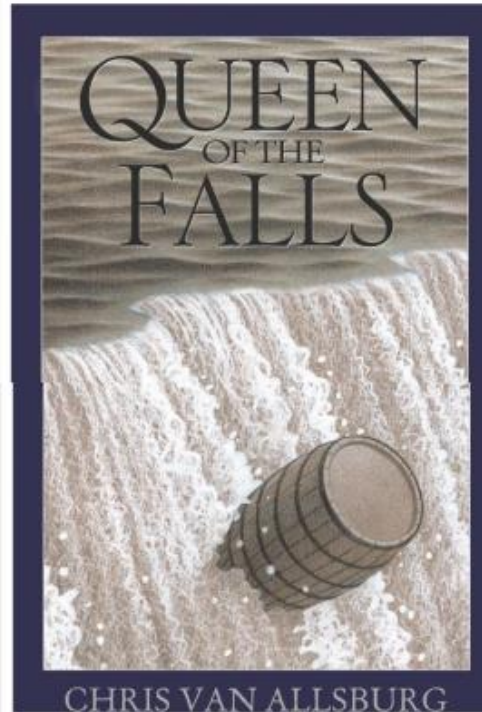
Greater depth writing outcome:

To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters e.g. Frank Russell or Fred Truesdale

Additional writing opportunity:

Pupils plan and write a non-chronological report about Niagara Falls

English – Year 5 Autumn 1



Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Use fronted adverbials • Use a variety of verb forms consistently and correctly • Organise paragraphs around a theme 	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Organise paragraphs around a theme with a focus on more complex narrative structures • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> • Engage reader through use of description, feelings and opinions • Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards) • Use rhetorical questions to engage reader • Use consistent 1st person • Write in consistent tense including progressive and perfect forms • Include the 5Ws – who, what, where, when, why and how

NC Word List – Years 5 and 6		Developing Vocabulary	
achieve	marvellous	barrel	queue
bruise	muscle	currents	rapids
curiosity	opportunity	downriver	recommend
desperate	profession	handkerchiefs	remarkable
disastrous	queue	lecture halls	sacrifice
embarrass	recommend	locomotive	shoreline
especially	sacrifice	marvellous	temperature
immediately	temperature	muscle	waterfall
		opportunity	widow
		profession	



Pathways to Write

English – Year 5 Autumn 1

National curriculum skills for this unit:

Spoken language:

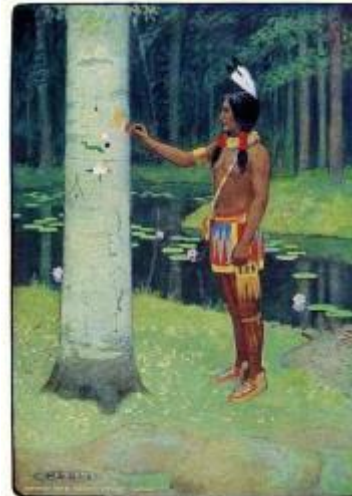
- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, **performances**, role play, improvisations and debates

Reading comprehension:

- Read and discuss a wide range of texts
- Learn poetry by heart
- Prepare poems and plays for performance
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Evaluate authors' language choice
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement



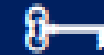
The Song of Hiawatha by Henry Wadsworth Longfellow

Writing outcome:

To write a narrative poem about a simple event in water

Greater depth writing outcome:

To write a narrative poem about a simple event in water including metaphor



Pathways to Write keys

→ Poetry keys

- Use a range of **descriptive language techniques** to create effective imagery e.g. *metaphor, simile, playing with word order*
- Experiment with a range of poetry forms

NC Word List – Years 5 and 6

appreciate	immediate
conscious	rhyme
curiosity	rhythm
desperate	temperature
environment	yacht

Vocabulary Development

winnowed	canoe
exulting	sturgeon
projecting	perch
azure	cedar
gesture	sable



Pathways to Poetry

English – Year 5 Autumn 2

National curriculum skills for this unit:

Spoken language:

- Ask relevant questions
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- 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

Reading comprehension:

- Identify and discuss themes and conventions
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Participate in discussions about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing composition:

- Enhance meaning though selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense

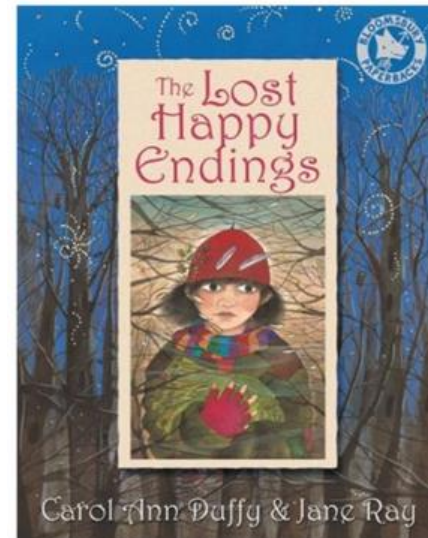
Writing outcome:

To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise

Greater depth writing outcome:

To write the traditional tale from a woodland creature's point of view who is also scared by the witch.

Additional Writing Opportunity: Character study comparing witches in different stories



Pathways to Write



Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Use a variety of verb forms consistently and correctly • Organise paragraphs around a theme • Use a range of sentences with more than one clause (when, if, because, although) 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use of inverted commas and other punctuation • Punctuate direct speech 	<ul style="list-style-type: none"> • Develop and keep characters consistent through description • Develop settings through description and link this with the characters or plot • Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language • Vary story opening: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward

NC Word List – Years 5 and 6

Developing Vocabulary

ancient	mischievous	drifted	hideously
accompany	neighbour	skywards	sullen
aggressive	nuisance	villainous	remains
community	recognise	vicious	kindling
conscience	sufficient	hobbled	spittle
environment	variety	hysterical	oak tree
familiar		wailing	silver birch
		sorrow	walnut (face)
		seized	cinders
		thorniest	

English – Year 5 Autumn 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Speak audibly and fluently
- Participate in discussions, presentations, **performances**, role play, improvisations and debates

Reading comprehension:

- Identify themes and conventions
- Make comparisons
- Learn poetry by heart
- Prepare poems and plays for performance
- Explore the meaning of words in context
- Identify how language structure and presentation contribute to meaning

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

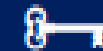
Writing outcome:

To write their own poem about the moon using a range of techniques

Greater depth writing outcome:

To write their own poem about the moon selecting own form and structure.

The Moon



Pathways to Write keys

→ Poetry keys

- Use a range of descriptive language techniques to create effective imagery, e.g. *metaphor, simile, playing with word order*
- Experiment with a range of poetry forms

NC Word List – Years 5 and 6

ancient
environment
lightning
familiar
occur
recognise
temperature
variety

Vocabulary Development

shimmied
casement
couches
moveless
cloudless
scales
mellow
tender
climes
gaudy



Pathways to Poetry

English – Year 5 Spring 1

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Give well-structured, descriptions, explanations and narratives
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates

Reading comprehension:

- Identify and discuss themes and conventions
- Make comparisons within and across books
- Learn poetry by heart
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Summarise main ideas, identifying key details
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading

Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Proof-read for spelling and punctuation errors
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a myth: to create characters (heroes, villains and monsters) and settings

Greater depth writing outcome:

To write a myth from a different character's point of view



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Use fronted adverbials • Use of inverted commas and other punctuation to punctuate direct speech (Y4) 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Link ideas across paragraphs using adverbials • Use commas to clarify meaning and avoid ambiguity in writing 	<ul style="list-style-type: none"> • Vary story openings: start with dialogue, action or description • Vary story structure: start with a flashback or dramatic event and use 2 narrators to tell a story from different perspectives (Y5 only) • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward • Create a plot: a journey, a quest or a series of trials for the hero • Create characters which behave in superhuman ways with unusual powers or strong characteristics • Create a magic object which may symbolise something



Pathways to Write

NC Word List – Years 5 and 6

attached
category
committee
definite
exaggerate
excellent
foreign
interrupt
lightning

marvellous
mischievous
privilege
relevant
rhythm
stomach
symbol
twelfth
yacht

elements
mighty
bounded
gravely
ravaged
realms
peril
endurance
fruitful
valiant

ravines
molten
embers
townfolk
meddler
fjord
warrior
cauldron
talon

English – Year 5 Spring 1

National curriculum skills for this unit:

Spoken language:

- Ask relevant questions
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions and performances
- Select and use appropriate registers for effective communication

Reading comprehension:

- Read and discuss a wide range of texts
- Identify and discuss themes and conventions
- Make comparisons
- Learn poetry by heart
- Prepare poems and plays for performance
- Check sense, discuss understanding and explore the meaning of words in context
- Identify how language structure and presentation contribute to meaning

Writing composition:

- Identify the audience for and the purpose of writing
- Use consistent and correct tense
- Distinguish between the language of speech and writing
- Choose the appropriate register
- Perform own compositions using appropriate intonation, volume and movement

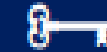
Writing outcome:

To write their own good luck spells for a Viking warrior, including kennings

Greater depth writing outcome:

Select their own structure to write a sequence of good luck spells

Viking Kennings & Spells



Pathways to Write keys

→ Poetry keys

- Experiment with metaphor to make effective comparisons
- Experiment with a range of poetry forms

NC Word List – Years 5 and 6

twelfth
ancient
especially
persuade
recognise
rhythm
language

Vocabulary Development

guardian
enchant
victory
steed
realm
hail
goodly



Pathways to Poetry

English – Year 5 Spring 2

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Use Standard English
- Participate in **discussions, presentations, performances, role play, improvisations and debates**
- Select and use appropriate registers for effective communication

Reading comprehension:

- Identify and discuss themes and conventions
- Check sense, discuss understanding and explore meaning of new words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction

Writing Composition

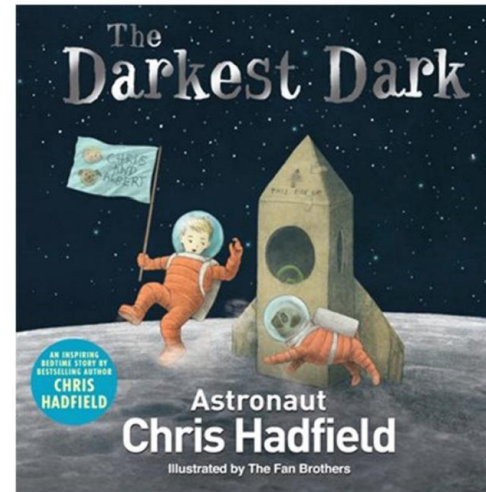
- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Précis longer passages
- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing.
- Proof-read for spelling and punctuation errors

Writing outcome:

To write a formal biography about Chris Hadfield

Greater depth writing outcome:

To write a formal biography about Chris Hadfield including an extra section in informal first person



Pathways to Write keys

	Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Organise paragraphs around a theme • Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun 	<ul style="list-style-type: none"> • Variety of verb forms used correctly and consistently including the present perfect form • Use commas to clarify meaning or avoid ambiguity in writing • Link ideas across paragraphs using adverbials and tense choices • Use brackets, dashes or commas to indicate parenthesis <p>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>	<ul style="list-style-type: none"> • Engage reader through use of description, feelings and opinions • Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately • Use direct and reported speech to express a range of viewpoints • Select the appropriate style to engage the audience (Y6 only)

NC Word List – Years 5 and 6

Developing Vocabulary

according	government	declared	astronaut
amateur	leisure	depended	gravity
communicate	physical	gathered	lunar
develop	programme	experiment	atmosphere
equipment	soldier	darkness	universe
existence	system	explore	galaxy
forty	vehicle	exploration	spherical
frequently		resilient	moonless
		aspiration	orbited
		impossible	military



Pathways to Write

English – Year 5 Spring 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Speak audibly and fluently
- Participate in discussions, presentations, **performances**, role play, improvisations and debates

Reading comprehension:

- Identify and discuss themes and conventions
- Make comparisons within and across books
- Learn poetry by heart
- Prepare poems and plays for performance
- Check sense, discuss understanding and explore meaning of words in context
- Identify how language structure and presentation contribute to meaning
- Provide reasoned justifications for views

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a free verse poem describing the wonder of the world using metaphor.

Greater depth writing outcome:

To choose the form of the poem and apply other poetry techniques experimented with.

Finding Magic by Eric Finney



Pathways to Write keys

→ Poetry keys

- Experiment with metaphor to make effective comparisons
- Experiment with a range of poetry forms

NC Word List – Years 5 and 6

appreciate
desperate
determined
disastrous
environment

existence
interfere
nuisance
persuade

Vocabulary Development

elegance
majestic
splendour
heavenly
bathed
marvel
gaze
capture

vine
creeper
pine
meadow
wilderness
clearing
midsummer
monumental



Pathways to Poetry

English – Year 5 Summer 1

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently
- Use Standard English
- Participate in **discussions, presentations, performances, role play, improvisations and debates**
- Consider and evaluate different viewpoints
- Select and use appropriate registers for effective communication

Reading comprehension:

- Make comparisons within and across books
- Check sense, discuss understanding and explore meaning of words in context
- Ask questions to improve understanding
- Predict from details stated and implied
- Identify how language structure and presentation contribute to meaning
- Distinguish between fact and opinion
- Retrieve, record and present information from non-fiction
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

Writing Composition:

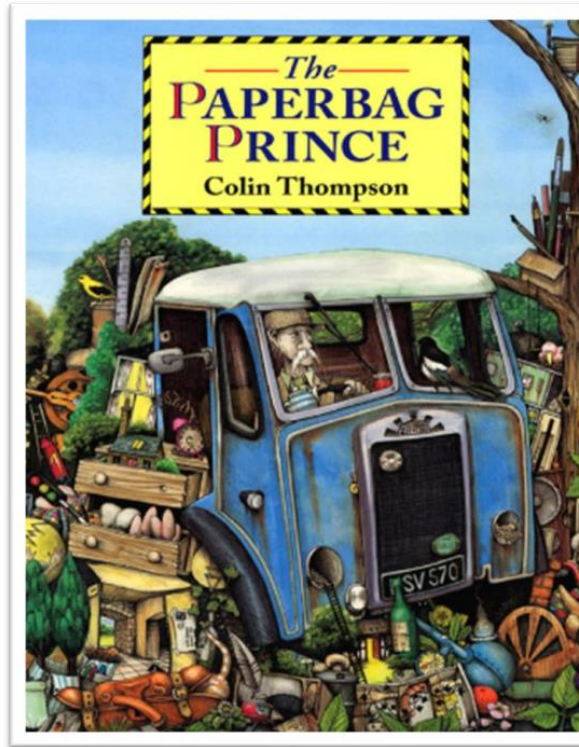
- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Use organisational and presentational devices to structure texts
- Use consistent and correct tense
- Distinguish between the language of speech and writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

Writing outcome:

To write a persuasive leaflet to give information about waste management (selecting an appropriate audience *e.g. for councils to distribute to home and schools*)

Greater depth writing outcome:

To write an oral presentation for a TV or online broadcast (vlog) as an expert



NC Word List – Years 5 and 6		Developing Vocabulary	
apparent	explanation	vanished	carriage
appreciate	guarantee	emerged	steam engine
average	interfere	gathered	council
awkward	occupy	jammed	rubbish dump
bargain	parliament	thunder	stove
cemetery	pronunciation	managed	machine
competition	secretary	scavenge	brambles
conscious	signature	responsible	paradise
controversy	sincerely	attention	poison
correspond	thorough	refrigerators	
criticise	vegetable		
environment			

Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	→ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Organise paragraphs around a theme • Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • Use modal verbs to indicate degrees of possibility • Use devices to build cohesion within a paragraph • Choose the appropriate register • Use brackets, dashes or commas to indicate parenthesis (recap) • Enhance meaning through selecting appropriate grammar and vocabulary 	<ul style="list-style-type: none"> • Use precise word choices • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Use persuasive language: quotes and rhetorical questions • Directly appeal to the reader • Support points using persuasive examples and provide evidence



Pathways to Write

English – Year 5 Summer 1

National curriculum skills for this unit:

Spoken language:

- Build vocabulary
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Consider and evaluate different viewpoints

Reading comprehension:

- Read and discuss a wide range of texts
- Identify and discuss themes and conventions
- Learn poetry by heart
- Prepare poems and plays for performance
- Participate in discussion about books
- Explain and discuss understanding of reading

Writing composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Perform own compositions using appropriate intonation, volume and movement

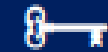
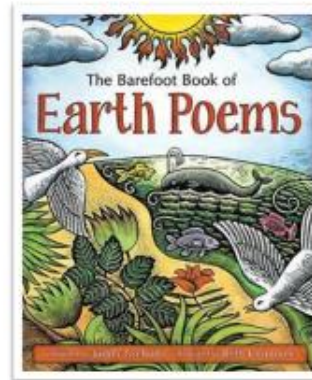
Writing outcome:

To write a song for a character of the countryside (Paperbag Prince)

Greater depth writing outcome:

To write a song for a character of the countryside with more freedom to plan own structure and descriptive language techniques

The Sun in Me by Moira Andrew



Pathways to Write keys

← Poetry keys

- Experiment with metaphor to make effective comparisons
- Use a range of descriptive language techniques to create effective imagery e.g. *metaphor, simile, playing with word order*

NC Word List – Years 5 and 6

appreciate
conscious
curiosity
environment
existence

hindrance
rhyme
rhythm
variety

Vocabulary Development

motionless
solitude
pensively
stooping
quenched
horizon

halt
bonnet
blazing
stillness
gurgling
meadow



Pathways to Poetry

English – Year 5 Summer 2

National curriculum skills for this unit:

- Listen and respond
- Give well-structured descriptions, explanations and narratives
- Maintain attention and participate actively in collaborative conversations
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, **role-play, improvisations** and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Make comparisons within and across books
- Check sense, discuss understanding and explore meaning of words in context
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict what might happen from details stated and implied
- Evaluate authors' language choice
- Participate in discussions about books
- Provide reasoned justifications for view

Writing Composition:

- Identify the audience and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofread for spelling and punctuation errors

Writing outcome:

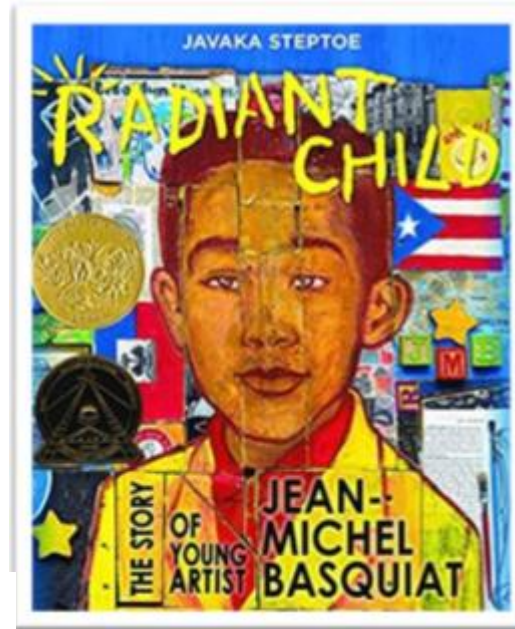
To write an information text about Jean-Michel Basquiat suitable for an art gallery. Y6 to include quotes about the artist.

Greater depth writing outcome:


To plan own structure and layout for an information text about Jean-Michel Basquiat suitable for an art gallery.

Additional writing opportunity:

To write a personal autobiography recounting a significant achievement in detail.



NC Word List – Years 5 and 6		Developing Vocabulary	
convenience	individual	unique	activism
conscious	language	phenomenon	tag/tagged
desperate	necessary	masterpiece	exhilarating
determined	nuisance	patchwork	expressive
environment	occur	collage	captivating
especially	opportunity	graffiti	influential
frequently	persuade	concrete jungle	inspires
harass	prejudice	radiant	symbolises
hindrance	suggest	represents	dwells
identity		contemporary	

 Pathways to Write keys			
	Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
Y5	<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Use a variety of verb forms consistently and correctly (including progressive and present perfect) 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use adverbs to indicate degrees of possibility • Use a wider range of devices to build cohesion across paragraphs • Link ideas using tense choices 	<ul style="list-style-type: none"> • Use precise word choices • Clarify technical vocabulary • Select language to appeal to the reader • Use a formal tone • Adapt formality to suit purpose and audience • Use fronted adverbials e.g. <i>also, additionally, usually, commonly</i>



Pathways to Write

English – Year 5 Summer 2

National curriculum skills for this unit:

Spoken language:

- Listen and respond
- Build vocabulary
- Speak audibly and fluently
- Participate in discussions, presentations, **performances**, role play, improvisations and debates

Reading comprehension:

- Learn poetry by heart
- Prepare poems for performance
- Check sense, discuss understanding and explore meaning of words in context
- Identify how language structure and presentation contribute to meaning
- Evaluate authors' language choice

Writing composition:

- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Perform own compositions using appropriate intonation, volume and movement

Writing outcome:

To write a poem about an African animal (which is fun to read out loud)

Greater depth writing outcome:

To write a poem about an African animal including similes and metaphor, and using their own style and structure

ANIMALS OF AFRICA

Puns and wordplay



Pathways to Write keys

→ Poetry keys

- Use a range of descriptive language techniques to create effective imagery e.g. *metaphor, simile, playing with word order*
- Experiment with a range of poetry forms

NC Word List – Years 5 and 6

curiosity
environment
especially
existence
frequently

identity
individual
marvellous
mischievous

Vocabulary Development

airs and graces
bill
caterwaul
disobliging
feline
frisky

gavotte
skulks
sneer
snout
writhe
zestful



Pathways to Poetry