





















Year 5 English LTP 20-21 – Learning Journeys
Persuade Inform Entertain Discuss

<p align="center">Autumn 1 TBC - (Geography Topic (European comparative study))</p>	<p align="center">Autumn 2 Smashing Saxons</p>	<p align="center">Spring 1 Dragons & Danes</p>	<p align="center">Spring 2 Circle of Life</p>	<p align="center">Summer 1 Out of This World</p>	<p align="center">Summer 2 Colossal Coastlines</p>
<p align="center">Learning Journey 1</p> <p align="center"> Unsung Hero Advert Personal response to advert Character description (paragraph per viewpoint). Short letter 20 years later.</p>	<p align="center"> Survivors First person narrative with increasing length, accuracy and improved handwriting.</p>	<p align="center"> HOW TO TRAIN YOUR DRAGON Narrative to entertain - story structure. Write own dragon stories. Drop-in: Narrative - dragon description (inform with accompanying top trump card) Reading: Exploration – Inference & deduction, Justifying opinions.</p>	<p align="center"> Dulz Take? Topic launch text</p> <p align="center"> DISGUSTING & DREADFUL SCIENCE Slimy Teach: Explanations. Explanation of caterpillar life cycle Drop-in: Formal letter to Mr D to request caterpillars Reading: Organisation & author's presentation choices.</p>	<p align="center"> GEORGE'S SECRET KEY TO THE UNIVERSE Teach: Narrative to entertain -DASH Drop-in: George's diary entry after meeting Annie Reading: Summarising</p>	<p align="center"> BBC Treasure Island Teach School Radio (Playscripts & animations provided for scenes from Treasure Island.) Teach: Narrative- adventure & suspense Drop-in: Informal letter from Jim to his Mother from Hapañola ship Reading: Themes & conventions</p>
<p align="center">Learning Journey 2</p> <p align="center"> God Night in Pearl Girls Read a selection of the texts. Write two short biographical paragraphs about themselves or someone who is successful. Initiate a short biographical story for Jenny Harries of Chris Witty.</p>	<p align="center"> Nobel Peace Prize Lecture Write a series of diary entries from Malala's point of view or from different people during a similar time.</p>	<p align="center"> DAGON SCAVER Teach: Degrees of formality - Formal & Informal letters from variety of characters Drop-in: Persuasive speech – home persuading dragon slayer to rescue babies conventions Reading: Reading a film. Themes & conventions</p>	<p align="center"> Jungle Book Teach: Narrative, Text – film comparison (Jungle Book read in GR during previous LJ) Drop-in: Narrative dialogue between Shere Khan & Bagheera Reading: Expansion – respond & explain. Character portrayal, author's choices.</p>	<p align="center"> The Highwayman Teach: Persuasive speech from character of choice (Base/ Tim) Drop-in: Story from Tim's perspective Reading: Poetic features, themes & conventions, summarising, performing</p>	<p align="center"> THE SHIVER STONE Teach: Narrative - mystery Drop-in: Newspaper report about sculptures on the beach, or missing person. Reading: Exploration – Inference & deduction, Justifying opinions. Link themes & conventions</p>
<p align="center">Learning Journey 2</p> <p align="center"> HEROES Read a selection of stories and explore key themes. Write a character description about one of the animals. Rewrite one story as a report.</p>	<p align="center"> Nobel Peace Prize Lecture Explore further sources of information about Malala's life. Write a persuasive speech about children's rights.</p>				

Year 5 English LTP 20-21 - Guided Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Autumn 1</p> <p>Guided Reading Carousel</p> <p>Using G.R. group sets</p> <p>Differentiated groups with appropriate texts</p> <p>No more than 3 texts per class</p> <p>Children being heard reading as much as possible</p> <p>Extended eyes-on-print time</p> <p><i>Year team to make appropriate choices with regards to text choices (making use of sets so every child can have eyes on print)</i></p>	<p>Autumn 2</p>  <p>Exposition – literal questioning. Exploration</p> <p>ERIC</p>  <p>and selected Kennings from</p>   <p>SLS Illustrated Book Awards to be an afternoon focus activity rather than delivered during English lessons.</p>	<p>Spring 1</p> <p>1. Read alongside English lessons. Exploration</p>  <p>Include</p> <p>organisation & presentation - dragon top trump style pages</p>  <p>2. A Dragon's Arsenal</p>  <p>3..</p>  <p>1. Film comparison. Monitor & Summarise. Expansion.</p>   <p>2. Non-fiction texts about the Vikings. Exposition</p>  	<p>Spring 2</p> <p>1. Non-fiction life cycle books, linked to butterfly life cycle</p>  <p>2. Begin reading Jungle Book ready for next L.J. Heritage text. Read for meaning & understanding</p> <p>Expansion – respond & explain</p>  <p>1. Animal Information pages linked to Jungle Book (non-fiction) Exposition</p> <p>2. The Tyger, William Blake</p>  <p>3. How the whale got his throat (rhyming couplets) Expansion</p>	<p>Summer 1</p> <p>Read alongside English lessons</p> 	<p>Summer 2</p> <p>Expansion – clarify</p>  <p>OR</p>  <p>OR</p>  <p>Read extracts only</p> <p>Short mystery & suspense stories (Sherlock Holmes or alternative)</p> 
<p>Learning Journey 1</p>	<p>Learning Journey 2</p>				