

Year 5 English: Scheme of Work 2020- 21

Rich text: We have mapped out our rich, high quality texts across the Primary Phase which are taught through Destination Reader and used in writing lessons. These link to our Connected Curriculum, where possible, however our priority is having a range of high quality texts so sometimes they do not have a link in a direct way.

Destination Reader: This is our approach to Reading, fitting in with our rich texts we have mapped out for the year. DR is an approach that involves daily lessons incorporating whole class modelling, partner work and independent reading to deliver structured daily lessons in KS2. This approach fully meets the National Curriculum and also focuses on developing learning behaviours that uplevel children's discussions.

Edison Statements: These are the assessment statements, linked to the coverage of the National Curriculum, provided by Edison Learning.

Fiction writing: Writing pieces they will do based on the skills taught and the text they are studying. These are aimed to be choice-driven where possible, allowing the children to understand that their writing skills are transferrable and connected as well as giving them some creative control of the pieces they write.

Connected Curriculum writing: Writing pieces linked to the Connected Curriculum topic and a text where possible. Throughout the year there should be evidence of pieces of writing linked to each Foundation subject.

Sounds-Write: Sounds-Write is a quality first phonics programme we use at Cavendish from EYFS- Year 6. It is a systematic approach to teaching children to read and spell. It begins with Initial Code, moving onto Extended Code then finishing with Polysyllabic words.

Year 5 Term 1 (Autumn)							
Text	War Horse by Michael Morpurgo Connected Curriculum Topic: Why would some build a castle here?						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Destination Reader Focus	Assessment and transition	Summarising- Non-fiction text and whole class text	Predicting- whole class text	Inference- whole class text	Questioning- whole class text	Clarifying- whole class text	Evaluating- whole class text
Edison Statements	<u>Composition:</u> <ul style="list-style-type: none"> Use relative clauses (e.g. beginning with who, which, where, when) in my writing 5F7 <u>Transcription:</u> <ul style="list-style-type: none"> Write a shortened version of a text that has most essential details in it 5C2 Check their own work for errors in spelling and punctuation 5F2 Write a shortened version of a text that has most essential details in 5C2 		<u>Composition:</u> <ul style="list-style-type: none"> Use relative clauses (e.g. beginning with who, which, where, when) in my writing 5F7 <u>Transcription:</u> <ul style="list-style-type: none"> Write a shortened version of a text that has most essential details in 5C2 Check their own work for errors in spelling and punctuation 5F2 <u>Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> Use brackets, dashes or commas to show where additional information has been added to a text 5F13 		<u>Vocabulary, grammar and punctuation:</u> <ul style="list-style-type: none"> Use brackets, dashes or commas to show where additional information has been added to a text 5f13 <u>Composition:</u> <ul style="list-style-type: none"> Develop action and dialogue between characters 5C6 Plan a piece of writing including how characters and the plot will develop 5C5 Link ideas across paragraphs 5C10 Use relative clauses (e.g. beginning with who, which, where, when) in my writing 5F7 <u>Transcription:</u> <ul style="list-style-type: none"> Check their own work for errors in spelling and punctuation 5F2 Add prefixes to verbs to change their meaning 5F4 		
Fiction Writing	<ul style="list-style-type: none"> Free write linked to class author 		<ul style="list-style-type: none"> Diary entry- War Horse 		<ul style="list-style-type: none"> Narrative Scene- War Game (Michael Foreman) 		
Connected Curriculum Writing	<ul style="list-style-type: none"> World War 1 Explanation Text 		<ul style="list-style-type: none"> Note taking on different local castles 		Why would someone build a castle here?		
Sounds-Write Focus	Extended Code Unit 1- /ae/ First Spellings	Extended Code Unit 2- /ee/ First Spellings	Extended Code Unit 3- Spelling <ea>	Extended Code Unit 4- /oe/ First Spellings	Extended Code Unit 5- Spelling <o>	Extended Code Unit 6- /er/ First Spellings	Extended Code Unit 7- /e/