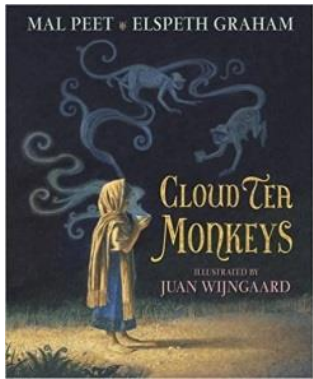

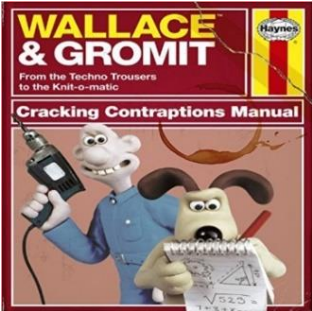


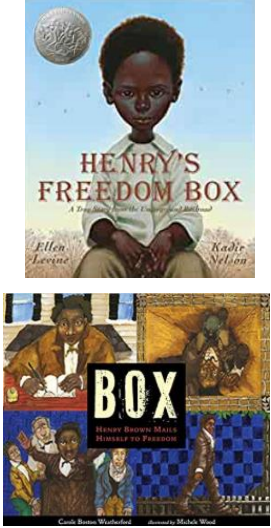
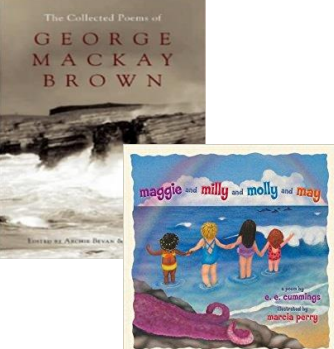
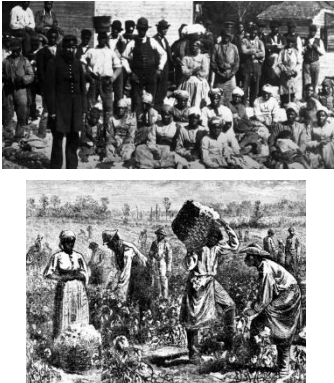


# Laygate Community School Literacy Spine

Laygate Community School Literacy Spine			
	Year 5	Autumn Term	
	Text & Genres Covered		Intended Learning Outcomes
Fiction		<p><b>'Cloud Tea Monkeys'</b> by Mal Peet &amp; Elspeth Graham</p> <p>Stories from other cultures</p>	<p>Plan and tell stories to explore narrative viewpoint e.g. re-tell a familiar story from the point of view of another character.</p> <p>To write in the style of the author, e.g. writing a similar plotline, writing a new chapter</p>
		<p><b>'Girl and the Fox'</b></p>	<p>Take an interest in, enjoy and explore new vocabulary in order to support their writing</p> <p>Use descriptive and figurative language to develop setting, character and atmosphere.</p>
Non-Fiction		<p>Explanations <b>'Crazy Creations'</b> <b>'Wallace and Gromit Cracking Contraptions Manual'</b></p>	<p>Use a wide range of presentational and organisational devices to structure a text e.g. plan and write a page for a reference book including diagrams, photographs, captions, flowcharts, glossary of terms and use of concise information and facts.</p>
Poetry		<p>Structured poetry e.g. haiku, tanka, cinquain</p> <p><b>'Won Ton – A Cat Tale Told in Haiku'</b> by Lee Wardlaw and <b>'If Not for the Cat'</b> by Jack Prelutsky</p>	<p>To read and interpret a poet's use of language and structure</p> <p>To write a range of poems which follow a given form</p>
Other		<p><b>'The Girl and the Fox'</b> animation <a href="http://www.girlandthefox.com/about.html">http://www.girlandthefox.com/about.html</a></p>	<p>Explore how film uses mood and atmosphere to provoke sympathy or dislike in the viewer.</p>

# Laygate Community School Literacy Spine

Year 5		Spring Term	
Text & Genres Covered			Intended Learning Outcomes
<b>Fiction</b>		<p><b>'When Jessie Came Across the Sea' by Amy Hest</b></p>	<p>Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.</p> <p>Organise into chapters for build-up, climax or conflict, resolution and ending.</p>
<b>Non-Fiction</b>		<p>Recount, diaries &amp; newspaper reports <b>'Henry's Freedom Box' and 'Box – Henry Box Emails Himself to Freedom'</b></p>	<p>Distinguish between biography and autobiography.</p> <p>To write a newspaper account of an event.</p> <p>Write using direct and reported speech.</p> <p>Use well-chosen phrases and vocabulary to engage the reader.</p>
<b>Poetry</b>		<p><b>'maggie and milly and molly and may' by e.e. cummings</b></p> <p><b>'Beachcomber' by George Mackay Brown</b></p>	<p>To write own poem based around the themes of poems read.</p> <p>Perform/recite poem or present the poem electronically.</p>
<b>Other</b>		<p>Kevin Hart's Guide to Black History: Henry "Box" Brown <a href="https://www.youtube.com/watch?v=A17s9GDvjvl">https://www.youtube.com/watch?v=A17s9GDvjvl</a></p> <p>International Day for the Abolition of the Slave Trade: What does this mean? <a href="https://www.bbc.co.uk/newsround/41433197">https://www.bbc.co.uk/newsround/41433197</a></p>	<p>Continue to discuss an increasingly wide range of non-fiction including multi-modal texts.</p> <p>Explore links between historical and current events.</p>

# Laygate Community School Literacy Spine

Laygate Community School Literacy Spine			
	Year 5	Summer Term	
	Text & Genres Covered		Intended Learning Outcomes
<b>Fiction</b>		<p><b>'The Firework Maker's Daughter' by Philip Pullman</b></p>	<p>To write a quest/adventure story using a 5-part structure e.g. the call; the journey; arrival and frustration; the final ordeals &amp; the goal</p>
<b>Non-Fiction</b>		<p><b>Non-chronological reports</b></p> <p><b>Link to Mountains and Volcanoes</b></p>	<p>Collect information to write a report in which mountains and volcanoes are compared</p> <p>Plan, compose, edit &amp; refine a non-chronological report focusing on clarity, conciseness and impersonal style</p>
<b>Poetry</b>		<p><b>A selection of poems by Ted Hughes:</b>  <b>'The Bat', 'Mooses', 'The Arctic Fox', 'Wolf' &amp; 'The Grizzly Bear'</b></p> <p><b>'My Mother Saw a Dancing Bear' by Charles Causley</b></p> <p><b>'The Bear' by Frederick Brown</b></p> <p><b>'The Dancing Bear' by Roger Hurn.</b></p>	<p>To write an explanation of how an animal is adapted to its environment</p> <p>To write and organise a poem that conveys a mood or message.</p>
<b>Other</b>		<p><b>BBC Bitesize 'What are Volcanoes?'</b>  <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxy">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxy</a></p> <p><b>BBC Bitesize 'What are Mountains?'</b>  <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3</a></p>	<p>Use film to research and collect information for a report.</p>