

Literacy Planning Overview (Year 5-Fiction)

<u>Unit 1</u>	Key writing purpose:	<u>Recommended Reading:</u>
Autumn 1	<p><i>To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the story and other traditional tales.</i></p> <p>My new ending:</p> <ul style="list-style-type: none"> • <i>shows</i> my reader what Pandora is thinking and feeling through her actions • builds suspense and vivid descriptions using interesting synonyms to engage the reader in Pandora's dilemma. <p>Grammar:</p> <ul style="list-style-type: none"> • is written in the first person and past tense to show the reader that I am narrating from Pandora's point of view • includes conjunctions and adverbs to build cohesion within a paragraph 	<p>Percy Jackson and The Lightning Thief - Rick Riordan Heroes of Olympus - Rick Riordan Persephone - Sally Pomme Clayton Pandora - Robert Burleigh Pandora's Box - Rose Impey</p> <p><u>Non-Fiction</u></p> <p>'How to Write Instructions' ;'How to Write a Greek Myth'; 'Have a go at ... Chocolate Chip Ice Cream'</p> <p>The non-fiction part of the Unit develops children's understanding of the features of instructional writing. They will analyse, evaluate and write instructions. The outcome is for children to write instructions for making sherbet, which are followed and evaluated by their peers</p>

<u>Unit 2</u>	Key writing purpose:	<u>Recommended Reading:</u>
Autumn 2	<p><i>To write a diary entry in role as Billy, exploring the final events of the story.</i></p> <p>My diary entry:</p> <ul style="list-style-type: none"> • explores how Billy's feelings change towards the dilemma • uses interesting synonyms and adjectival phrases to build vivid descriptions • builds suspense as Billy arrives at his final decision • uses interesting comparisons to engage the reader in my descriptions. <p>Grammar:</p> <ul style="list-style-type: none"> • includes the first person and past tense to show the reader that I am writing in role as Billy • includes a relative clause with <i>which</i> or <i>where</i> to add information. 	<p>Artemis Fowl - Eoin Colfer Coraline - Neil Gaiman Diamond of Drury Lane - Julia Golding Lionboy - Zizou Corder The Midas Touch - Jan Mark Juan Wijngaard The Chocolate Touch - Patrick Skene Catling</p> <p><u>Non-Fiction</u></p> <p>'Bravery Award for Fire ;Hero Boy' ;Newshound; Beach Bonanza</p> <p>The non-fiction links to the fiction through exploring the difference between a first person recount, such as a diary, and a newspaper report of the same event. Children compose their own newspaper report based on a real-life rescue and adapt it for the radio.</p>

Literacy Planning Overview (Year 5-Fiction)

Unit 3	Key writing purpose:	Recommended Reading:
Spring 1	<p><i>To write a poem about a classroom, building vivid images in my reader's mind.</i></p> <p>My poem:</p> <ul style="list-style-type: none"> uses personification has vivid images, created using simile, metaphor and interesting synonyms uses poetic techniques, e.g. <i>alliteration, repetition.</i> <p>Grammar:</p> <ul style="list-style-type: none"> my poem is written in free verse, so I have used line breaks instead of commas to show the reader where to pause when reading aloud. 	<p><u>Recommended Reading:</u></p> <p>Any other books by Jeremy Strong: Ratburger, Gangsta Granny, The Boy in the Dress, Billionaire Boy Mr Stink - David Walliams The Diary of a Wimpy Kid - Jeff Kinney Mr Gum books - Andy Stanton Alex Rider books - Anthony Horowitz The Power of Five books - Anthony Horowitz</p> <p><u>Non-Fiction</u></p> <p>The non-fiction explores persuasive writing and is linked to the 'cities' theme of the poetry. The children write a persuasive presentation which they present to the class in the role of residents at a public meeting to discuss plans for building a football stadium.</p>

Unit 4	Key writing purpose:	Recommended Reading:
Spring 2	<p><i>To use ideas from Jeremy Strong's stories to write a new episode of This is NOT a Fairy Tale, in which Ramona meets a frightening character.</i></p> <p>My story:</p> <ul style="list-style-type: none"> uses what I know about Ramona to show how she acts has dialogue to move the story on and give new information about Ramona's feelings and hopes has jokes written in the style of Jeremy Strong. <p>Grammar:</p> <ul style="list-style-type: none"> includes parenthesis to add extra comments to the story in the style of Jeremy Strong uses inverted commas to show the reader when a character is talking. 	<p><u>Recommended Reading:</u></p> <p>One Hundred Years of Poetry for Children - Micheal Harrison Classic Poems for Children Nicola Baxter New and Collected Poems for Children - Carol Ann Duffy</p> <p><u>Non-Fiction</u></p> <p>'Jeremy Strong biography and autobiography' 'Anthony Horowitz biography' (Biography and autobiography)</p> <p>Children examine the difference between biography and autobiography initially linked to material about Jeremy Strong. They use material about the author Anthony Horowitz to practise note-taking and plan an author blurb for a book. They adapt this into a biographical presentation about him, using PowerPoint or another presentation tool.</p>

Literacy Planning Overview (Year 5-Fiction)

<u>Unit 5</u>	Key writing purpose:	<u>Recommended Reading:</u>
Summer	<i>To write a new adventure for Mai-Ling, using ideas from Dragon Slayer.</i>	<p>How to Train a Dragon (series) Cressida Cowell</p> <p>Dragon Rider - Cornelia Funke</p> <p>The Dragon keeper trilogy- Carole Wilkinson</p> <p>Working with Dragons - Helen Ward</p> <p>The Hobbit - JRR Tolkien</p> <p>Secret of the Sirens - Julia Golding</p>
1	<p>My new episode:</p> <ul style="list-style-type: none"> has an introduction, a build-up, a dilemma, suspense and a solution uses carefully-chosen language to describe Mai-Ling and her adventure to build in the reader's mind exactly the image I am thinking of includes some interesting details about Chinese customs, food or clothing so my reader can visualise the setting of the story. <p>Grammar:</p> <ul style="list-style-type: none"> includes the first person and the past tense to show the reader I am writing from Mai-Ling's point of view includes adverbs and adverbials of time to create pace and drama, e.g. <i>Suddenly,</i> <i>In a flash.</i> 	<p><u>Non-Fiction</u></p> <p>'The Kraken'; 'A Dragon Spotter's Guide to the Chinese Lung Dragon'</p> <p>The non-fiction links to the <i>Dragon Slayer</i> story and introduces non-chronological reports through 'A field guide for ogre watchers'. Children explore the text type further by reading and deconstructing texts about the kraken and mythical dragons. They gather information about different dragons and then write their own field guide</p>

<u>Unit 6</u>	Key writing purpose:	<u>Recommended Reading:</u>
Summer	<i>To create a new scene for a play about a bully, using dialogue and stage directions to develop a clear picture of the characters' feelings and actions.</i>	<p>The Worst Thing About My Sister - Jacqueline Wilson</p> <p>Saffy's Angel- Hilary McKay</p> <p>Journey to the River Sea- Eva Ibbotson</p>
2	<p>My new scene:</p> <ul style="list-style-type: none"> uses playscript conventions, e.g. <i>names before speech, stage directions</i> and <i>scene descriptions</i> <i>shows</i> what the characters are thinking and feeling through their actions builds characters that are interesting and convincing for the readers, by thinking carefully about how they should speak. <p>Grammar:</p> <ul style="list-style-type: none"> includes formal or informal dialogue for the characters depending on the situation, e.g. <i>more formal for the policeman, less formal for the children.</i> present tense. 	<p><u>Non-Fiction</u></p> <p>'The Big Debate'</p> <p>The non-fiction links to the fiction by exploring script forms such as broadcast scripts on non-fiction themes. Discussion texts are studied, looking at the conventions of oral debate. Children write a scripted speech and use it to debate whether junk food should be banned or not. They also write a discussion text.</p>

