

# Year 5 Willow Class English Intent 2024/5

Term	Advent 1		Advent 2		Lent		Pentecost 1		Pentecost 2	
<b>Topics Humanities</b>	Baghdad vs London 900Ad		Climate Zones		The Industrial Revolution	City Life	Battle of Britian		Human Geography- use of natural resources	
<b>Hook Book</b>	The Boy in the Tower Polly Ho-Yen. <b>Narratively complex</b>		The Lady of Shallot- Tennyson The Listeners- Walter de la Mare <b>Archaic</b>		Holes- Louis Sachar <b>Non-linear</b>		Friend or Foe Michael Morpurgo <b>Resistant text</b>		The Tempest- Shakespeare <b>Archaic</b>	
<b>Reading Genres</b>	Dystopian Novel		Narrative Poetry		Modern Fiction- racism		Classic narrative		Playscript	
<b>Writing Genre</b>	<b>Non-fiction:</b> Formal Letter newspapers	<b>Fiction:</b> Narratives	<b>Non-fiction:</b> Non-Chronological report	<b>Fiction:</b> Recount/narrative Poetry	<b>Non-fiction:</b> Chronological report. Instructions	<b>Fiction:</b> Narrative Informal Letter Discussion/debate	<b>Non-fiction:</b> Balanced argument Non-chronological report	<b>Fiction:</b> Diary Informal letter	<b>Non-fiction:</b> Explanation	<b>Fiction:</b> Sequel narrative Playscript
<b>Grammar focus</b>	<ul style="list-style-type: none"> <li>pronouns</li> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Plural and possessive</li> <li>Direct/indirect speech</li> <li>Revise word classes</li> </ul>		<ul style="list-style-type: none"> <li>Relative pronouns</li> <li>Relative clauses</li> <li>Modal verbs</li> <li>Adverbs/adverbial phrases</li> <li>Building cohesion across paragraphs</li> <li>Brackets, dashes or commas to indicate parenthesis</li> </ul>		<ul style="list-style-type: none"> <li>Parenthesis</li> <li>Bracket</li> <li>Dash</li> <li>Expanded Nouns phrases</li> <li>Past tense</li> <li>Present tense</li> <li>Past perfect tense</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>		<ul style="list-style-type: none"> <li>Past/present/future tenses</li> <li>Future perfect form</li> </ul>		<ul style="list-style-type: none"> <li>Word classes revision</li> <li>nouns</li> <li>verbs</li> <li>adjectives</li> <li>adverbs</li> <li>Building cohesion across paragraphs</li> </ul>	

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<b>Spelling</b>	Pupils are taught in differentiated groups using Spelling Shed scheme Statutory year 5/6 spelling are taught to the whole cohort					
<b>Scaffold</b>	Scaffolded learning in reading will take the form of pairing the child with an adult or pupils who can prompt with tricky words when reading aloud. Pupils will be given the opportunity to pre-read any sections before they read aloud in class. They may also be given comprehension questions prior to the lesson to allow for extra thinking time. For lessons in writing pupils will be given sentence stems, word mats and the option to use predictive software for longer writes. Pupils will also be encouraged to plan their work using mind maps and story planners- these can be completed with an adult or as part of paired work.					
<b>Challenge</b>	More able pupils will be encouraged to deepen their understanding in reading by comparing texts, generating open questions of their own and reading other texts by the same author. In writing pupils should be encouraged to use a greater range of punctuation consistently across all genres/subjects. A greater awareness of the reader should be adopted and use of a wider range of vocabulary to entertain and inform.					
<b>Oracy</b>	Hot- seating opportunities	Debates around methods of punishments	Performance poetry- using oracy to entertain.	Group discussion around character development	Group discussion around character development	Hot seating- interview a main character
<b>Diversity Links</b>	Treatment of children Issues of abuse		Gender	Socioeconomic status	War and peace	