

## Year 5 Scheme of Work – Shared Reading

Unit	Time (Wks)	Activities	Outcomes	Reading Objectives	Differentiation	Reading strategies	Curriculum Links
<b>Previous learning:</b> Y4- Butterfly Lion – similar setting and journey of friendship, love, Y4- Kensuke’s Kingdom -story of journey and struggle for survival.				<b>Next Learning:</b> Journey to Jo’burg – racial inequality -yr5			
1.1 Journey to the River Sea	6	<p>L1- Give a description of Maia, based on what you have read and implied. Draw picture and bullet point character.</p> <p>L2- brainstorm the differences and similarities between the twins and Maia?</p> <p>L3-To answer Inferential questions based on Clovis and the twins - write using PEE STRUCTURE.</p> <p>L4- Complete a zone of relevance diagram to order and rank the vocabulary of how Maia is feeling with her punishment by the Carters for going out at night.</p> <p>L5- Provide theme cards – betrayal, journey, racism, rich/poor, good Vs Evil – chn to write the examples from the book that link to the themes)</p> <p>L6- Chn to think about the attitudes to the Natives, -discuss with recent events - Black lives matter – split class in two groups and they present a debate on equality.</p> <p>L7- Complete venn diagram to evaluate the authors language and what that implies of Maia and the twins – write a short PEE to explain authors language and how this contributes to the image of the characters.</p> <p>L8- Hot seating - children to think about questions they would like to ask Clovis –</p> <p>L9- Write a diary entry from Finns point of view describing how he felt when he arrived at the house.</p> <p>L10- draw a timeline of Maia’s journey.</p> <p>L11- chn to imagine that that are Mrs carter and to write a Write a paragraph describing a day in her life</p>	<p>-add work to the guided reading book</p> <p>-speaking and listening outcome: Explain, adapt and retell the story Discuss different points of view, - Listen carefully to others’ performances</p> <p>- summarize the plot of the story, Journey to the River Sea</p> <p>-identify important events in the plot of the story</p> <p>-plan story tableau to portray important plot events.</p> <p>- Explore themes of racial prejudice and inequality.</p> <p>-Writing outcomes - writing answers using PEE, timeline, diary entry</p> <p>- to compare and contrast characters.</p>	<p>- Predicting what might happen from details stated and implied.</p> <p>-Making comparisons within and across books.</p> <p>- Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence – PEE</p> <p>- Checking that the book makes sense to them and exploring the meaning of words in context.</p> <p>- Identifying and discussing themes and conventions -justifications for their views. (Debate, using notes where necessary)</p> <p>- Discussing and evaluating how authors use language.</p> <p>- Asking questions to improve their understanding.</p> <p>- Summarising the main ideas drawn from more than one paragraph,</p>	<p>Graphic organiser</p> <p>Colourful semantics</p> <p>Visual</p> <p>-Guided writing and reading.</p>	<p>- Strategy check think-aloud have been described as "eavesdropping on someone's thinking." With this strategy, verbalize aloud while reading a selection orally.</p> <p>- reading words in context and taking clues to make meaning of new words.</p> <p>- explain and discuss understanding of what they have read.</p> <p>- look at adjectives, similes, personification to give meanings to events and characters.</p> <p>- re-reading to make sense and using clues to predict meaning</p>	<p>-- drama</p> <p>- speaking and listening</p> <p>-writing</p>

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		<p>L12- children to fill in the report card by predicting form all the information they have on the twins and Ms Minton’s lessons - what grade and comment would she give on their behaviour and academic ability?</p> <p>L13- Write a diary entry from Finns point of view describing how he felt when he arrived at the house.</p> <p>L14- Draw a timeline of Maia’s journey</p>					
<p><b>Previous learning: Y4 - narrative poem chocolate cake – looked at poetic devices.</b></p>				<p><b>Next Learning: Y6 – classical poetry -William Blake</b></p>			
<p><b>1.2</b> <b>Cloud Busting</b></p>	<p>6</p>	<p>L1-To predict the story using evidence from the cover and title and the possible themes in the novel.</p> <p>L2- brainstorm Sam’s character both literally and inferentially.</p> <p>L3- look at pg 7 and discuss similes – chn to write their own similes using the opening...Like a...</p> <p>L4-Discuss what you think happens in the rest of the novel. Base this on what you know of the setting and characters already. Begin plot flow chart.</p> <p>L5- Children to write a character study to show how he changed and the effect he has on the other main character. (Present to the class) -Character study - use PEEL</p> <p>L6- To pick a colour and write a poem about it using poetic devices.</p> <p>L7- Chapter 11, Pages 74-75 – explore the themes in cloud busting – bullying.</p> <p>L8- to write a short recount poem using writing frame about an event.</p> <p>L9- to work in partners and discuss how the poem makes them feel, what is the poem about, who is speaking in the poem</p> <p>L10-Write a book review.</p>	<p>- add work to the guided reading book</p> <p>- Understand poetic devices such as simile.</p> <p>-write poems using simile and description,</p> <p>- understand characters and motives</p> <p>- understand theme of bullying in the book.</p> <p>- to write using PEE - be able to link evidence to the point and explain how it proves the point in detail.</p>	<p>- To infer and deduce meanings using evidence in the text and to identify where and how meanings are implied.</p> <p>- Use evidence from the text to make inferences and deductions about major characters.</p> <p>- Discussing and evaluating how authors use language, including figurative language</p> <p>- Summarising the main ideas drawn from more than one paragraph, identifying key details.</p> <p>- identifying and discussing themes and conventions in and across a wide range of writing</p> <p>- Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views.</p>	<p>- peer collaboration</p> <p>- modelling</p> <p>-metacognition</p> <p>-colour semantics</p> <p>- graphic organiser</p>	<p>- , scanning – model chn how to skim and scan a section to take the main ideas.</p> <p>-- To identify the theme, be sure that you’ve first identified the story’s plot, the way the story uses characterization,</p>	<p>--- drama</p> <p>- speaking and listening</p> <p>-writing</p>
<p>Previous learning: Chocolate cake, yr4 poems</p>				<p>Next learning: Classical books in year 6</p>			

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<p>2.1 Classic poetry Daffodils</p> <p>Tin Tin land of Black Gold</p>	<p>6</p>	<p>L1- Describe a daffodil in as much detail as possible. L2-copy list all the words and phrases in the poem that describe the daffodils – answer daffodil comprehension questions. L3-look at new words Sprightly, Jocund, Vacant, Pensive, Bliss, Solitude, find meaning and synonyms/antonyms. L4-Look at poetic devise Hyperbole: Exaggeration and look for examples in the poem, create two new hyperbole to add to the poem.-</p> <p>Tin Tin L1- predict the story by using front cover and title – answer comprehension questions. L2- summarise the story so far and predict what will happen next using evidence from the text L3-To predict who and why Tin Tin is kidnapped by write comic strip illustrating what will happen. L4- to complete Tin Tin character profile – traits and personality. L5- to draw a map of the kingdom of Khemed adding as much detail as they can based on what they have read. L6- Write about what Snowy might be thinking or feeling at different stages of the story. You could write it in the first person, or in a speech bubble. L7-Write a new blurb for the story. L8- Write a letter to the author Herge say what you like or dislike about the book, or give ideas for what else you would like included in the book.</p>	<ul style="list-style-type: none"> <li>- add work to the guided reading book</li> <li>- Improve understanding and comprehension of text types such as comic.</li> <li>- to understand characters traits and personality</li> <li>-To give recommendation based on what they liked and did not like about a story.</li> <li>- To make predictions based on what they have read.</li> <li>-Enable children to discuss a sequence of events and how items of information are related</li> <li>Writing outcome, write a letter, comic strip</li> <li>Reading outcome- answering inferential and literal questions, summarising, predicting and clarifying – reciprocal reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.</li> <li>- Checking that the book makes sense to them and exploring the meaning of words in context</li> <li>- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)</li> <li>- Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>- Predicting what might happen from details stated and</li> <li>- Drawing inferences such as inferring characters' feelings,</li> </ul>	<ul style="list-style-type: none"> <li>- Graphic organiser</li> </ul> <p>Colourful semantics</p> <p>Visual</p> <ul style="list-style-type: none"> <li>-ELKLAN Blank levels</li> <li>- provide adjective word mats</li> <li>- Provide emotion word mats</li> <li>-Metacognitive questions</li> <li>-self regulation</li> </ul>	<ul style="list-style-type: none"> <li>- to understand new words – read in context and visualise.</li> <li>- identify the rhyme scheme and similes and metaphors</li> <li>- implied</li> <li>- predict using clues taken from the blurb and cover)</li> </ul>	<ul style="list-style-type: none"> <li>- speaking and listening</li> <li>-writing</li> </ul>
<p><b>Previous learning:</b> Y3 -Conker, love for an animal, Yr4 Diary of A Killer cat – story from an animals perspective</p>				<p><b>Next Learning:</b> Yr5- Ann Frank (WW2), Railway children Y6 -(WW2)</p>			

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<p>2.2 War Horse</p>	<p>6</p>	<p>L1-Show different War Horse front cover- work in groups to discuss how might comparison of these covers alter our perception of the story? L2-Read chapter 2 – discuss the perspective the story is written from – describe Albert and Joeys relationship using evidence from the book. L3- provide vocabulary sheet – chn work in pairs to discuss word they know the meaning of and explain it to partner, Take feedback, Choose a word they don't know meaning of. L4- re-read the Author's note on pp1&amp;2. Research the importance of horses in world war 1 and Joeys changing emotions so far. L5- write a diary account of Joey's relationship with Captain Nicholls. L6-Create a character web. Start by making a note of all the characters you have encountered so far. characteristic words - physical, emotional, personal. L7- read chapter 13 and answer comprehension retrieval questions. L8- Imagine you are interviewing the soldiers– what would you ask them? What would their replies be? L10- Albert tries to persuade Major Martin on page 151. Drama freeze frame what do you think is going through Albert's mind at this point? L11- Joey is at the auction and is sold - predict who bought Joey and a continuing of the next chapter. L12- Complete the character web- adding all the characters encountered. L13- Create a timeline for the main events that occurred in World War 1.</p>	<ul style="list-style-type: none"> <li>- add work to the guided reading book</li> <li>-to research world war 1 and role of horse.</li> <li>- to develop an understanding of setting of a historical novel</li> <li>- to understand the emotions and feelings of characters</li> <li>- Drama, freeze frame, hot seating</li> <li>- writing outcome, write a letter, diary entry, timeline, research.</li> <li>- Reading outcome- answering inferential and literal questions, summarising, predicting, and clarifying – reciprocal reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Predicting what might happen from details stated and implied.</li> <li>- Distinguishing between statements of fact and opinion.</li> <li>- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- Making comparisons within and across books</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-- Graphic organiser</li> <li>Colourful semantics</li> <li>Visual</li> <li>-ELKLAN Blank levels</li> <li>- provide adjective word mats</li> <li>- Provide emotion word mats</li> <li>-Metacognitive questions</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-retelling</li> <li>-visualising</li> <li>- Identifying the Main Idea and Summarization</li> <li>-rereading</li> <li>- use a venn diagram to make comparisons</li> <li>- reading unfamiliar words –, reading in context</li> <li>— inference – model for students that readers use clues from the text to along with their own experiences to help them figure out what is being said.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>- speaking and listening</li> <li>-writing</li> <li>- Drama</li> <li>ICT- research</li> </ul>
<p>Previous learning: Y3 - Amina's Blanket -war from a child's perspective</p>			<p>Next learning: Y6 - Railway children – evacuee and WW2</p>				

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<p>3.1 Ann frank</p>	<p>6</p>	<p>L1-create large class timeline - As you read through the book, chn to record events from Anne's life on your time line. Briefly discuss each event as you fill in the timeline. L2- complete Ann Franks significant fact file. L3- Chn to discuss the things Ann Frank takes with her – chn to complete the suitcase activity thinking about the things they would take with them. L4-learning about the events of the Holocaust in World War II L5-Write a letter to Anne Frank, sharing the personal impact of her diary. L6- Complete Ann Frank comprehension activity L7- Hot seating - Think of some questions that you would like to have asked Anne Frank. How might she have responded to them? L8 – TO complete a 'day in the life of Ann Frank and compare her life with theirs. L9- in groups play Ann Frank question quiz. L0-Using what you know of the events of Anne Frank's life and the Holocaust in general, begin a story with the title :The arrest L11- Once they've all finished the book, have your students think about what they might have done to help the Franks.</p>	<p>- add work to the guided reading book - make predictions using front cover and title - To learn about Anne Frank through videos, pictures and her diary. To write a letter to Anne Frank describing the personal impact of her diary. -To plan creative writing effectively. -To expand vocabulary, use in writing to make personal writing more interesting. Drama- Hot seating</p>	<p>- Distinguishing between statements of fact and opinion - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Predicting what might happen from details stated and implied</p>	<p>. Graphic organiser  Colourful semantics  Visual -ELKLAN Blank levels - provide adjective word mats - Provide emotion word mats -Metacognitive questions -self regulation -</p>	<p>- retelling -visualising - Identifying the Main Idea and Summarization -rereading - Looking for clues in the text, key words or dialogue - scanning with highlighter -Skimming and scanning passage for main information) - distinguish facts with evidence and opinions with personal viewpoint. -- use graphic organiser - look for clues add those clues to what we already know or have read, Support inferences -PEE  -reciprocal reading</p>	<p>- speaking and listening -writing -drama -History</p>
<p>Previous learning: Y3 – Grandpa Chatterji- tales from other cultures</p>				<p>Next Learning: Year 6 – Story of Slavery</p>			
<p>3.2 Journey to Jo'burg</p>	<p>6</p>	<p>-  L1- work in groups to highlight the main ideas from the text, list the main</p>			<p>-Graphic organiser</p>		<p>-- speaking and listening -writing -Drama</p>

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	<p>ideas from post it notes and write a summary paragraph in own words</p> <p>L2- On footprint template - Inside the foot print, write adjectives that have to do with the long walk that Naledi and Tiro had to do. Outside the foot, write down as many verbs as you can think of that relate to their walk and struggle.</p> <p>L3- complete true or false questions based on what they have read so far.</p> <p>L4- Complete comprehension questions based on what they have read.</p> <p>L5- Vocabulary - find the meanings of unknown words and write new sentences using the words.</p> <p>L6- to make comparisons - to find phrases from the beginning of the extract to describe Naledis feelings and copy with the end of the extract</p> <p>L6- Imagine you are Dineo’s mother and have just heard that your baby is sick. Your employer has not allowed you to go home. Write a diary account. Remember to include how you feel, what you do and describing words.</p> <p>L7- Write advantages and disadvantages of passes for black and white people.</p> <p>L8- Describe a day in the life of a “black” South African in comparison to a “white” South African during Apartheid.</p> <p>L9- Draw a timeline of all the main events that have happened so far.</p> <p>L10- research on the computer – who is Nelson Mandela?</p> <p>L11- read Naledi’s hope and dreams for the future- complete your dreams and hopes for the future.</p>	<p>-add work to the guided reading book</p> <p>- make predictions using front cover and title.</p> <p>- to emphasise with characters emotions and feelings.</p> <p>- to understand about racism and discrimination</p> <p>- Writing outcome, write letter, design poster, comparisons, develop vocabulary, draw timeline</p> <p>-research about prominent historical people.</p>	<p>- increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>- identify and discuss themes and conventions in and across a wide range of writing</p> <p>- distinguish between statements of fact and opinion</p> <p>- draw inferences such as inferring characters’ feelings, thoughts and motives.</p> <p>- Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Debate, using notes where necessary.)</p> <p>-</p>	<p>Colourful semantics</p> <p>Visual</p> <p>-ELKLAN Blank levels</p> <p>- provide adjective word mats</p> <p>- Provide emotion word mats</p> <p>-Metacognitive questions</p> <p>-self regulation</p> <p>-</p>	<p>-- use graphic organiser - look for clues</p> <p>add those clues to what we already know or have read.</p> <p>Support inferences - PEE</p> <p>-- explain and discuss understanding of what they have read)</p> <p>-- -retelling</p> <p>-visualising</p> <p>- Identifying the Main Idea and Summarization</p> <p>-rereading</p> <p>- Looking for clues in the text, key words or dialogue</p> <p>- scanning with highlighter</p> <p>-Skimming and scanning passage for main information)</p>	
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