

**Year 5 English Matrix**

Autumn Term	Class Novel	<p>Autumn 1: Cogheart by Peter Bunzl - <i>Set in Victorian Britain and compliments the Y5 history unit of The Railways</i></p> <p>Autumn 2: <b>**Windrush Child</b> by Benjamin Zephaniah - <i>Selected as part of our Celebrating Difference focus this term and allows children to build on learning about Black History from Year 3 (Coming to England by Floella Benjamin).</i></p> <p>Performance Poem: From a Railway Carriage by Robert Louis Stevenson/Night Mail by WH Auden</p> <p>Poetic Form:</p>					
	Core Texts	<p><b>*Grimm Tales for the Old and Young – Little Red Riding Hood</b></p> <p><b>Chaperon Rouge animation</b></p> <p><i>Part of the whole school traditional tales thread. Use as a mentor text to show models of good persuasive vocabulary and language for this genre. Builds on the reading of LRRH in Y2</i></p> <p><i>Animation used to allow children to build ideas for own writing.</i></p> <p><b>Written Outcome:</b></p> <p>Narrative - Chn to write their own version of the tale.</p>	<p><b>The Railway Revolution by Jo Nelson</b></p> <p><i>The text serves as a mentor text showing children how information texts can be presented allowing them to make decisions about how they choose to present their information to the reader.</i></p> <p><i>Helps to reinforce vocabulary learnt within history unit.</i></p> <p><b>Written Outcome:</b></p> <p>Non-chronological report on the history of the railways.</p>	<p><b>From a Railway Carriage by Robert Louis Stevenson</b></p> <p><b>Night Mail by WH Auden</b></p> <p>Introduces the children to classic poetry and explore vocabulary. Both poems are good to compare with each other for the rhyme and rhythm intended for the reader.</p> <p><b>Oral Outcome</b></p> <p>Children’s performance of the poems.</p>	<p><b>**Henry’s Freedom Box by Ellen Levine</b></p> <p><i>Explores <u>diversity</u> and <u>inclusion</u> theme and develops children’s understanding of Black History</i></p> <p><b>Written Outcome:</b></p> <p>1<sup>st</sup> Recount - Letters from characters’ perspectives</p>	<p><b>Geofacts: The Water Cycle</b></p> <p><i>The text serves as a mentor text showing children how explanation texts can be presented allowing them to make decisions about how they choose to present their information to the reader.</i></p> <p><i>Helps to reinforce vocabulary learnt within geography unit.</i></p> <p><b>Writing Outcome:</b></p> <p>Explanation Text: The Water Cycle</p>	<p><b>Frances (Animation)</b></p> <p><i>This allows children to build on their learning from their first narrative unit and also apply figurative language from the previous poetry unit.</i></p> <p><b>Written Outcome:</b></p> <p>Narrative writing creating atmosphere, suspense and tension.</p>
Spring Term	Class Novel	<p>Spring 1: The Saga of Erik the Viking by Terry Deary. <i>Set during the Viking period, this historical story will help to widen children’s vocabulary in this subject area.</i></p> <p>Spring 2: The Explorer by Katherine Rundell. An adventure novel which allows children to consider how the characters survive and explore their relationships. <i>The setting of the rainforest also helps to widen children’ vocabulary.</i></p> <p>Performance Poem: Tyger Tyger by William Blake</p> <p>Poetic Form: Kennings</p>					

	Core Texts	<p><b>*The Saga of Erik the Viking by Terry Deary</b> <i>Builds on knowledge of traditional tales and links to Year learning in history unit of The Vikings.</i></p> <p><b>Written Outcome:</b> Narrative - Chn to write their own Viking Saga.</p>	<p><b>Zoo by Anthony Browne/The One and Only Ivan by Katherine Applegate.</b> <i>Both texts serve as a stimulus to fuel children’s ideas and writing.</i></p> <p><b>Written Outcome:</b> Discussion text: Should Zoos be banned.</p>	<p><b>The Explorer by Katherine Rundell</b> <i>The text allows the children to explore adventure narrative within a rainforest setting which compliments their geography unit.</i></p> <p><b>Written Outcome</b> Setting Description Write an additional chapter</p>	<p><b>The Jungle Survival Handbook by Miles Kelly</b> <i>Mentor text to show children how explanations and information can be written and presented in a way to appeal to a particular audience.</i></p> <p><b>Written Outcome</b> Information text: Survivors Guide to the Rainforest.</p>	<p><b>Poetry: Kennings</b> <i>Children study the structure of cinquains as the mentor text. This builds on Haiku structure from Y3.</i></p> <p><b>Written Outcome</b> Kennings poems linked to the rainforest</p>	<p><b>**The Great Kapok Tree by Lynne Cherry</b> <i>The picture book and its illustration serves as a great stimulus for writing and the children get to hear perspective from the different characters who speak to the man.</i></p> <p><b>Written Outcome</b> Persuasive letter in role as one of the animals from the story</p>
Summer Term	Class Novel	<p>Summer: The Nowhere Emporium by Ross Mackenzie – <i>Selected to expose to children to rich language and description.</i></p> <p>Performance Poem: The Jabberwocky by Lewis Carroll</p> <p>Poetic Form: Metaphor</p>					
	Core Texts	<p><b>The Nowhere Emporium By Ross Mackenzie</b> <i>Selected to expose to children to rich language and description and also an opportunity to explore character development.</i></p> <p><b>Written Outcome</b> Setting Description Character Description</p>	<p><b>Amazing Animals by Sabrina Weiss Wild Animals of the World by Dieter Braun</b> <i>Following on from children’s learning in science about animal groups and their life cycles. These texts allow the children to follow their interest and research animals.</i></p> <p><b>Written Outcome:</b> Information Text with increased independence for children to present their work.</p>	<p><b>**Hidden Figures by Margot Lee Shepperley</b> <i>This text is a further part of the black history learning that the children have already encountered this year. This also reflects diversity in society and the role of women in the space race.</i></p> <p><b>Written Outcome</b> Recount – Diary extract from the point of view of the women involved in the moon landings.</p>	<p><b>Incredible Journeys by Levison Wood Space Explorers by Libby Jackson</b> <i>The children will read more about the first moon landings and these texts follow on from Hidden Figures to give the children sufficient knowledge to write in a journalistic style about the moon landings.</i></p> <p><b>Written Outcome</b> Newspaper Report about the Moon Landings.</p>	<p><b>The Sea by James Reeves</b> <i>Part of the whole school poetry spine. Allows children to develop their understanding of literary techniques focussing on metaphor.</i></p> <p><b>Written Outcome</b> Children write their own poems in the style of James Reeves.</p>	

**\*Traditional Tales Thread**

**\*\*Diversity and Inclusion Thread**