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| **Year 5** | **Autumn 1** | **Autumn 2** | **Spring 1a** | **Spring 1b** | **Spring 2** | **Summer 1** | **Summer 2** |
| Core Reading Text | Beowulf and Grendell (Michael Morpurgo) | How to Train Your Dragon (Cressida Cowell) | The Highwayman (Alfred Noyes)  | The Man between Two Towers | The Secret Garden (Frances Hodgson Burnett)  | Street Child (Berlie Doherty) | The Nowhere Emporium (Ros MacKenzie) |
| Supplementary Reading Text(s)Non-fiction | Beowulf and the Beast (Bug Club) | Viking LongshipHorrible Histories | Dick Turpin – Legends and Lies (Terry Deary)The Highway Rat (Julia Donaldson) |  | Tom’s Midnight Garden *extracts* (Phillipa Pearce)Anglo-Saxons | Oliver Twist (adaptation of Dickens)Dickens – England’s Most Captivating Storyteller (Biography) | Sons of the Circus – A Victorian Story |
| Poetry Texts(s) | **The Sleepy Giant**(Charles E. Carryl) | Dragon Who Ate Our School (performance poetry) | The Raven (Edgar Poe) | If (Rudyard Kipling) | The Lady of Shalott (Alfred Lord Tennyson) |  | Poet study – Brian Patten |
| RecommendedReading –Story TimeHome Reading | There’s a Boy in the Girls’ Bathroom (Louis Sachar)Beowulf Meets his Match (Bug Club) | Knights and Bikes – rebel bicycle club(Gabrielle Kent)The Dragon’s Tale and other Beastly Stories (Bug Club) | The Wolves of Willoughby Chase (Joan Aiken)The Curse of the Highwayman (Bug Club)The Highwayman’s Revenge (Bug Club) | The Wolves of Willoughby Chase (Joan Aiken)Ghost (Jason Reynolds) | The infinite lives of Maisie Day (Christopher Edge)The Railway Children (Bug Club)  | Cogheart (Peter Bunzl)Real Life: Storytellers (Bug Club) | Cogheart (Peter Bunzl)In their shoes: My life as a Victorian Maid (Bug Club Y6) |
| Writing Text(s) | Beowulf and Grendell (Michael Morpurgo) | The Vikings (?) | The Highwayman (Alfred Noyes) | The Man between Two Towers | The Lady of Shalott (Alfred Lord Tennyson) | Street Child (Berlie Doherty) | The Nowhere Emporium (Ros MacKenzie) |
| Writing Genres | Narrative* Legend
* Recount (Diary entry)
 | Non-Fiction* Non-chronological report
* Discussion text

Poetry* Performance poetry
 | NarrativeLove Story | Non-FictionBiography | Narrative* Adventure Story

Poetry* Narrative Poetry
 | Narrative* Historical fiction
* Part of a playscript
 | Narrative* Fantasy story

Non-Fiction* Newspaper Report
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| Curriculum LinksWhy? | Vikings – HistoryCore text has links to Topic theme of Vikings having a Scandinavian warrior fighting evil. It includes tales of battle, bravery and tragedy and is a quality text with excellent vocabulary and enthrals the reader. Supplementary texts looks at various versions but maintain the drama of this core text. Recommended reading is a modern text in contrast to this focusing on PHSE links of behaviour and settling back into school. | Vikings – HistoryIn contrast to the first half term, this core text is particularly good for studying characters and describing settings whilst engaging pupils in a tale where they can identify with the main character (similar ages). Illustrations are also a key part of this text to engage the reader and this will help pupils compare author styles. Non-fiction text is used as the writing stimulus but again supplemented with various non-fiction texts written in varied styles.  | Core text is an engaging, dramatic text that challenges pupils to think carefully about thoughts and feelings or key characters. It is romantic and tragic, in contrast to the supplementary reading of Dick Turpin and his actions in reality.  | Core text has been chosen due to previous pupil reaction and their fascination in this story. It has inspired writing ideas and gives an insight into a real-life hero in contrast to the fantasy texts previously studied. Poetry also links to those themes of heroism and achievement – even when sometimes out of reach.  | *Literary Heritage classics*A study of classic texts and poetry not only allows pupils to engage in historical language and explore historical settings but also they are able to compare to modern versions.  | Victorians – HistoryCore text links to topic of study but is also an engaging story which will help pupils put their learning about this topic into context. Supplementary texts are provided to be able to compare and contrast Victorian life through the eyes of different characters.  | Victorians – HistoryPHSE links – acceptance and celebrating differencesThis core text has been chosen for its modern tale of fantasy and adventure, exploring differences in a different world. However, links have also been made to this lifestyle in Victorian times through supplementary reading. This particular text explores themes of differences in values, race and gender particularly as a Victorian.  |

English Long Term Plan – Year 5