

***i-read* curriculum correlation charts**
Year 5 – Fiction



	NLS objectives	ICT objectives¹	Speaking and listening practice²	Links to subjects other than English and ICT
Term 1 Significant author	<p>T1: analyse the features of a good opening and compare a number of story openings</p> <p>T2: compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution</p> <p>T3: investigate how characters are presented, referring to the text</p> <p>T9: develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described</p> <p>T10: evaluate a book by referring to details and examples in the text</p> <p>T13: record ideas, reflections and predictions about a book, e.g. through a reading log or journal</p> <p>T14: map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters</p> <p>T15: write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail</p>	<p>2a: develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound</p> <p>3a: share and exchange information in a variety of forms</p> <p>4a: review work to help develop ideas</p>	<p>48: Speaking: to tell a story using notes designed to cue techniques, such as repetition, recap and humour</p>	<p>Citizenship 9: Respect for property</p> <p>Design and Technology 5A: Musical instruments</p> <p>Science 5E: Earth, sun and moon</p>

***i-read* curriculum correlation charts**
Year 5 – Fiction (*continued*)



<p>Term 2 Traditional tales</p>	<p>T1: identify and classify the features of myths, legends and fables T2: investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories T3: explore similarities and differences between oral and written story telling T8: distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters T9: investigate the features of different fiction genres T10: understand the differences between literal and figurative language</p>	<p>1a: talk about what information they need and how they can find and use it 2a: develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound</p>	<p>Discussion of predictions, justifying with reference to the text; discussing own responses; role-play based on character's thoughts; oral retellings in story circles</p>	<p>History Key elements: 1b: use dates and terms about passing of time 4a: Find out about the past from a range of sources Other aspects: 7b: Aspects of the histories of England, Ireland, Scotland and Wales</p> <p>Science 5D: Changing state</p>
<p>Term 3 Stories from a variety of cultures</p>	<p>T1: investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs T2: identify the point of view from which a story is told and how this affects the reader's response T3: change point of view, e.g. tell incident or describe a situation</p>	<p>1a: talk about what information they need and how they can find and use it 4a: review work to help develop ideas 5b: working with others to explore a variety of information sources and ICT tools</p>	<p>55: Listening: to analyse the use of persuasive language Speaking: to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p>	<p>Geography 18: Connecting ourselves to the world</p> <p>PSHE Respecting differences between people</p>

***i-read* curriculum correlation charts**
Year 5 – Fiction (*continued*)



	<p>T8: record predictions, questions, reflections while reading, e.g. through the use of a reading journal</p>		<p>56: Group discussion and interaction: to understand different ways to take the lead and support others in groups</p>	<p>Citizenship 2: Choices 5: Living in a diverse world 7: Children's rights – human rights 8: How do rules and laws affect me?</p> <p>Geography 18: Connecting ourselves to the world 24: Passport to the world</p>
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***i-read* curriculum correlation charts**
Year 5 – Non-fiction



	NLS objectives	ICT objectives ¹	Speaking and listening practice ²	Links to subjects other than English and ICT
Term 1 Recounts	<p>T10: evaluate a book by referring to details and examples in the text</p> <p>T21: identify the features of recounted texts such as sports reports, diaries, police reports</p> <p>T23: discuss the purpose of note-taking and how this influences the nature of notes made</p> <p>T26: make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and build on these notes in their own writing and speaking</p> <p>T27: use simple abbreviations in note-taking</p>	<p>1a: talk about what information they need and how they can find and use it</p> <p>3a: share and exchange information in a variety of forms</p> <p>4a: review work to help develop ideas</p>	<p>54: Drama: to reflect on how working in role helps to explore complex issues</p>	<p>History Key elements: 2b: Describe reasons and results 2c: Make links between main events, situations and changes 4a: Find out about the past from a range of sources</p> <p>Geography 18: Connecting ourselves to the world 24: Passport to the world</p> <p>Citizenship 2: Choices 3: Animals and us</p>
Term 2 Non-chronological reports	<p>T16: prepare for reading by identifying what they already know and what they need to find out</p> <p>T17: locate information confidently and efficiently through (i) using contents, indexes, sections, headings; (ii) skimming to gain overall sense of text; (iii) scanning to locate specific information; (iv) close reading to aid understanding; (v) text-marking; (vi) using CD-ROM and other IT resources, where available</p>	<p>1a: talk about what information they need and how they can find and use it</p> <p>3a: share and exchange information in a variety of forms</p> <p>4b: describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others</p>	<p>Role-play as interviewers and experts; paired talk which involves discussing and using evidence to back up opinions</p>	<p>Geography 18: Connecting ourselves to the world 24: Passport to the world</p> <p>History Key elements: 2c: Make links between main events, situations and changes 4a: Find out about the past from a range of sources</p>

***i-read* curriculum correlation charts**
Year 5 – Non-fiction (*continued*)



	<p>T20: note-making: discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt</p> <p>T22: plan, compose, edit and refine short non-chronological reports and explanatory texts</p>			<p>Citizenship 3: Animals and us</p>
<p>Term 3 Persuasive writing</p>	<p>T12: read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade</p> <p>T13: read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades</p> <p>T15: from reading, collect and investigate use of persuasive devices</p>	<p>2a: develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound</p> <p>4a: review work to help develop ideas</p>	<p>Paired talk to persuade; group work in role</p>	<p>PSHE Developing a healthy, safer lifestyle; Developing confidence and responsibility and making the most of abilities</p> <p>PE 19, 20, 30: Outdoor and adventurous activities</p> <p>Citizenship 1: Taking part – developing skills of communication and participation 2: Choices</p> <p>Science 5a: Keeping healthy</p>

***i-read* curriculum correlation charts**
Year 5 – Poetry



	NLS objectives	ICT objectives ¹	Speaking and listening practice ²	Links to subjects other than English and ICT
Term 1 Significant poets	<p>T6: read a number of poems by significant poets and identify what is distinctive about the style or content of their poems</p> <p>T7: analyse and compare poetic style, use of forms and the themes of significant poets</p> <p>T8: investigate and collect different examples of word play, relating form to meaning</p> <p>T16: convey feelings, reflections or moods in a poem through the careful choice of words and phrases</p>	<p>1a: talk about what information they need and how they can find and use it</p> <p>4a: review work to help develop ideas</p>	<p>Work as a group to perform poetry; improve performance through evaluation; focus on varying pace, volume, expression in relation to meaning; use background sounds, rhythms or percussive sounds to enhance performance; experiment with using a range of voices</p>	<p>Music 16: Exploring rhythm and pulse 18: Exploring sound sources</p> <p>Science 5B: Life cycles</p>
Term 2 Longer classic and narrative poetry	<p>T4: read a range of narrative poems</p> <p>T5: perform poems in a variety of ways</p> <p>T6: understand terms which describe different kinds of poems</p> <p>T7: compile a class anthology of favourite poems with commentaries which illuminate the choice</p> <p>T10: understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose</p> <p>T13: review and edit writing to produce a final form, matched to the needs of an identified reader</p>	<p>3a: share and exchange information in a variety of forms</p>	<p>Work as a group to perform poetry; focus on varying pace, volume, clarity and expression in relation to meaning; experiment with using a range of voices; use background sounds, rhythms or percussive sounds to enhance performance; improve performance through evaluation</p>	<p>Music 16: Exploring rhythm and pulse 18: Exploring sound sources</p> <p>History Key elements: 4a: Find out about the past from a range of sources 5c: Communicate knowledge and understanding in a variety of ways, including narrative and descriptions</p>

***i-read* curriculum correlation charts**
Year 5 – Poetry (*continued*)



<p>Term 3 Performance poetry</p>	<p>T5: select poetry, justifying choices, e.g. in compiling class anthology T6: explore the challenge and appeal of older literature T11: use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation</p>	<p>2a: develop and refine ideas by bringing together, organising and reorganising text, tables, images and sound 4a: review work to help develop ideas</p>	<p>Work as a group to perform poetry; improve performance through evaluation; focus on varying pace, volume, expression in relation to meaning; use background sounds, rhythms or percussive sounds to enhance performance; experiment with using a range of voices</p>	<p>Music 16: Exploring rhythm and pulse 18: Exploring sound sources 20: Performing together</p>
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- 1 These objectives are taken from the National Curriculum Programme of Study for ICT at Key Stage 2.
- 2 Where given, objectives come from the Primary National Strategy document *Speaking, Listening, Learning: working with children in Key Stages 1 and 2*.