

i-read objectives

Year 5



Fiction

Term 1 Significant author: Margaret Mahy

Unit objective: to develop effective strategies for interpreting stories focusing on character, setting, story style and structure.

- 1: develop personal response to the text.
- 2: investigate how characters are presented, referring to the text.
- 3: investigate how characters are presented; to discuss use of language and word choice; to write a new character into the story in the manner of the writer.
- 4: activate prior knowledge of plot and character to make informed predictions.
- 5: examine the importance of the story setting and understand how it is created; to interpret the story setting by close reading of the text.
- 6: understand how the author uses language effectively, and how this affects the reader.
- 7: deepen understanding and appreciation of the story by examining the characters' actions and dialogue.
- 8: investigate the plot and structure of the story; to map out the text showing development and structure.
- 9: develop personal response to the text.
- 10: plan the next chapter of the story; to write a new character and scene into the story in the manner of the writer; to tell part of a story using picture or word prompts.

Term 2 Traditional Tales

Unit objectives: to develop effective strategies for interpreting traditional tales, focusing on character, setting, story style and structure; to imitate and write own version.

- 1: develop a personal response to the story opening.
- 2: interpret character; to describe and evaluate behaviour.
- 3: develop the ability to see the narrative from different characters' viewpoints.
- 4: interpret the author's use of setting.
- 5: deepen understanding and appreciation of the story.
- 6: investigate the voice of traditional story language.
- 7: develop the ability to predict.
- 8: understand the basic plot structure.
- 9: make links with other stories and explore themes.
- 10: respond to and evaluate the whole text; to consider the differences between oral and written versions; to begin to plan own story.

Term 3 Stories from a variety of cultures

Unit objectives: to investigate stories from different cultures, focusing on setting, social conditions and attitudes, and the reader's response; to explore the point of view from which a story is told; to draw on features of setting, characterisation and perspective to plan and write own story.

- 1: make deductions and respond to issues in the story opening.

- 2: interpret and respond to a character's situation.
- 3: identify the use of first person and third person in the text and to understand how they give a different perspective.
- 4: explore setting and how it relates to the story being told.
- 5: analyse how writers create sympathy for and empathy with characters.
- 6: identify language features and their specific effects.
- 7: explore plot structure and pattern.
- 8: identify features of story genre – adventure.
- 9: reflect on the story ending and respond to the character's situation.
- 10: plan a story exploiting setting and point of view.

Non-fiction

Term 1 Recounts

Unit objectives: to respond to two different styles of recount texts; to read recount texts and focus on purpose and audience, language features, visual elements and structure and organisation; to prepare to write recount texts.

NB: Week 1 of this unit (sessions 1–5) can stand alone; however, Week 2 (sessions 6–10) relies on work done in Week 1.

- 1: recognise the purpose and audience of the writing by looking at the questions that are addressed by the recount.
- 2: identify the language features of a recount.
- 3: respond to a recount by taking roles.
- 4: examine the structure and organisation of a recount; to note the importance of visual elements.
- 5: prepare for writing by playing a sentence game and planning a recount.
- 6: examine the purpose and audience of a different kind of recount; to look at the differences between the two texts used.
- 7: make notes from a section of the diary as a record of reading; to discuss the purpose of note form.
- 8: look at the feelings of Scott and his men, as shown in the diary text, and to use the knowledge to enhance role-play activities.
- 9: look at the structure and organisation of the text; to summarise in note form.
- 10: discuss and then record a personal response to Scott's diary; to use examples from the text to back up the points that are made.

Term 2 Non-chronological reports

Unit objectives: to respond to extended non-chronological reports; to read non-chronological reports and focus on purpose and

i-read objectives

Year 5



audience, language features, visual elements, and structure and organisation; to prepare to write non-chronological reports.

- 1:** use the first section of a non-chronological report to investigate the purpose and potential audience for the writing; to identify what children know already and what they need to find out.
- 2:** look at the technical language and accurate description needed in non-chronological report text.
- 3:** investigate the visual elements that are useful in a text.
- 4:** look at the structure and organisation of a non-chronological report.
- 5:** respond to a complete guide book.
- 6:** look at the main purpose of a non-chronological report by listing facts and to link this to a potential audience.
- 7:** look at the vocabulary and tense used in the text.
- 8:** look at two different ways of presenting information and discuss their visual impact.
- 9:** look at the structure of a report by linking the topic sentence to the purpose of the paragraph; to revise note-taking.
- 10:** plan for writing a non-chronological report and to create a toolkit from the reading done in this unit.

Term 3 Persuasive writing

Unit objectives: to consider the purpose and audience, language features, visual aspects and structure and organisation related to a range of persuasive texts; to respond to texts in different ways.

- 1:** investigate the purpose and potential audience of an advertising flyer.
- 2:** investigate the language features of persuasive writing.
- 3:** investigate the persuasive impact of visual elements; to consider the honesty of an advertising flyer.
- 4:** investigate the structure and organisation of a persuasive text.
- 5:** compare pieces of information and persuasive writing about the same subject as a way of reinforcing persuasive features; to work in groups in role.
- 6:** investigate the purpose and audience of an advert; to make a response in role.
- 7:** investigate the use of persuasive phrases that help to give weight to an argument; to find examples of opinion disguised as fact.
- 8:** compare information presented in two different ways and decide which has most impact; to speak in role using detail from a text.
- 9:** investigate the structure and organisation of a persuasive text; to use careful reading of a text to select the most appropriate pictures.
- 10:** revise persuasive features covered in the unit and plan for writing.

Poetry

Term 1 Significant poets

Unit objective: to analyse, compare and appreciate poems from a range of children's writers, including concrete poetry.

- 1:** interpret shades of meaning and compare poems by Judith Nicholls.
- 2:** enjoy, discuss and interpret poems by Charles Causley.
- 3:** enjoy, interpret and consider the relationship between form and meaning in concrete poetry by Gina Douthwaite.
- 4:** appreciate and distinguish the different styles of Brian Patten and Roger McGough.
- 5:** convey feelings, reflections or moods in a poem through the careful choice of words and phrases.

Term 2 Longer classic and narrative poetry

Unit objective: to enjoy, interpret and perform longer classical narrative poetry.

- 1:** enjoy and respond to the poem's opening, predicting what might happen next; to read aloud and perform with expression.
- 2:** enjoy, discuss and interpret the poem, focusing on figurative language; to read aloud with clarity and expression, varying the volume and pace.
- 3:** identify the poem's basic structure and discuss its impact; to read the poem aloud.
- 4:** enjoy, interpret and respond to the whole poem; to read chorally.
- 5:** write descriptively, using metaphors and similes.

Term 3 Performance poetry

Unit objective: to enjoy and understand performance poetry.

- 1:** enjoy, discuss and interpret poems, considering how the reader influences meaning.
- 2:** enjoy, discuss and interpret a classic nonsense poem; to read aloud and recite with clarity and expression, varying volume and pace.
- 3:** enjoy, respond to and analyse poems; to read aloud and recite with clarity, expression, varying volume and pace; to begin to use poems as a model for own writing.
- 4:** enjoy, discuss and interpret poems; to read aloud and perform with clarity, expression, varying volume and pace, considering using song or chanting; to begin to use a poem as a model for own writing.
- 5:** write a performance poem based on a model.