

The background is a circular frame containing a dark blue night sky filled with numerous yellow stars of varying sizes. On the left side, there are three open books with glowing yellow text on their pages. The top book has a red cover, the middle one has a grey cover, and the bottom one has a blue cover. The books appear to be floating or resting on a surface.

Feniscowles Primary School
Striving for Excellence



Literature Spine

Year 5

The Feniscowles Literary Journey

At Feniscowles Primary School, our school curriculum places reading at the heart of its design and implementation, fostering a love of reading for all (including teachers!).

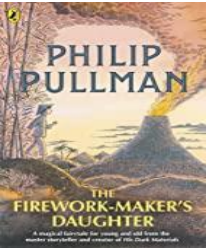
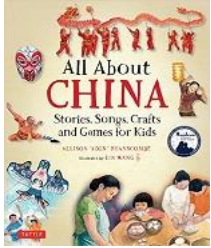
Each text in our English curriculum has been carefully selected with the following in mind:

- The context of our school
- The barriers our children face
- Our aim to develop a broad and rich experience of different stories, authors and cultures
- Our intention to provide a wide range of purposeful cross-curricular links

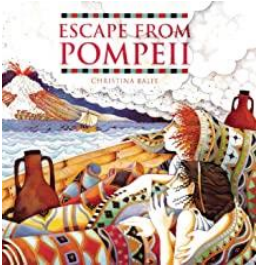
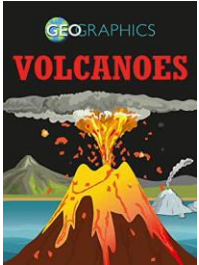
From this, we have created a Literature Spine for every year group. Our carefully chosen literature spine from EYFS to Year 6 includes a range of fiction, non-fiction and poetry. Our writing process is built around text led units of work which develop vocabulary, reading and writing skills. Key texts are explored through the areas of learning in Early Years or in detail through English Learning Journeys . This is by no means an exhausted list of the texts we read with our children.

We read EVERY day from a wide range of resources.

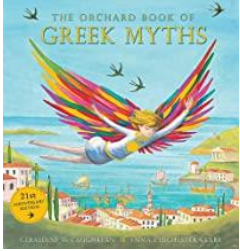
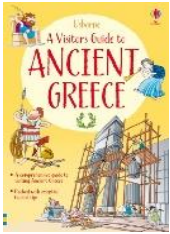
Year 5 – Autumn 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Mulan: The Legend of the Woman Warrior, Wu</p> <p>The Cat from Hunger Mountain, Young</p> <p>Where the Mountain Meets the Moon, Lin</p> <p>Chinese Cinderella, Mah</p> <p>Aladdin and the Enchanted Lamp, Pullman and Wormell</p>	<p>Narrative – Adventure story focusing on part of Lila’s journey</p> <p>Poetry – Figurative Poem</p> <p>Report – China</p>
<p>Why these texts?</p> <p>These texts are an important part of the children’s literary journey as we endeavour to broaden our children’s experiences beyond their present cultures, location and time. The beautifully written, compelling story of ‘The Firework Maker’s Daughter’ mixes humour with adventure and drama. It provides an excellent stimulus for writing from the character’s perspective and narrative adventure writing in which the children are able to build tension and suspense. The informative text ‘All About China’ is beautifully illustrated and is a fantastic spring board for cross-curricular, non-fiction writing opportunities.</p> <p>Why now in their journey?</p> <p>In Year 5, the children study China and the rule of the Shang dynasty. ‘All About China’ introduces the children to historical knowledge and vocabulary in an accessible way. They are able to understand the historical context and vocabulary used and apply this across the curriculum.</p> <p>How do these texts contribute to the ‘Feniscowles Child’?</p> <p>‘The Firework Maker’s Daughter’ raises thoughtful discussions around the topic of gender equality and sexism. Many of the texts studied as part of this English learning journey feature strong, determined female characters, helping to challenge some gender stereotypes. The texts support our children to appreciate a different culture and therefore help to highlight the value of diversity.</p>		

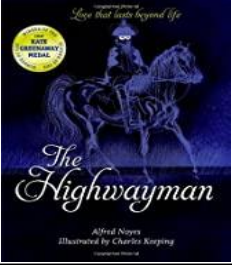
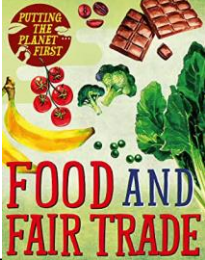
Year 5 – Autumn 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>DKfindout! Volcanoes, DK</p> <p>Wet Cement: A Mix of Concrete Poems, Racska</p> <p>Twas the Night Before Christmas, Moore & Ingpen</p> <p>Nothingmas Day, Mitchell</p>	<p>Explanation – Volcanoes</p> <p>Poetry – Concrete poem based on a volcano</p> <p>Recount – Diary account of the escape from the volcano</p>
<p>Why these texts?</p> <p>Again, 'Escape from Pompeii' has been purposefully selected as it brings the ancient world to life and continues to expand the children's experiences beyond their present time, location and cultures. The text encourages high quality discussions and the children are able to empathise and connect with the characters to support their own diary writing linked to their learning in Geography. 'Volcanoes' presents factual information in an accessible way and the children are able to refer back to this in their cross-curricular writing.</p> <p>Why now in their journey?</p> <p>When reading 'Escape from Pompeii', the children are encouraged to draw upon their prior knowledge of the historical context from their learning in Year 4. The texts within their literary journey link excellently with the children's learning in Geography this half term as they investigate the affect of volcanoes on people's lives. As the story 'Escape from Pompeii' retells what transpired during and following the eruption from the perspective of two Roman children, it provides the children with an insight into the impact of this event on the population.</p> <p>How do these texts contribute to the 'Feniscowles Child'?</p> <p>The text supports the children to see the importance of compassion as it highlights that building friendships with others, formed upon love and kindness, can help us to navigate the challenges that may come our way in a VUCA (Volatile, Uncertain, Complex, Ambiguous) world.</p>		

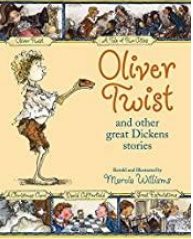
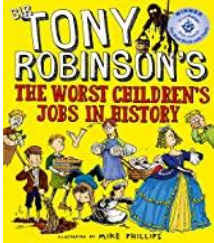
Year 5 – Spring 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Theseus and the Minotaur Greek Myths, Williams</p> <p>Falling Out of the Sky: Poems about Myths and Monsters, Wright & Piercey</p> <p>Percy Jackson and the Olympians: the Lightning Thief, Riordan</p> <p>Who Let the Gods Out, Evans</p>	<p>Narrative – Innovation of myth</p> <p>Poetry – poem about myths and monsters using figurative language</p> <p>Report – Tourist Guidebook about an aspect of Greek life</p>
<p>Why these texts?</p> <p>'The Orchard Book of Greek Myths' features a wide selection of powerful myths, enabling us to select stories based upon the children's interests. The children are able to draw comparisons between the key features of myths and recall themes explored in Year 4 when they read the story of Beowulf. These provide a wonderful stimulus for both innovation and more independent invention of quest stories. The text 'A Visitors Guide to Ancient Greece' provides an excellent springboard for informative, and indeed manipulative, writing with an awareness of audience and formality.</p> <p>Why now in their journey?</p> <p>In History, Year 5 begin to learn about life in Ancient Greece and investigate the story of the Trojan Horse. Through our English Curriculum we are able to enhance their learning by studying a selection of Greek Myths.</p> <p>How do these texts contribute to the 'Feniscowles Child'?</p> <p>Greek Myths provide a unique opportunity to explore and appreciate another culture, helping to further broaden our children's experiences. They contain important morals and teachings that are as relevant today as they were many years ago. We are able to explore the value of integrity in the way decisions are made and how people are treated.</p>		

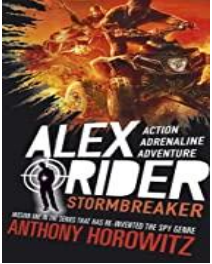
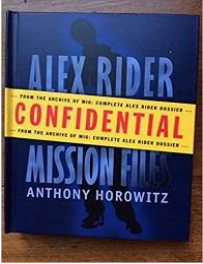
Year 5 – Spring 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities.
 	<p>Inside the Villains, Perrin</p> <p>Food and Fair Trade, Mason</p> <p>Boy at the Back of the Class, Rauf</p>	<p>Recount – Newspaper report about the death of the Highwayman</p> <p>Narrative – playscript of the missing scene in the text</p> <p>Discussion – Balanced account of fair trade</p>
<p>Why these texts?</p> <p>The Highwayman is a thrilling, archaic poem that is charged with tension and drama. It has been beautifully written allowing the children to study the countless elements of effective poetry and writing techniques. The poem thus provides a wonderful stimulus for a range of writing opportunities. 'Food and Fair Trade' raises interesting questions and discussions about global issues. The children are able to draw upon knowledge and vocabulary acquired from their reading within cross-curricular writing opportunities.</p> <p>Why now in their journey?</p> <p>In Geography, in Year 5, the children investigate global trade connections and consider what fair trade entails. 'Food and Fair Trade' supports the children's learning as it enables them to express their views about fair trade and looking after the planet. 'The Highwayman' links nicely with the concept of fairness. The children are challenged to reconsider their assumptions about villains and make inferences about the motives behind the Highwayman's actions. Following this, they are able to discuss whether or not he deserved to be eternally reunited with Beth.</p> <p>How do these texts contribute to the 'Feniscowles Child'?</p> <p>Building upon the themes of environmentalism explored in Lower Key Stage 2, the text 'Food and Fair Trade' encourages the children to think about how they can try to live more sustainably.</p>		

Year 5 – Summer 1

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>The Spider and the Fly, DiTerlizzi The Midnight Hour, Trinder, Read et al.</p>	<p>Recount – Letter of complaint Discussion – Whether children should work or not Persuasive – Warning poster Instructions – Catching a fly Narrative – Persuasive dialogue between the spider and the fly</p>
<p>Why these texts? The story of ‘Oliver Twist’ is retold by Williams in a lively, comic strip style, making it accessible and appealing. The children are able to identify with the situations and emotions experienced by Oliver. The text is the perfect stimulus for endless writing opportunities. We hope that this reading experience will encourage our pupils to read the original novel, and indeed others, by the literary great Dickens when they are ready. The text ‘The Worst Children’s Job in History’ uncovers the unpleasant jobs children had to do in the past. The children are able to draw on these facts to inform their non-fiction writing.</p> <p>Why now in their journey? In Year 5, in History, the children study the establishment, expansion and decline of the British Empire. As part of their English learning, the children explore the social history of the Victorian period, specifically the lives of children through the texts ‘Oliver Twist’ and ‘The Worst Children’s Jobs in History’.</p> <p>How do these texts contribute to the ‘Feniscowles Child’? These texts enable the children to explore a time and culture which differs from their present-day experiences. Through the texts, a powerful message of perseverance and hope for the future is promoted. In the face of adversity, if you show our school values of endeavour, integrity and respect, you will be able to triumph in the end.</p>		

Year 5 – Summer 2

Core Texts	Wider Reading	Writing Outcomes: Genre and specific significant writing opportunities
 	<p>Lost Words, Morris & McFarlane</p> <p>Scaredy Squirrel Goes Camping, Watt</p> <p>National Parks of the USA , Siber and Turnham</p> <p>Under the Canopy,: Tales of Trees: Trees around the World, Volant and Alonso</p> <p>Can you Hear the Trees Talking? Discovering the Hidden Forest, Wohlleben</p> <p>The Last Tree, Haworth-Booth</p>	<p>Narrative – Innovation/invention of parts of the story</p> <p>Explanatory – Alex Rider’s latest gadget</p> <p>Poetry – Poem linked to nature (birds)</p>
<p>Why these texts?</p> <p>The first in the popular Alex Rider series by Horowitz, ‘Stormbreaker’, is a challenging, age-appropriate text full of action and suspense. As the boy in the story is just a little older than the Year 5 children, they are able to relate to him and this leads to high levels of engagement from both boys and girls. The story provides a wonderful stimulus for narrative writing for a meaningful purpose and audience. ‘Alex Rider Mission Files’ by the same author, is the perfect stimulus to allow the children to develop their explanatory writing skills.</p> <p>Why now in their journey?</p> <p>As the children come to the end of their time in Year 5, they have developed the skills required to invent their own action stories, taking inspiration from the text. Alex Rider trains in the Brecon Beacons providing a nice link to the children’s Geography learning which involves studying Britain’s National Parks.</p> <p>How do these texts contribute to the ‘Feniscowles Child’?</p> <p>These texts explore and promote the value of endeavour. Alex Rider’s experiences show that it is possible to achieve and succeed, even when others may doubt your capabilities. Themes of loss and bullying are also explored in the book, resulting in thoughtful discussions.</p>		