

## Year 5 English Overview

Autumn 1 <b>Y4 → Y5 Bridging Unit</b>	The Lion, The Witch and The Wardrobe	2 weeks	<ul style="list-style-type: none"> <li>• Adverbial openers</li> <li>• Proofread for spelling and punctuation errors</li> <li>•</li> </ul>
Autumn 1 Narrative	<b>Historical Novels – create new chapter</b> Goodnight Mister Tom – Michelle Magorian	3 Weeks	<ul style="list-style-type: none"> <li>• Create and punctuate complex sentences using ‘ed’ and ‘ing’ opening clauses.</li> <li>• Use devices to build cohesion within a paragraph</li> <li>• Blend action, dialogue and description within and across paragraphs</li> <li>• Proofread for spelling and punctuation errors</li> </ul>
Autumn 1 Non-fiction	<b>Discussion/Formal Debate</b> Should Children have been Evacuated during WW2? Evacuee based to be researched	3 Weeks	<ul style="list-style-type: none"> <li>• Demarcate complex sentences using commas in order to clarify meaning</li> <li>• Draw on reading and research</li> <li>• Note and develop ideas</li> <li>• Performing – ensure meaning is clear</li> </ul>
Autumn 1 Poetry	<b>Poems with a structure</b> Limericks and Haiku	1 Week	<ul style="list-style-type: none"> <li>• Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>• Explore, recognise and use the terms <i>metaphor, simile, imagery</i>.</li> <li>• Perform own compositions for different audiences using appropriate intonation and volume.</li> <li>• Use a Thesaurus</li> </ul>
Autumn 2 Narrative	<b>Older Literature</b> A Christmas Carol – Charles Dickens	3 Weeks	<ul style="list-style-type: none"> <li>• Check that the book makes sense to them and demonstrate understanding through reading journals</li> <li>• Justify opinions and elaborate by referring to the text e.g. using the PEE prompt</li> <li>• Link ideas across paragraphs using adverbials for time, place and numbers</li> <li>• Create complex sentences where the relative pronoun is omitted</li> </ul>
Autumn 2 Non-fiction	<b>Film Scripts/Play Scripts</b> A Christmas Carol/Scrooge – Charles Dickens	2 Weeks	<ul style="list-style-type: none"> <li>• Choose when it is appropriate to print (lower case or upper case) rather than to join writing</li> <li>• Identify the audience and purpose</li> <li>• Think how authors develop characters and settings (in books, films and performances.)</li> </ul>

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			<ul style="list-style-type: none"> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>Spring 1</b> Narrative	<b>Stories from other cultures</b> The Explorer – Katherine Rundell Link to Around The World Geography Topic	3 Weeks	<ul style="list-style-type: none"> <li>• Create complex sentences by using relative clauses with relative pronouns</li> <li>• Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence</li> <li>• Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>• Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs</li> </ul>
<b>Spring 1</b> Non-Fiction	<b>Recounts and reports (including formal reports)</b> Biography and News report writing/recording - Space related	2/3 Weeks	<ul style="list-style-type: none"> <li>• Use organisational and presentational devices e.g underlining, bullet points, headings</li> <li>• Through close reading of the text, re-read and read ahead to locate clues and understanding</li> <li>• Scan for key words and text mark to locate key information</li> </ul>
<b>Spring 2</b> Non-Fiction	<b>Information Booklet with a range of text types</b> Stone Age – Skara Brae	3 Weeks	<ul style="list-style-type: none"> <li>• Select the appropriate language and structure</li> <li>• Use similar writing models</li> <li>• Identify and use brackets to indicate parenthesis</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>
<b>Spring 2</b> Poetry	<b>Poems with figurative language</b> Selection from Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett	1 week	<ul style="list-style-type: none"> <li>• Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>• Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</li> <li>• Explore, recognise and use the terms <i>metaphor</i>, <i>simile</i>, <i>imagery</i>.</li> <li>• Explain the effect on the reader of the author’s choice of language</li> </ul>
<b>Summer 1</b> Narrative	<b>Novel on Theme</b> Kensuke’s Kingdom – Michael Morpurgo	3 Weeks	<ul style="list-style-type: none"> <li>• Identify and use commas to indicate parenthesis</li> <li>• Ensure consistent and correct use of tense throughout a piece of writing</li> <li>• Use different sentence structures with increasing control</li> <li>• Use commas to avoid ambiguity</li> </ul>
<b>Summer 1</b> Non-fiction	<b>Magazine articles</b> Topical issue – climate change	3 Weeks	<ul style="list-style-type: none"> <li>• Identify and use dashes to indicate parenthesis</li> <li>• Choose when it appropriate to print (lower case or upper case)</li> <li>• Explore, collect and use adverbs to indicate degrees of possibility</li> <li>• Explore, collect and use modal verbs to indicate degrees of possibility</li> </ul>

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<p><b>Summer 2</b> Narrative</p>	<p><b>Legends</b> Dorset/ Jurassic Coast Myths/Legends</p>	<p>2 Weeks</p>	<ul style="list-style-type: none"> <li>• Express preference about a wider range of books including modern fiction, traditional stories, myths and legends</li> <li>• Explore themes within and across the text</li> <li>• Link ideas across paragraphs using adverbials for time, place and number</li> <li>• Create and punctuate sentences using simile starters</li> </ul>
<p><b>Summer 2</b> Non-fiction</p>	<p><b>Persuasion</b> Jurassic Coast Tourist brochures Formal presentation (including TV broadcast) promoting tourism on Jurassic Coast</p>	<p>2 weeks</p>	<ul style="list-style-type: none"> <li>• Ensure consistent subject and verb agreement</li> <li>• Perform own compositions for different audiences using appropriate intonation and volume, adding movement, ensuring meaning is clear</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes.</li> <li>• Prepare formal presentations individually or in groups.</li> </ul>
<p><b>Summer 2</b> Poetry</p>	<p><b>Classic Narrative</b> The listeners – Walter De La Mare Lochinvar Ballad of Charlotte Dymonde The Highwayman</p>	<p>2 Weeks</p>	<ul style="list-style-type: none"> <li>• Select appropriate structure, vocabulary and grammar</li> <li>• Assess the effectiveness of own and others’ writing in relation to audience and purpose</li> <li>• Demonstrate active reading strategies</li> <li>• Learn a wider range of poetry by heart</li> </ul>