

Year 5 English Overview

| | | | |
|-------------------------|--|---------|--|
| Autumn 1 Narrative | Stories from other cultures Journey to the River Sea – Eva Ibbotson The Great Kapok Tree – Lynne Cherry | 3 Weeks | <ul style="list-style-type: none"> • Create complex sentences by using relative clauses with relative pronouns • Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs |
| Autumn 1 Non-Fiction | Recounts and reports Biography and News report writing/recording | 2 Weeks | <ul style="list-style-type: none"> • Use organisational and presentational devices e.g underlining, bullet points, headings • Through close reading of the text, re-read and read ahead to locate clues and understanding • Scan for key words and text mark to locate key information |
| Autumn 1 Poetry | Poems with a structure Limericks or Haiku | 1 Week | <ul style="list-style-type: none"> • Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Explore, recognise and use the terms <i>metaphor, simile, imagery</i>. • Perform own compositions for different audiences using appropriate intonation and volume. • Use a Thesaurus |
| Autumn 2 Narrative | Older Literature A Christmas Carol – Charles Dickens | 4 Weeks | <ul style="list-style-type: none"> • Check that the book makes sense to them and demonstrate understanding through reading journals • Justify opinions and elaborate by referring to the text e.g. using the PEE prompt • Link ideas across paragraphs using adverbials for time, place and numbers • Create complex sentences where the relative pronoun is omitted |
| Autumn 2 Non-fiction | Film Scripts/Play Scripts A Christmas Carol/Scrooge – Charles Dickens | 2 Weeks | <ul style="list-style-type: none"> • Choose when it is appropriate to print (lower case or upper case) rather than to join writing • Identify the audience and purpose • Think how authors develop characters and settings (in books, films and performances.) • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary |
| Spring 1 Narrative | Historical Novels Goodnight Mister Tom – Michelle | 4 Weeks | <ul style="list-style-type: none"> • Create and punctuate complex sentences using ‘ed’ and ‘ing’ opening clauses. |

Year 5 English Overview

| | | | |
|-------------------------|---|---------|---|
| | Magorian | | <ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph • Blend action, dialogue and description within and across paragraphs • Proofread for spelling and punctuation errors |
| Spring 1 Non-fiction | Discussion/Formal Debate Internet safety discussion/video | 2 Weeks | <ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning • Draw on reading and research • Note and develop ideas • Performing – ensure meaning is clear |
| Spring 2 Non-Fiction | Information Booklet with a range of text types WWII/ROF | 3 Weeks | <ul style="list-style-type: none"> • Select the appropriate language and structure • Use similar writing models • Identify and use brackets to indicate parenthesis • Use expanded noun phrases to convey complicated information concisely |
| Spring 2 Poetry | Classic Narrative The Listeners – Walter de la Mare Lochinvar – Walter Scott The Ballad of Charlotte Dymond – Charles Causley | 3 Weeks | <ul style="list-style-type: none"> • Select appropriate structure, vocabulary and grammar • Assess the effectiveness of own and others’ writing in relation to audience and purpose • Demonstrate active reading strategies • Learn a wider range of poetry by heart |
| Summer 1 Narrative | Novel on Theme Kensuke’s Kingdom – Michael Morpurgo | 3 Weeks | <ul style="list-style-type: none"> • Identify and use commas to indicate parenthesis • Ensure consistent and correct use of tense throughout a piece of writing • Use different sentence structures with increasing control • Use commas to avoid ambiguity |
| Summer 1 Poetry | Poems with figurative language | 2 week | <ul style="list-style-type: none"> • Prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. • Discuss and evaluate how authors use language including figurative language, considering the impact on the reader. • Explore, recognise and use the terms <i>metaphor</i>, <i>simile</i>, <i>imagery</i>. • Explain the effect on the reader of the author’s choice of language |
| Summer 1 Non-fiction | Magazine articles Women in the Bible | 2 Weeks | <ul style="list-style-type: none"> • Identify and use dashes to indicate parenthesis • Choose when it appropriate to print (lower case or upper case) • Explore, collect and use adverbs to indicate degrees of possibility • Explore, collect and use modal verbs to indicate degrees of possibility |
| Summer 2 Narrative | Legends Greek Myths/Legends | 3 Weeks | <ul style="list-style-type: none"> • Express preference about a wider range of books including modern fiction, traditional stories, myths and legends |

Year 5 English Overview

| | | | |
|-------------------------|---|---------|---|
| | | | <ul style="list-style-type: none">• Explore themes within and across the text• Link ideas across paragraphs using adverbials for time, place and number• Create and punctuate sentences using simile starters |
| Summer 2 Non-fiction | Persuasion Formal presentation (including TV broadcast) promoting tourism on Jurassic Coast | 2 weeks | <ul style="list-style-type: none">• Ensure consistent subject and verb agreement• Perform own compositions for different audiences using appropriate intonation and volume, adding movement, ensuring meaning is clear• 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.• Prepare formal presentations individually or in groups. |