
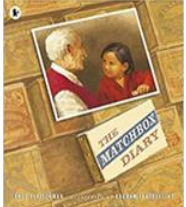
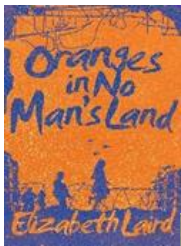

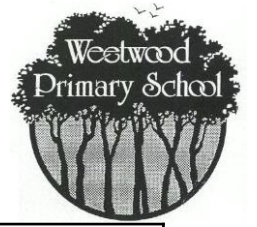




Year 5 English Overview



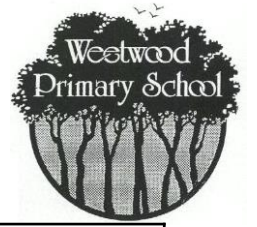
Term	Key texts	Purpose and genre	New grammar skills taught	Revision of grammar skills
Autumn 1	 	Refugee Poetry (2 weeks) Description of The Storm Letter of Apology (Character viewpoint) (4 weeks) Animation/ – The Arrival match box diary comparison (1 week)	<ul style="list-style-type: none"> Commas: to separate a list, for fronted adverbials and to separate words and phrases within a sentence. Types of nouns Relative clauses, relative pronouns and parenthesis 	Sentence types: statement, command, question, exclamation Word class: nouns, verbs, adjectives. Basic skills: punctuation and capital letters.!? Noun phrases Standard English versus slang Expanded noun phrases
Autumn 2	 	(Continued) Animation/ – The Arrival match box diary comparison (1 week) Drama activity linked to setting – Diary entry (3 to 4 weeks) Oracy outcome (Just a minute activity)		Fronted adverbials Coordinating conjunctions Tenses: past, present and future Coordinating and Subordinating conjunctions Subordinating conjunctions (A WHITE BUS) Co-ordinating conjunctions (FANBOYS) Prepositions Simple tenses: past, present and future

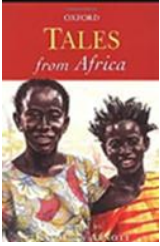
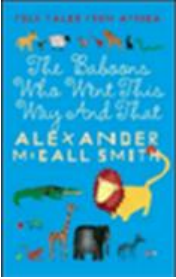
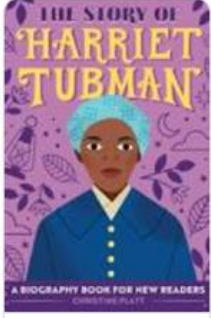
Year 5 English Overview



Term	Key texts	Purpose and Genre	New grammar skills taught	Revision of grammar skills
Spring 1		Narrative-Persuasive letter (6 Weeks)	<ul style="list-style-type: none"> Modal verbs Pronouns Advanced punctuation: semi-colons and colons, dashes, ellipsis 	<p>Word class: nouns, verbs, adjectives.</p> <p>Basic skills: punctuation and capital letters.!?</p> <p>Pronouns</p>
Spring 2		<p>Newspaper report (2 weeks)</p> <p>Persuasive letter -We Can Save the Planet/ Letter to the prime minister. (2 weeks) oracy opportunity.</p> <p>Personification poetry (1 week)</p> <p>Eexplanation – How does the recycling centre work? How to save the planet.</p>	<ul style="list-style-type: none"> Commas to separate speech from a sentence Imperative Subordinating conjunctions Subordinating clauses Personal pronouns Past simple Past progressive Present simple Present progressive 	<p>Word class: nouns, verbs, adjectives.</p> <p>Basic skills: punctuation and capital letters.!?</p> <p>Modal verbs</p> <p>Punctuating direct speech</p> <p>Inverted commas</p> <p>Direct speech</p> <p>Reported speech</p>

Year 5 English Overview



Term	Key texts	Purpose and genre	New grammar skills taught	Revision of grammar skills
Summer 1	 	Narrative Play script of Pumpkin Folk Tale (3 or 4 weeks) – oracy opportunities Write an African Folk Tale (2 or 3 weeks) (Maybe goes over into	<ul style="list-style-type: none"> Adverbs and adverbials Brackets Colons 	Adverbs Tenses <ul style="list-style-type: none"> Simple present & simple past Present progressive Past progressive
Summer 2		Non-fiction First Person Accounts of Life on the Middle Passage - Biography of Harriet Tubman – Oracy opportunities	<ul style="list-style-type: none"> Ongoing revision of grammar 	Apostrophes for possession, singular and plural

National Curriculum spelling overview



Year 5/6	<p>endings which sound like /ʃəs/ spelt -cious (e.g. vicious)</p> <p>endings which sound like /ʃəs/ spelt -tious (e.g. cautious)</p>	<p>endings which sound like /ʃəl/ spelt -cial (e.g. official)</p> <p>endings which sound like /ʃəl/ spelt -tial (e.g. essential)</p>	<p>words ending in -ant (e.g. observant)</p> <p>words ending in -ance (e.g. observance)</p> <p>words ending in -ancy (e.g. hesitancy)</p> <p>words ending in -ent (e.g. decent)</p> <p>words ending in -ence (e.g. obedience)</p> <p>words ending in -ency (e.g. decency)</p>	<p>words ending in -able (e.g. adorable)</p> <p>words ending in -ably (e.g. adorably)</p> <p>words ending in -ible (e.g. possible)</p> <p>words ending in -ibly (e.g. possibly)</p>
	<p>adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, reference, referee)</p>	<p>use of the hyphen (e.g. co-ordinate)</p>	<p>/i:/ spelt ei after c (e.g. ceiling)</p>	<p>words containing the letter-string ough (e.g. brought)</p>
	<p>words with silent letters (e.g. island)</p>	<p>homophones and other words that are often confused (e.g. practice/practise)</p>		
	<p>statutory word list</p>			
	<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip(-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</p>			

Year 5 Reading Skills



Year 5 and 6 Reading Assessment



RETRIEVE

1. Summarising main ideas from more than one paragraph, identifying key details which support the main ideas.
2. Retrieving, recording and presenting information from non-fiction.
3. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
4. Distinguish between statements of fact and opinion.



PERFORM

1. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
2. Learning a wider range of poetry by heart.



INTERPRET

1. Asking questions to improve their understanding.
2. Drawing inferences such as characters' feelings, thoughts and motives from their actions.
3. Justifying inferences with evidence.
4. Predicting what might happen from details stated and implied.
5. Making comparisons within and across books.
6. Identifying and explaining how meaning is enhanced through choice of words and phrases.



VIEWPOINT

1. Identifying themes in a wide range of books.
2. Providing reasoned justifications for their views.



CHOICE

1. Identifying how language, structure, and presentation contribute to meaning.
2. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader.
3. Reading books that are structured in different ways and reading for a range of purposes.
4. Identifying conventions in a wide range of books.



REVIEW

1. Recommending books that they have read to their peers, giving reasons for their choices.
2. Read for pleasure, build reading stamina and discuss books, poems and other texts with other children.
3. Participating in discussions about books, building on their own and others' ideas and challenging views courteously.

Year 5 English Overview – Guided Reading



Autumn 1	Autumn 2	Spring 1
<div data-bbox="224 307 410 538"></div> <div data-bbox="466 307 637 518"></div> <ul style="list-style-type: none"> The First World War-Ladybird Harvest Poetry 	<div data-bbox="838 312 980 486"></div> <div data-bbox="1179 307 1312 486"></div> <ul style="list-style-type: none"> Life in the Trenches The Christmas Truce by Carol Ann Duffy 	<div data-bbox="1791 312 1964 525"></div> <ul style="list-style-type: none"> Recyclool Leaflet: composting BBC News Articles: Earthquakes/Volcanoes City Jungle Pie Corbett
Spring 2	Summer 1	Summer 2
<div data-bbox="310 829 527 1009"></div> <ul style="list-style-type: none"> Various news articles about pollution SATS paper: Vesuvius Magazine Article on Climate Change 	<div data-bbox="817 798 958 1009"></div> <div data-bbox="1016 798 1169 1035"></div> <div data-bbox="1268 798 1462 1035"></div> <ul style="list-style-type: none"> Africa: Satellite Views On the Serengeti by Marilyn Watts Human Cargoes: Historic Sources about the Slave Trade 	<div data-bbox="1791 798 1964 978"></div> <ul style="list-style-type: none"> A Life of Slavery Poetry Slam choice