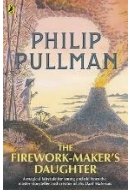
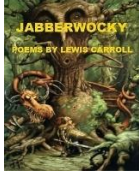




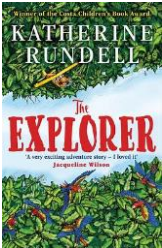
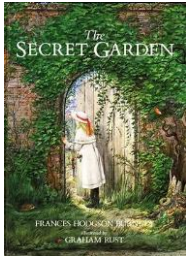
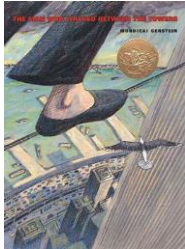
Year 5 – English Overview

| Autumn Term | Autumn 1 | | Autumn 2 | | |
|-------------------|---|---|---|--|--|
| Topic: | Dynamic Dynasties | | Dynamic Dynasties | | |
| Text Type: | Whole School Literacy Project | Contemporary fiction | Poetry | Narrative - fiction | Film Narrative (Christmas) |
| Text: | | Firework Maker’s Daughter by Phillip Pullman  | Jabberwocky by Lewis Carroll  | The Boy with the Bronze Axe by Kathleen Fidler  | The Unexpected Guest The Literacy Shed  |
| Writing Outcomes: | | Character description <u>Letter to her father, from Lila, persuading him to let her become a firework maker.</u> <u>Narrative – plan an ending with suspense</u> <u>Write the missing chapter – Raxvani’s back story</u> | <u>Write own version</u> <u>Investigate poetic structure and devices in the poem.</u> | <u>Newspaper report</u> Description <u>Diary entry</u> <u>Persuasive writing to save the village</u> <u>CST: Big Question Lesson (Family and Community, Solidarity)</u> | <u>Explanation text – explaining Christmas</u> <u>Narrative creating tension– Nathan's first venture into the forest after the crash.</u> Watch the film on YouTube with subtitles on. Discuss how the song lyrics link with the action <u>CST: Big Question Lesson (Dignity of the Human Person, Option for the Poor and Vulnerable, Solidarity)</u> |
| Grammar focus: | SU1: Use knowledge of spelling patterns to spell new words and spell words with silent letters e.g. knight, limb, etc SU2.1: use and understand spelling patterns of word endings that sound the same: -cious and -tious. SU4: Begin to learn 25 words from the Y5 spelling list. SU7: Can write simple sentences, dictated by the teacher, including words and punctuation taught. SU14: Can use correct verb tenses and pronouns. | SU2.2: use and understand spelling patterns of word endings that sound the same: -ant and -ance/-ancy. SU5: Confidently locate words in a dictionary and thesaurus. SU8.1/8.2: Can write clearly and people can read my joined writing. Can correctly join straight letters, i,l,t,u, the 2 o’clocks c,a,d,g,q, tunnel letters n,m,h,b,p, top joiners o,r,v,w, square letters x,z, odd letters f,k,j,y,e – continue teaching and opportunities to practice throughout the year. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU11.1: Can link my ideas together – refer back to intro when writing conclusion in persuasive writing. | SU3.1: Understand that some words sound the same but have different meanings – homophones. SU3.2: Can explain some of the differences between common homophones e.g. allowed/aloud, deer/dear, here/hear. SU10: Identify audience and purpose of writing. SU17: Read work aloud with suitable expression, appropriate volume and using gesture / movement. SU21.3: Understand and use an adverbial. | SU2.3: use and understand spelling patterns of word endings that sound the same: -ent and -ence/-ency. SU6: Use a thesaurus to extend vocabulary choices. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU10: Identify audience and purpose of writing. SU11.1: Can link my ideas together – refer back to intro when writing conclusion in persuasive writing. SU11.3: Choose relevant pieces of information in my writing e.g. both sides of an argument. | SU4: Be able to spell at least 25 words from the Y5 spelling list. SU6: Use a thesaurus to extend vocabulary choices. SU8.3: Can choose whether to use pen or pencil depending on the task e.g. quick notes. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU11.2: Can use organisational features to help the reader to understand the text e.g. clear, labelled diagrams in explanation/information text. SU13: evaluate and edit own and others writing, suggesting improvements. SU14: Can use correct verb tenses and pronouns. |

Year 5 – English Overview

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| | <p>SU21.2: Understand and use a relative clause.</p> | <p>SU11.3: Choose relevant pieces of information in my writing e.g. both sides of an argument. SU12.2: Can explain the mood of a character by using the setting description e.g., weather to show feelings of character. SU12.3: Can write stories which keep the reader interested through the quick pace and action. SU12.5: Can make my characters interact by using direct and reported speech. SU13: evaluate and edit own and others writing, suggesting improvements. SU14: Can use correct verb tenses and pronouns. SU16: Distinguish between language of speech and writing. SU22: Use inverted commas and relevant punctuation to show speech and a new line for each new speaker.</p> | | <p>SU12.1: Can describe a setting including symbolism to develop action e.g. The blood-red dragon. SU13: evaluate and edit own and others writing, suggesting improvements. SU14: Can use correct verb tenses and pronouns. SU15: Ensure correct subject and verb agreement when using plural and singular. SU18: Use suitable conjunctions for the text type. SU19: Consistently use the correct tense when writing. SU20: Use relative clauses beginning with who, which, where, when, whose and that (subordinate clause) SU23: Use commas to separate clauses and in a list</p> | <p>SU15: Ensure correct subject and verb agreement when using plural and singular. SU18: Use suitable conjunctions for the text type. SU19: Consistently use the correct tense when writing. SU21.2: Understand and use modal verbs. SU23: Use commas to separate clauses and in a list</p> |
| Length of unit: | 3 weeks | 4 weeks | 1-2 weeks | 3-4 weeks | 2 weeks |

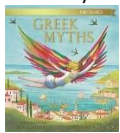


Year 5 – English Overview

| Spring Term | Spring 1 | | Spring 2 |
|-------------------|--|--|--|
| Topic: | Sow, Grow and Farm | | Sow, Grow and Farm |
| Text Type: | Contemporary fiction | Classic - Fiction | Picture book |
| Text: | <p>The Explorer by Katharine Rundell and Hannah Horn</p>  | <p>The Secret Garden by Frances Hodgson Burnett</p>  | <p>The Man Who Walked Between the Towers by Mordcai Gerstein</p>  |
| Writing Outcomes: | <p><u>Narrative to include</u> <u>Conversation – direct and indirect speech</u> <u>Newspaper report- non-fiction</u> <u>Diary entry</u> <u>CST: Big Question Lesson (Family and Community, Option for the Poor and Vulnerable, Solidarity)</u></p> | <p><u>Setting description - garden</u> <u>Persuasive letter from Mary or Colin.</u> <u>Character profiles</u> <u>Write the next chapter or a new ending/own version of a secret garden story.</u> <u>CST: Big Question Lesson (Stewardship, Rights and Responsibilities, Option for the Poor and Vulnerable, Dignity of the Human Person)</u></p> | <p>Setting description <u>Narrative – courtroom scene</u> <u>Police report</u> <u>Speech – judge sentencing.</u></p> |
| Grammar focus: | <p>SU6: Use a thesaurus to extend vocabulary choices. SU7: Can write simple sentences, dictated by the teacher, including words and punctuation taught. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU12.1: Can describe a setting including symbolism to develop action e.g. The blood-red dragon. SU12.2: Can explain the mood of a character by using the setting description e.g., weather to show feelings of character. SU12.3: Can write stories which keep the reader interested through the quick pace and action. SU12.5: Can make my characters interact by using direct and reported speech.</p> | <p>SU6: Use a thesaurus to extend vocabulary choices. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU11.1: Can link my ideas together – refer back to intro when writing conclusion in persuasive writing. SU11.3: Choose relevant pieces of information in my writing e.g. both sides of an argument. SU12.1: Can describe a setting including symbolism to develop action e.g. The blood-red dragon. SU12.2: Can explain the mood of a character by using the setting description e.g., weather to show feelings of character.</p> | <p>SU6: Use a thesaurus to extend vocabulary choices. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU10: Identify audience and purpose of writing. SU11.3: Choose relevant pieces of information in my writing e.g. both sides of an argument. SU12.1: Can describe a setting including symbolism to develop action e.g. The blood-red dragon. SU13: evaluate and edit own and others writing, suggesting improvements. SU14: Can use correct verb tenses and pronouns. SU18: Use suitable conjunctions for the text type. SU19: Consistently use the correct tense when writing. SU20: Use relative clauses beginning with who, which, where, when, whose and that (subordinate clause) SU23: Use commas to separate clauses and in a list</p> |

Year 5 – English Overview

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|------------------------|---|--|---------|
| | <p>SU13: evaluate and edit own and others writing, suggesting improvements.</p> <p>SU14: Can use correct verb tenses and pronouns.</p> <p>SU16: Distinguish between language of speech and writing.</p> <p>SU18: Use suitable conjunctions for the text type.</p> <p>SU19: Consistently use the correct tense when writing.</p> <p>SU20: Use relative clauses beginning with who, which, where, when, whose and that (subordinate clause)</p> <p>SU22: Use inverted commas and relevant punctuation to show speech and a new line for each new speaker.</p> <p>SU23: Use commas to separate clauses and in a list</p> | <p>SU12.3: Can write stories which keep the reader interested through the quick pace and action.</p> <p>SU12.5: Can make my characters interact by using direct and reported speech.</p> <p>SU13: evaluate and edit own and others writing, suggesting improvements.</p> <p>SU14: Can use correct verb tenses and pronouns.</p> <p>SU16: Distinguish between language of speech and writing.</p> <p>SU18: Use suitable conjunctions for the text type.</p> <p>SU19: Consistently use the correct tense when writing.</p> <p>SU20: Use relative clauses beginning with who, which, where, when, whose and that (subordinate clause)</p> <p>SU22: Use inverted commas and relevant punctuation to show speech and a new line for each new speaker.</p> <p>SU23: Use commas to separate clauses and in a list</p> | |
| Length of unit: | 5 weeks | 5 weeks | 3 weeks |

Year 5 – English Overview

| Summer Term | Summer 1 (short term) | Summer 2 | |
|--------------------------|--|---|---|
| Topic: | Groundbreaking Greeks | Groundbreaking Greeks | |
| Text Type: | Myths and Legends | Contemporary Fiction | Picture Book |
| Text: | <p>Orchard Greek Myths Hardcover – 3 Oct. 2013 by Geraldine McCaughrean (Author), Emma Chichester Clark (Illustrator)</p>  | <p>Who Let the God's Out? By Maz Evans</p>  | <p>The Arrival by Shaun Tan</p>  |
| Writing Outcomes: | <p><u>Design and describe their own God</u> <u>Features of a myth / legend</u> <u>Write their own myth / legend.</u> <u>Information text/fact file about their God</u></p> | <p>Letter writing Diary entry <u>Recount</u> <u>News report</u></p> | <p><u>Farewell letter/diary entry from Father to daughter</u> <u>narrative based on an extract</u> <u>CST: Big Question Lesson (Dignity of the Human Person, Family and Community, Option for the Poor and Vulnerable, Solidarity, Rights and Responsibilities.)</u></p> |
| Grammar focus: | <p>SU6: Use a thesaurus to extend vocabulary choices. SU7: Can write simple sentences, dictated by the teacher, including words and punctuation taught. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU11.2: Can use organisational features to help the reader to understand the text e.g. clear, labelled diagrams in explanation/information text. SU13: evaluate and edit own and others writing, suggesting improvements. SU14: Can use correct verb tenses and pronouns. SU15: Ensure correct subject and verb agreement when using plural and singular. SU18: Use suitable conjunctions for the text type. SU19: Consistently use the correct tense when writing. SU20: Use relative clauses beginning with who, which, where, when, whose and that (subordinate clause)</p> | <p>SU6: Use a thesaurus to extend vocabulary choices. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU12.1: Can describe a setting including symbolism to develop action e.g. The blood-red dragon. SU13: evaluate and edit own and others writing, suggesting improvements. SU14: Can use correct verb tenses and pronouns. SU15: Ensure correct subject and verb agreement when using plural and singular. SU18: Use suitable conjunctions for the text type. SU19: Consistently use the correct tense when writing. SU23: Use commas to separate clauses and in a list SU24: Convert nouns / adjectives to verbs using suffixes -ate, -ise and -ify.</p> | <p>SU6: Use a thesaurus to extend vocabulary choices. SU9: Find features of text, plan own writing to include features which makes writing clear to reader. SU10: Identify audience and purpose of writing. SU12.1: Can describe a setting including symbolism to develop action e.g. The blood-red dragon. SU12.2: Can explain the mood of a character by using the setting description e.g., weather to show feelings of character. SU12.3: Can write stories which keep the reader interested through the quick pace and action. SU12.4: Can summarise my writing. SU12.5: Can make my characters interact by using direct and reported speech. SU13: evaluate and edit own and others writing, suggesting improvements. SU14: Can use correct verb tenses and pronouns. SU15: Ensure correct subject and verb agreement when using plural and singular. SU18: Use suitable conjunctions for the text type. SU19: Consistently use the correct tense when writing. SU20: Use relative clauses beginning with who, which, where, when, whose and that (subordinate clause) SU23: Use commas to separate clauses and in a list</p> |
| Length of unit: | 3 -4 weeks | 4 weeks | 3 weeks |