Year 5
English Curriculum Overview
Writing

Term/Topic	Autumn 1 Beast Creator	Autumn 2 Stargazers	Spring 1 Pharaohs	Spring 2 Peasants, Princes and Paupers	Summer 1 Off With Her Head	Summer 2 Scream Machine
Texts	Setting Description – Beast Creator Skellig – David Almond	The First Man in Space – CT Text Neil Armstrong/Apollo 11 Report	Egyptian Cinderella – Shirley Climo The Discovery of the Tomb of Tutankhamen – Howard Carter	The Black Death – CT Newspaper Report Instructions for Survival - CT	Henry VIII's Shoes – Karen Wallace	Persuasive Advert – CT Recount
Writing outcomes	Create a description using a range of vocabulary, devices and punctuation - **Setting Description (Beast Creator)** Construct narratives using vocabulary studied, making a conscious choice of language and punctuation - **Tale of Fear, Skellig.**	To entertain the reader by creating a Diary in character – **First Man in Space (Neil Armstrong)** Inform the reader using understanding of Non-Fiction information - **Report – Neil Armstrong and Apollo 11**	To entertain a reader by Constructing narratives using vocabulary studied, making a conscious choice of language and punctuation - **Egyptian Cinderella – Rags to Riches** To inform the reader - **Biography of Howard Carter**	To inform - **Newspaper Report – The Black Death** To Guide a reader - **instructions for use during The Black Death**	To entertain a reader by Constructing narratives – **Finding Tale – Henry VIII's Shoes** Argument For/Against – Was Henry VIII a noble ruler?	To inform and Entertain - **Persuasive Advert – The Scariest Coaster Ever** To Recount an event – **Recount of Trip**
Composition and effect:	• Identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Noting and developing initial ideas, drawing on reading and research where necessary • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Progressively building a varied and rich vocabulary and an increasing range of sentence structures. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character & advance action • Precising longer passages • Using a wide range of devices to build cohesion		• Noting and developing initial ideas, drawing on reading and research where necessary • Progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Using further organisational and presentational devices to structure text and to guide the reader [headings, bullet points, underlining]	

			within and across paragraphs.
Editing and improving work:	• Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors • Ensuring consistent and correct use of tense throughout a piece of writing.	•Assessing the effectiveness of their own and others' writing. •Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning •Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register •Proof read for spelling and punctuation errors •Ensuring consistent and correct use of tense throughout a piece of writing.	•Assessing the effectiveness of their own and others' writing. •Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning •Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register •Proof read for spelling and punctuation errors •Ensuring consistent and correct use of tense throughout a piece of writing.
Grammar and punctuation:	• Recap use of inverted commas and other punctuation to indicate direct speech [Eg, a comma after the reporting clause: The conductor shouted, "Sit down!"] • Use and understand the grammatical terminology in English Appendix 2 Pg 68 by: •using the perfect form of verbs to mark relationships of time and cause •using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun •convert nouns or adjectives into verbs using suffixes [eg –ate, -ise, -ify] •verb prefixes [eg dis-, de-, mis-, over-, re-]	• Using commas after fronted adverbials [Later that day, I heard the bad news] • Indicating possession by using the possessive apostrophe with singular and plural nouns [the girls' names] •using a wide range of devices to build cohesion within [then, after that, this, firstly] and across paragraphs using adverbials of time [later], place [nearby], number [secondly] or tense choices [he had seen her before]	• Develop understanding of the concepts set out in English Appendix 2 Pg 68 when discussing writing: Modal verb, relative pronoun, Relative clause, Parenthesis, bracket, dash, Cohesion, ambiguity • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis
Spelling	Recap homophones, words that are often misspelt, prefixes and suffixes and understand how to add them. Revise the possessive apostrophe in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]	Spelling – see English Appendix 1 Pg 56-62 - spell some words with 'silent' letters [eg knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused. To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1 Spelling – see English Appendix 1 Pg 56-62 Use further prefixes and understand the guidance for adding them	Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far. (transcription)
Speaking and listening/ Drama:	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates	• speak audibly and fluently with an increasing command of Standard English • gain, maintain and monitor the interest of the listener(s) • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • articulate and justify	• use relevant strategies to build their vocabulary • select and use appropriate registers for effective communication. • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • gain, maintain and

		answers, arguments and opinions	monitor the interest of the listener(s)

Reading

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Texts	Varjak Paw – SF Said	Northern Lights – Phillip Pullman	Northern Lights – Phillip Pullman	The Kiss of Death – Malcolm Rose	Treason – Berlie Doherty	The Boy Who Swam With Piranhas – David Almond
Reading: Word reading:	•Apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately. •Read all words containing spelling patterns identified in appendix 1 •Convert nouns or adjectives into verbs using suffixes such as –ate; –ise; –ify •Recognise and read verb prefixes such as dis–, de–, mis–, over– and re– •Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience.		•Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. •Know how words are related by meaning as synonyms and antonyms such as big, large, little		•Fluently and effortlessly read a range of texts, using appropriate intonation, volume and tone, making meaning clear to the audience. •Know the difference between vocabulary used for formal and informal speech and writing.	
Comprehension:	Domain focus: 2a, 2b, 2d Skills focus: Fact retrieval Find and Copy (Word and Phrase) Multiple Choice True and False		Domain focus: 2a, 2b, 2d, 2e, 2g Skills focus: 2 point questions (using evidence to support)		Domain Focus: 2a, 2b, 2c, 2d, 2e, 2f, 1g, 1h Skills focus: 3 point questions (using evidence to support)	
Decoding	• Read common exception words.		• Work out the pronunciation of homophones, using the context of the sentence		• Read Year 5/6 word list. • Maintain fluency and accuracy when reading complex sentences, with subordinate clauses.	
Meaning	• Use a dictionary to clarify the meaning of unknown word (2a) • Discuss words and phrases that capture the reader's interest and imagination (2a) • Explain meaning of words in context • Know how suspense is built up in a story including the development of the plot		• Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Distinguish between statements of fact and opinion • Know how suspense is built up in a story including the development of the plot		• Comment on the choice of language to create moods and build tension 'Crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught (2g)	
Understanding	• Answer retrieval questions on a text by skimming scanning and text marking (2b) • Check that the books make sense to me, questioning and discussing my understanding. • Identify the main ideas in a text and summarise these (2f)		• Identify the features of different text types (2f) • Identify the main ideas in a text and summarise these (2c) • Distinguish between statement of fact and opinion		• Recognise text that contain features of more than one text type. E. g. Persuasive letter (2f)	
Detecting	• Make inference from the text / explain and justify inferences with evidence from the text. such as characters' feelings, thoughts and motives from the actions (2d)		• Justify predictions with evidence from the text (2e)		• Predict what might happen from details stated and implied (2e)	
Connecting	• Make comparisons within and across a text		• Recognise different forms of poetry and read them aloud		• Discuss an increasingly wide range of fiction, poetry, plays,	

	• Identify themes and conventions within a book.	• Make comparisons within and across books • Learn a wide range of poetry by heart	nonfiction and reference books. • Make connections between books by the same author. • Understand that texts reflect the time and culture in which they were written.
Responding	• Discuss my reading preferences, favourite texts and authors.	• Recommend books that I have read to my peers, giving reasons for my choices	• Recommend books that I have read to my peers, giving reasons for my choices Understand how the author wants the reader to respond