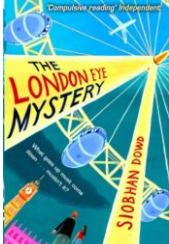
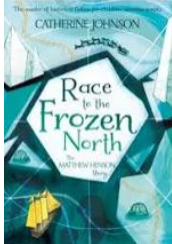
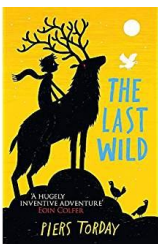
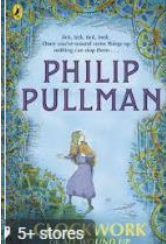
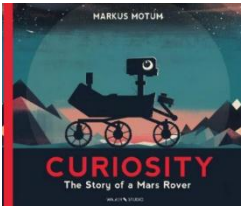
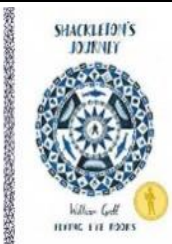
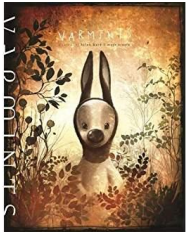


Year 5 English Overview					
<u>Autumn 1 – Class Reading Text and Writing focus</u>	<u>Autumn 2 – Class Reading Text and Writing focus</u>	<u>Spring 1 – Class Reading Text and Writing focus</u>	<u>Spring 2 - Class Reading Text and Writing focus</u>	<u>Summer 1 – Class Reading Text and Writing focus</u>	<u>Summer 2 - Class Reading Text and Writing focus</u>
Class Novel – 15 minutes per day					
					
<u>Personal Development</u> <u>Class Novel Links</u> • Bullying • Freindship • Managing real life situations	<u>Personal Development</u> <u>Class Novel Links</u> • School life • Mental Health • Counselling • Self-confidence	<u>Personal Development</u> <u>Class Novel Links</u> • Loss • Self-esteem • Fmaily • Problem Solving • Rule of Law	<u>Personal Development</u> <u>Class Novel Links</u> • Racism • Descrimination • Achievement • Resilience	<u>Personal Development</u> <u>Class Novel Links</u> • Covid19 • Nature • Extinction • Human Behaviour	<u>Personal Development</u> <u>Class Novel Links</u> • Friendship • Love • Goo and Evil • Choices and consequences
Texts covered within Writing Unit					
					

<u>Themes within Writing</u> <u>Texts</u> • Bullying • Freindship • Managing real life situations	<u>Themes within Writing</u> <u>Texts</u> • Information text • Space • Adversity • resilience	<u>Themes within Writing</u> <u>Texts</u> • Conflict • War • Miration of people • Prejudice	<u>Themes within Writing</u> <u>Texts</u> • Overcoming challenge • Real life achievements	<u>Themes within Writing</u> <u>Texts</u> • Covid19 • Nature • Extinction • Human Behaviour	<u>Themes within Writing</u> <u>Texts</u> • Urbanisation • Deforestation • Environmental issues
<u>Genre of unit 1</u> Narrative – re-telling of events – first person <u>Genre of unit 2</u> Persuasive Advert <u>Genre of unit 3</u> Trip advisor based on your hotel <u>Genre of unit 4</u> Instructions – (grinch)	<u>Genre of unit 1</u> Emotive Narrative – dialogue to progress action <u>Genre of unit 2</u> Poetry – the mirror of wishes (link to the Journey) <u>Genre of unit 3</u> Motivational Speech <u>Genre of unit 4</u> Narrative – flash back to home – stuck on ice waiting for rescue	<u>Genre of unit 1</u> NHS Warning about virus in Cotmanhay <u>Genre of unit 2</u> Poetry – rhyming couplets <u>Genre of unit 3</u> Balanced Argument – should buildings be developed on greenbelt land <u>Genre of unit 4</u> Letter – informal about habitat is being destroyed to a friend			
<u>Active English Focus unit 1</u> Nouns, verbs, Adjectives, adverbs, MAPOS, main and subordinate clauses <u>Active English Focus unit 2</u> Commands, imperative verbs, sentence openers, recap or main, subordinate and relative clauses, bullet points <u>Active English Focus unit 3</u> Prepositions, pronouns, verb choice (irregular verbs), Rhetorical questions, exclamations, formal and informal tone <u>Active English Focus unit 4</u> Determiners, coordinating conjunctions, subordinate and relative clauses, formal tone, Linking adverbs,	<u>Active English Focus unit 1</u> Questions, statements, commands and exclamations, sentence openers, Brackets, contractions, Direct and reported speech <u>Active English Focus unit 2</u> Antonyms and Synonyms, contractions, vocabulary choices, semi colons, colons, hyphens, sentence choices <u>Active English Focus unit 3</u> Recap of all word classes <u>Active English Focus unit 4</u> Metaphors, onomatopoeia, personification, alliteration and similes (MAPOS) linking sentences effectively,	<u>Active English Focus unit 1</u> Punctuation recap, openers, sentence types, speech (quotations), formal tone <u>Active English Focus unit 2</u> Present, present progressive, past, past progressive, speech, apostrophes, semi-colons <u>Active English Focus unit 3</u> Recap: word classes and all other identified areas for development, formality <u>Active English Focus unit 4</u> Colons, brackets, clauses, paragraph links			

<u>Alan Peat Sentences Applied</u>	<u>Alan Peat Sentences Applied</u>	<u>Alan Peat Sentences Applied</u>
Verb, person sentences (narrative) NOUN, who/ which/ where sentences (all genres) If, if , if, then sentences (persuasive advert) Double ly sentences (narrative) Paired Conjunctions sentences (all) Simile sentences (narrative)	2 adjective pairs sentences (narrative, motivational speech) 3 _ed sentences (narrative) Emotion word, comma sentences (motivational speech) Personification of weather sentences/ This is that sentences (narrative) Last word, first word sentences (motivational speech) Then & Now sentences (motivational speech)	NOUN, who/ which/ where sentences (all genres) Outside (inside) sentences (newspaper and balanced argument) The more, the more sentences (narrative and balanced argument) Short sentences (all) ___ing, ___ed sentences (narrative) OPTIONAL IF FIT WITHIN UNIT OF WORK: De: De sentences Adjective, same Adjective sentences 3 bad – dash question sentences Some; others sentences Irony sentences One word, one phrase definition Imagine; 3 examples sentences
The year 5 National curriculum objectives are taught both discreetly through the school ‘Whole Class Reading’ approach, and through writing lessons that are underpinned by high quality texts. As per the reading framework, although we make reference to individual reading domains (retrieval, inference, vocabulary etc), these are taught in a collaborative manner due to all reading skills being used in tandem. These will be discussed throughout lessons so children have a solid knowledge of the reading skills they are using throughout the reading process. Individual reading objectives from the NC are taught in an ongoing manner throughout the school year so they can be recapped and consolidated regularly. The objectives covered in Y5 include: Reading (or ReReading) the Text: - participate in discussions about books that are read to them, building on their own and others’ ideas Vocab: - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet Inference: - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and giving reasons for their choices which are rooted in the text Predict: - predicting what might happen from details stated across the whole text		

Retrieve:

- distinguish between statements of fact and opinion
- retrieve and record information from non-fiction

Explain:

- identifying and discussing themes in and across a wide range of writing
- identifying how structure and presentation contribute to meaning
- discuss and evaluate how authors use language, considering the impact on the reader

Summarise:

- summarising the main ideas drawn from more than 1 paragraph,

Sequence:

- making comparisons within books

Question:

- asking questions to improve their understanding

Autumn: Fluency and Comprehension Focus	Spring: Comprehension and Summary Focus	Summer: Comprehension and Performance focus
• To read a wide range of genres • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.* • To read most Y5/ Y6 exception words, • discussing the unusual correspondences between spelling and sound and where these occur in the word • To use knowledge of texts and organisation devices to retrieve, record	• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies). • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas • To make predictions based on details stated and implied, justifying them in detail with evidence from the text. • To distinguish between statements of fact and opinion • To draw inferences from characters'	• To read a wide range of genres, identifying the characteristics of text types and differences between text types. • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • To identify main ideas drawn from more than one paragraph and to summarise these. • To recommend texts to peers based on personal choice.

and discuss information from fiction and non-fiction texts. To discuss vocabulary used by the author to create effect including figurative language. To participate in discussions about books that are read to them and those they can read for themselves.		feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To evaluate the use of authors' language and explain how it has created an impact on the reader.		To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	
<u>WCR texts Autumn 1</u>	<u>WCR texts Autumn 2</u>	<u>WCR texts Spring 1</u>	<u>WCR texts Spring 2</u>	<u>WCR texts Summer 1</u>	<u>WCR texts Summer 2</u>
<u>Week 1</u> <u>Text/video/image focus</u> Physical features of North America <u>Genre of text</u> Information <u>Link to other subject</u> Geography	<u>Week 1</u> <u>Text/video/image focus</u> Greek Gods <u>Genre of text</u> Information <u>Link to other subject</u> History	<u>Week 1</u> <u>Text/video/image focus</u> Human features of North America <u>Genre of text</u> Information <u>Link to other subject</u> Geography	<u>Week 1</u> <u>Text/video/image focus</u> How the Anglo Saxon period began <u>Genre of text</u> Information <u>Link to other subject</u> History	<u>Week 1</u> <u>Text/video/image focus</u> <u>Genre of text</u> Culture similarities and differences – North America <u>Link to other subject</u> Geography	<u>Week 1</u> <u>Text/video/image focus</u> <u>Genre of text</u> Monarchs of Tudor period <u>Link to other subject</u> History
<u>Week 2</u> <u>Text/video/image focus</u> RE agnostic, atheism theist <u>Genre of text</u> Information <u>Link to other subject</u> RE	<u>Week 2</u> <u>Text/video/image focus</u> Space – Aristotle and day and night <u>Genre of text</u> Information <u>Link to other subject</u> Science	<u>Week 2</u> <u>Text/video/image focus</u> <u>Genre of text</u> Western Wall and the Second Temple <u>Link to other subject</u> RE	<u>Week 2</u> <u>Text/video/image focus</u> Race to the Frozen North Extract <u>Genre of text</u> Narrative <u>Link to other subject</u> History, geography, writing	<u>Week 2</u> <u>Text/video/image focus</u> Differences and similarities between a humanists and people how follow a religion <u>Genre of text</u> Information <u>Link to other subject</u> RE	<u>Week 2</u> <u>Text/video/image focus</u> Clockwork extract <u>Genre of text</u> Narrative <u>Link to other subject</u> Writing
<u>Week 3</u> <u>Text/video/image focus</u>	<u>Week 3</u> <u>Text/video/image focus</u>	<u>Week 3</u> <u>Text/video/image focus</u> <u>Genre of text</u>	<u>Week 3</u> <u>Text/video/image focus</u>	<u>Week 3</u> <u>Text/video/image focus</u>	<u>Week 3</u> <u>Text/video/image focus</u>

Song from Somewhere Else extract Genre of text Narrative Link to other subject English Writing	Boy in girls bathroom extract Genre of text Narrative Link to other subject English Writing and PSHE	The London Eye Mystery extract Link to other subject Writing	Video – Endurance discovery with supporting text Genre of text Video clip Link to other subject History	The Last Wild – meeting animals extract at ring of trees Genre of text Narrative Link to other subject Writing, science (extinction)	Who is Guru Nanak and why is he important to Sikhs? Genre of text Information Link to other subject RE
Week 4 Text/video/image focus Cities of North America Genre of text Information Link to other subject Geography	Assessment Week	Week 4 Text/video/image focus Lifecycle of a butterfly – pre-teach Genre of text Information Link to other subject Science	Assessment Week	Week 4 Text/video/image focus Slave trade and its origins Genre of text Information Link to other subject History	Assessment Week
Week 5 Text/video/image focus Properties of materials Genre of text Information text Link to other subject Science	Week 5 Text/video/image focus Short parables Genre of text Narrative Link to other subject RE	Week 5 Text/video/image focus Genre of text Christopher Columbus and George Washington Link to other subject Geography/History	Week 5 Text/video/image focus Friction, air resistance, gravity etc - consolidation Genre of text Information Link to other subject Science	Week 5 Text/video/image focus Chemical changes Genre of text Information Link to other subject Science	Week 5 Text/video/image focus Stages of life for humans Genre of text Information Link to other subject Science
Week 6 Text/video/image focus Firework Night – Enid Blyton Genre of text Poetry	Week 6 Text/video/image focus The Jabberwocky Genre of text Poetry Link to other subject	Week 6 Text/video/image focus Revolt Rhyme – hansel and Gretel Genre of text Poetry	Week 6 Text/video/image focus If Rudyard Kipling Genre of text Poetry Link to other subject	Week 6 Text/video/image focus At the window Listening – Pie Corbett Genre of text	Week 6 Text/video/image focus The King of the Dinosaurs – Paul Cookson

<u>Link to other subject</u> PSHE	Writing	<u>Link to other subject</u> Writing	Writing	Poetry <u>Link to other subject</u> Writing	<u>Genre of text</u> Poetry <u>Link to other subject</u> Writing
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