

English Overview Year – 5

Term 1.1	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – The Lion, The Witch and The Wardrobe by C.S.Lewis</p> <p>Other suggested linked texts- The Shadow Forest by Matt Haig The Tempest - Shakespeare</p> <p>Poetry Spine - I believe in magic by Cassidy F. Chate</p> <p>Comprehension Focus- Retrieval</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • Use figurative language and expanded noun phrases to write a setting description • Use organisational devices to write a non-chronological report • To use relative clauses beginning with who, which, whose, when, where and that to add extra information in the non-chronological reports • Punctuating bullet points consistently. <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Setting descriptions linked to the island and the class novel • Riddles linked to the portal for the opening and poetry (cinquain) • Fantasy narrative – writing an opening • Non-chronological reports on gold or a precious stone • <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Figurative language: metaphors, similes, personification • Expanded noun phrases • Subheadings • Paragraphs • Bullet points • Relative clauses and pronouns • Converting nouns or adjectives into verbs using suffixes
Term 1.2	
Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Room 13 by Robert Swindles</p> <p>Other suggested linked texts- The Woman in White by Wilkie Collins I was there...Tutankhamun’s Tomb by Sue Reid Play scripts on the Egyptian Gods</p> <p>Poetry Spine - ‘The Piped Piper of Hamelin’ by Robert Browning (Bob Cox)</p> <p>Comprehension Focus- Deduction Dictionary and thesaurus games</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • Use organisational devices to write a chronological report • Linking ideas across paragraphs using adverbials of time in a chronological report and a short story • Devices to build cohesion within a paragraph • To use colons to introduce a list <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Chronological report finding Tutankhamun’s tomb • Mystery stories linked to the mummy’s curse (write an alternative ending) (Link to The Woman in White – Bob Cox) • The Old Oak Chest links to suspense and mystery <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Paragraphs, headlines, subheadings • Ellipses • Short sentences for impact • Time adverbials • Colons

English Overview Year – 5

Term 2.1

Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Jamie Drake Equation by Christopher Edge</p> <p>Other suggested linked texts- Northern Lights by Philip Pullman Sunset by Harold Monro (Bob Cox)</p> <p>Poetry Spine – Performance Poetry – poetry SLAM</p> <p>Comprehension Focus- Deduction Non-fiction – use contents pages and indexes to locate information.</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <p>Use brackets or commas to indicate parenthesis in a myth and a newspaper report.</p> <p>To use passive voice to affect the presentation of information in the newspaper report.</p> <p>To use the perfect form of verbs to mark relationships of time and cause in the newspaper report</p> <p>In narratives, describe the setting and create atmosphere</p> <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Setting description of the moon • Balanced argument – should aliens be allowed to live on Earth? Should tourists be allowed to visit space? • Newspaper report on the trip/Space Race/alien discovery • Graphic novels on an alien <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Passive verbs • Time openers • Quotes • Reported speech • Use brackets, dashes or commas to indicate parenthesis

Term 2.2

Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p> <p>Class Novel – Wild Boy by Rob Lloyd Jones</p> <p>Other suggested linked texts- War Horse by Michael Morpurgo Charlotte’s Web by E.B.White</p> <p>Poetry Spine – poem linked to War Horse by Brenda Williams</p> <p>Comprehension Focus- Inference Non-fiction – use contents pages and indexes to locate information.</p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • Use further organisational and presentational devices to structure a text in the set of instructions • In narratives, describe settings, characters and creating atmosphere in a character/setting description from War Horse • Ensuring the correct consistent and correct use of tense throughout a piece of writing • To begin to use semi-colons and colons to mark boundaries between independent clauses in character and setting descriptions <p><u>Suggested Writing</u></p> <ul style="list-style-type: none"> • Journey story – War Horse (character description, Agony Aunt, diary, writing an alternative ending) • Persuasive letter • Instructions on how to build a minibeast hotel <p><u>SPAG Focus</u></p> <ul style="list-style-type: none"> • Use of a hyphen to join a prefix to a root word (eg. co-operate) • Synonyms and antonyms • Prepositional phrases • Different sentence types - De:De and tell:show; to describe settings and characters • Tense (being consistent in present or past tense – look at past progressive, past perfect etc)

Term 3.1

Reading	Writing
<p><u>Outcomes – see NC Statutory Requirements</u></p>	<p><u>National Curriculum Outcomes (in bold)</u></p> <ul style="list-style-type: none"> • Use brackets, dashes and commas to indicate parenthesis

<p>Class Novel – Wild Boy by Rob Lloyd Jones (cont'd)</p> <p>Other suggested linked texts- The Boy Who Swan With The Piranhas by David Almond The Invention of Hugo Cabret by Brian Selznick Poetry Spine – Great City Poem by Harold Monro (Bob Cox)</p> <p>Comprehension Focus- Authorial intent</p>	<ul style="list-style-type: none"> • Distinguish between homophone and other words that are often confused • In narratives, describe settings, characters and creating atmosphere <p>Suggested Writing</p> <ul style="list-style-type: none"> • Poetry linked to movement and sounds of the rides • Dialogue between two people on a ride • Tale of fear/warning story – focus personification <p>SPAG Focus</p> <ul style="list-style-type: none"> • Dialogue with action • Use brackets, dashes and commas to indicate parenthesis • Prepositional phrases - spelling • Powerful verbs • Onomatopoeia • Personification • Homophones
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Term 3.2

Reading	Writing
<p>Outcomes – see NC Statutory Requirements</p> <p>Class Novel – First blood: Spy Master by Jan Burchett</p> <p>Other suggested linked texts- A traveller in time by Allison Uttley</p> <p>Play scripts around Henry VIII</p> <p>Poetry Spine - If by Rudyard Kipling</p> <p>Comprehension Focus- Inference</p>	<p>National Curriculum Outcomes (in bold)</p> <ul style="list-style-type: none"> • Ensure correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register in their biographies • Use commas to clarify meaning or avoid ambiguity • Using modal verbs or adverbs to indicate degrees of possibility in their persuasive letter <p>Suggested Writing</p> <ul style="list-style-type: none"> • Poetry • Persuasive letter – Anne persuading Henry not to behead her • Biography about Henry VIII, Anne Boleyn or Catherine of Aragon • Diary from a servants point of view • Balanced argument – Was Henry VIII justified divorcing his first wife? <p>SPAG Focus</p> <ul style="list-style-type: none"> • Commas to mark clauses • Coordinating and subordinating conjunctions • Emotive language • Rhetorical questions • Modal verbs