

## English Overview Year – 5 2025 - 2026

Term 1.1	
Reading	Writing
<p><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> – Room 13 by Robert Swindles</p> <p><b>Other suggested linked texts-</b> The Woman in White by Wilkie Collins</p> <p><b>Story Type - Warning</b> - The Old Oak Chest <b>Focus - Suspense</b> <b>Innovation-</b> sequel</p> <p><b>Poetry Spine</b> – The Listeners by Walter De La Mere (Bob Cox/Oak academy)</p> <p><b>Comprehension Focus-</b> Retrieval</p>	<p><b>National Curriculum Outcomes (in bold)</b></p> <ul style="list-style-type: none"> <li>• <b>Use organisational devices</b> to write a letter</li> <li>• <b>Linking ideas across paragraphs using adverbials of time</b> a short story</li> <li>• <b>Devices to build cohesion within a paragraph</b></li> <li>• <b>In narratives, describe settings, characters and creating atmosphere</b></li> <li>• <b>Using modal verbs or adverbs to indicate degrees of possibility</b> in their persuasive letter</li> </ul> <p><b>Suggested Writing</b></p> <ul style="list-style-type: none"> <li>• Warning story – The Old Oak Chest - Innovate by sequel</li> <li>• IA – write own warning story</li> <li>• Explore how Wilkie Collins created suspense in woman in white</li> <li>• Using grammatical devices to create suspense (Foggy path image)</li> <li>• Setting description (creating atmosphere) describing room where the old oak chest is</li> <li>• Persuasion – Old oak chest (Recall HRFP)</li> <li>• Write a letter persuading the chn not to go in the spare room and open the chest.</li> </ul> <p><b>SPAG Focus</b></p> <ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Ellipses</li> <li>• Short sentences for impact</li> <li>• Time adverbials</li> <li>• Colons</li> <li>• Figurative language: metaphors, similes, personification</li> <li>• Rhetorical questions</li> <li>• Dialogue with action</li> <li>• Modal verbs</li> </ul>
Term 1.2	
Reading	Writing
<p><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> – The Lion, The Witch and The Wardrobe by C.S.Lewis</p> <p><b>Other suggested linked texts-</b></p> <p><b>Story Type - Portal</b> The Emerald City <b>Focus - setting</b> <b>Innovation-</b> prequel</p>	<p><b>National Curriculum Outcomes (in bold)</b></p> <ul style="list-style-type: none"> <li>• <b>Use figurative language and expanded noun phrases</b> to write a setting description</li> <li>• <b>To use relative clauses beginning with who, which, whose, when, where and that</b></li> <li>• <b>Linking ideas across paragraphs using adverbials of time</b></li> <li>• <b>In narratives, describe settings</b></li> </ul> <p><b>Suggested Writing</b></p> <ul style="list-style-type: none"> <li>• Portal story innovate by prequel</li> <li>• IA – own portal story</li> </ul>

**Poetry spine –**

The Magic Box – Kit Wright

**Comprehension Focus-** Deduction  
Dictionary and thesaurus games

- Setting description about the castle in Emerald City
- Turning derelict castle description into pristine castle
- Diary entry from emperors POV
- Innovate the Magic Box – The Magic Door

**SPAG Focus**

- Figurative language: metaphors, similes, personification
- Expanded noun phrases
- Commas to mark clauses
- Coordinating and subordinating conjunctions
- Relative clauses and pronouns
- Converting nouns or adjectives into verbs using suffixes
- Coordinating and subordinating conjunctions
- Speech dialogue

## English Overview Year – 5

Term 2.1	
Reading	Writing
<p><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> – Jamie Drake Equation by Christopher Edge</p> <p><b>Other suggested linked texts-</b> Northern Lights by Philip Pullman</p> <p><b>Non-fiction unit</b> – TFW Rhiswanozebtah <b>Focus - Description</b></p> <p><b>Poetry Spine</b> – Performance Poetry – poetry SLAM</p> <p><b>Comprehension Focus-</b> Deduction Non-fiction – use contents pages and indexes to locate information.</p>	<p><b>National Curriculum Outcomes (in bold)</b>  <b>Use organisational devices</b> to write a non-chronological report  <b>Punctuating bullet points consistently.</b>  <b>Use further organisational and presentational devices to structure a text</b>  <b>To use colons to introduce a list</b>  <b>Use brackets or commas to indicate parenthesis</b> in an information text.</p> <p><b>Suggested Writing</b></p> <ul style="list-style-type: none"> <li>• Non-chron report – Rhiswanozebtah – innovate by creating own creature</li> <li>• IA – information text about unknown creature/real creature</li> <li>• Free write – including creature</li> <li>• <u>Short burst</u></li> <li>• Character description of creature</li> <li>• Spine poem</li> <li>• <u>Play scripts</u></li> <li>• Reading and performing</li> </ul> <p><b>SPAG Focus</b></p> <ul style="list-style-type: none"> <li>• Subheadings</li> <li>• Paragraphs</li> <li>• Bullet points</li> <li>• Paragraphs, headlines, subheadings</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul>
Term 2.2	
Reading	Writing
<p><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> – Goodnight Mr Tom by Michelle Magorian</p> <p><b>Story Type - Journey</b> – linked to War Horse <b>Focus – Description &amp; dialogue</b> <b>Innovation- Point of View</b></p> <p><b>Poetry Spine</b> – This is the Place by Tony Warren</p> <p><b>Comprehension Focus-</b> Inference</p>	<p><b>National Curriculum Outcomes (in bold)</b></p> <ul style="list-style-type: none"> <li>• <b>In narratives, describe settings, characters and creating atmosphere</b> in a character/setting description from War Horse</li> <li>• <b>Ensuring the correct consistent and correct use of tense throughout a piece of writing</b></li> <li>• <b>To begin to use semi-colons and colons to mark boundaries between independent clauses</b> in character and setting descriptions</li> </ul> <p><b>Suggested Writing</b></p> <ul style="list-style-type: none"> <li>• Journey story –innovate by Point of View</li> <li>• Agony aunt letter</li> <li>• Dialogue between _____</li> <li>• Diary entry from Joey’s POV of him being taken on the boat to Germany/from Joey’s POV of being trapped in No Man’s land</li> <li>• Setting description of no man’s land/boat on the way to Germany from Joey’s POV</li> </ul> <p><b>SPAG Focus</b></p> <ul style="list-style-type: none"> <li>• Use of a hyphen to join a prefix to a root word (eg. co-operate)</li> <li>• Synonyms and antonyms</li> <li>• Prepositional phrases</li> </ul>

Non-fiction – use contents pages and indexes to locate information.	<ul style="list-style-type: none"> <li>• Different sentence types - De:De and tell:show; to describe settings and characters</li> <li>• Tense (being consistent in present or past tense – look at past progressive, past perfect etc)</li> <li>• Dialogue with action</li> </ul>
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### Term 3.1

Reading	Writing
<p><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> – Goodnight Mr Tom by Michelle Magorian Cont'd</p> <p><b>Other suggested linked texts-</b> Harry Potter by JK Rowling</p> <p><b>Shortburst unit &amp; free write - TFW</b> – Villains <b>Focus – Characterisation &amp; Action</b> <b>Innovation – Genre Switch</b></p> <p><b>Poetry Spine</b> – The make-up of a villain (TFW)</p> <p><b>Comprehension Focus-</b> Authorial intent</p>	<p><b>National Curriculum Outcomes (in bold)</b></p> <ul style="list-style-type: none"> <li>• <b>Use brackets, dashes and commas to indicate parenthesis</b></li> <li>• <b>Distinguish between homophone and other words that are often confused</b></li> <li>• <b>Ensure correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register</b></li> <li>• <b>In narratives, describe settings, characters and creating atmosphere</b></li> </ul> <p><b>Suggested Writing</b></p> <ul style="list-style-type: none"> <li>• Characterisation – the make-up of a villain (TFW)</li> <li>• Innovate - Poetry to prose – turning poem into short narrative</li> <li>• IA - Create your own villain and Narrative about your own villain.</li> <li>• Characterisation of Voldemort –</li> <li>• focus on the unusual detail – poem</li> <li>• Characterisation – drip feeding a back story of Jafar</li> <li>• Villain Wiki – page</li> </ul> <p><b>SPAG Focus</b></p> <ul style="list-style-type: none"> <li>• Use brackets, dashes and commas to indicate parenthesis</li> <li>• Prepositional phrases - spelling</li> <li>• Powerful verbs</li> <li>• Onomatopoeia</li> <li>• Personification</li> <li>• Homophones</li> <li>• Colons</li> </ul>

### Term 3.2

Reading	Writing
<p><b>Outcomes – see NC Statutory Requirements</b></p> <p><b>Class Novel</b> – Wild Boy by Rob Lloyd Jones continued</p> <p><b>Non-fiction unit – Newspapers</b> <b>Other suggested linked texts-</b> Harry Potter by JK Rowling</p>	<p><b>National Curriculum Outcomes (in bold)</b></p> <ul style="list-style-type: none"> <li>• <b>Ensure correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing the appropriate register</b></li> <li>• <b>Use commas to clarify meaning or avoid ambiguity</b></li> <li>• <b>Use brackets or commas to indicate parenthesis</b> in a newspaper report.</li> <li>• <b>To use passive voice to affect the presentation of information</b> in the newspaper report.</li> <li>• <b>To use the perfect form of verbs to mark relationships of time and cause</b> in the newspaper report</li> </ul>

**Poetry Spine** – Jabberwocky by  
Lewis Carroll

**Comprehension Focus-**  
Inference

- **Use further organisational and presentational devices to structure a text** in a newspaper report and graphic novel

**Suggested Writing**

- Newspaper report – about a real event (in school or in the news at the time)
- IA – about a real event (in school or in the news at the time)
- Write an opening paragraph for a newspaper report
- Poetry – Jabberwocky
- Innovate poem with own setting and creature
- Performance

**SPAG Focus**

- Commas to mark clauses
- Coordinating and subordinating conjunctions
- Emotive language
- Paragraphs, headlines, subheadings
- Use brackets, dashes or commas to indicate parenthesis
- Passive verbs
- Time openers
- Quotes
- Reported speech