

St John's Yearly Overview for English – Year 5



Pacer of Termly Texts Blocks, Links and suggested outcomes						
	Autumn		Spring		Summer	
Curriculum topic	The Mayans	Science – Animals and their habitats. Life cycles	Locality in Europe – Italy	Properties & changes of materials	Forces – Earth & Space	The Roman Empire
Literacy unit	Historical narrative Poetry	Recounts Narrative	Narrative Significant authors	Explanation Non-chronological reports	Narrative Persuasive writing	Classic narrative Playscript
English Literature Texts	Pebble in my pocket - Meredith Hooper; Linked to Mayans Poetic devices	Recounts – Sir Edmund Hilary There's a boy in the girl's bathroom - Louis Sachar	Michael Morpurgo – Significant authors	Non-chronological reports – Properties and Change of materials Oranges in no-man's land by Laird Elizabeth	Persuasive writing – Leaving earth/ letters The Boy who climbed into the moon – David Almond	News & Adverts The Thieves of Ostia - Caroline Lawrence Playscripts; linked to The Roman Empire
Author Studies	Meredith Hooper	Louis Sachar	Michael Morpurgo	Laird Elizabeth	David Almond	Caroline Lawrence
Read aloud book list	The Lion, the witch and the wardrobe.	The Lion, the witch and the wardrobe.	How to train your dragon	How to train your dragon	I am David	I am David
Spoken English	Vocabulary Games	Conscience alley				End of year play

Written outcomes	<u>Pebble in my pocket</u>	<u>There's a boy in the girl's bathroom</u>	<u>Michael Monpurgo</u>	<u>Oranges in no-man's land</u>	<u>The boy who climbed into the moon</u>	<u>The thieves of Ostia</u> Production Play scripts Convert plays to narratives Poetry Atmospheric descriptions Alternative Ending Character analysis
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Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Comprehension

Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying 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
 - retrieve, record and present information from non-fiction
 - 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
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
 - provide reasoned justifications for their views.

Writing

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.

Handwriting and Presentation

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task.

Composition Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
 - draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
 - evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Spelling, Punctuation & Grammar: Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Terminology for pupils
modal verb, relative pronoun
relative clause
parenthesis, bracket, dash
cohesion, ambiguity

Grammar. Develop their understanding of the concepts set out in English Appendix 2:
Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
 - using passive verbs to affect the presentation of information in a sentence
 - using the perfect form of verbs to mark relationships of time and cause
 - using expanded noun phrases to convey complicated information concisely
 - using relative clauses beginning with *who, which, where, when, whose, that* or with an implied (i.e. omitted) relative pronoun
 - Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]

Punctuation. Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

Spelling

- To revise prefixes and learn new suffixes and understand the guidance for adding them, such as:
Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *-ate; -ise; -ify*]
- **Verb prefixes** [for example, *dis-, de-, mis-, over- and re-*]
- 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
- Use a thesaurus.
- Write from memory simple sentences dictated by the teacher which includes words and punctuation taught so far.

<ul style="list-style-type: none">• Spell some words with 'silent' letters [for example, knight, psalm, solemn]• Endings spelt -cious or -tious. (pg 56)• Endings which sound like -sial. (pg 56)• Words ending in -able and -ible. (pg 57)• Words ending in -ably and -ibly. (pg 57)	<ul style="list-style-type: none">• Write from memory simple sentences dictated by the teacher which includes words and punctuation taught so far.• Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. (pg 56)• Words with the sound spelt ei after c. (pg 58)	<ul style="list-style-type: none">• 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• Continue to distinguish between homophones and other words which are often confused• Homophones and other words that are often confused. (pg 59+60)• NOT -ce and -se.
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