

English Curriculum Overview – Year 5

Autumn 1		
Topic	Eastern Europe	
Whole Class Reading Texts	Once	
Key Genre(s)	Instructions	Narrative (character description): Felix
Key Skills	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	To describe settings, characters and atmosphere with increasing awareness of the reader.
	To use the full range of punctuation from previous year groups.	To create paragraphs that are usually suitably linked (some transitions may be awkward).
	To begin to use commas to clarify meaning or to avoid ambiguity.	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	To use the full range of punctuation from previous year groups.
	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	To begin to use commas to clarify meaning or to avoid ambiguity.
	To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc.	To begin to experiment with relative clauses with support and modelling.
	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
	To spell some words correctly from the	To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.

	Y5/6 statutory spelling list.	
	To write legibly, fluently and with increasing speed.	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc.
		To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
		To spell some words correctly from the Y5/6 statutory spelling list.
		To write legibly, fluently and with increasing speed.

Autumn 2		
Topic	World War 2	
Whole Class Reading Texts	Once	
Key Genre(s)	Recounts: Diaries	Recounts: Biographies
Key Skills	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To create paragraphs that are usually suitably linked (some transitions may be awkward).	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	To create paragraphs that are usually suitably linked (some transitions may be awkward).
	To use the full range of punctuation from previous year groups.	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
	To begin to use commas to clarify meaning or to avoid ambiguity.	To use the full range of punctuation from previous year groups.
	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	To begin to use commas to clarify meaning or to avoid ambiguity.
	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To begin to experiment with relative clauses with support and modelling.	To begin to experiment with relative clauses with support and modelling.
	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
	To spell some verb prefixes correctly, e.g. deactivate , overturn ,	To begin to convert nouns or adjectives into verbs using suffixes,

	misconduct , etc.	e.g. designate , classify , criticise , etc.
	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc.	To spell some complex homophones correctly, e.g. affect/effect , practice/practise , etc.
	To spell some complex homophones correctly, e.g. affect/effect , practice/practise , etc.	To spell some words correctly from the Y5/6 statutory spelling list.
	To spell some words correctly from the Y5/6 statutory spelling list.	To write legibly, fluently and with increasing speed.
	To write legibly, fluently and with increasing speed.	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely , perhaps , should , might , etc.

Spring 1		
Topic	Ancient Greeks	
Whole Class Reading Texts	Who Let The Gods Out	
Key Genre(s)	Recount: Autobiography	Narrative - Literacy Shed
Key Skills	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	To describe settings, characters and atmosphere with increasing awareness of the reader.
	To create paragraphs that are usually suitably linked (some transitions may be awkward).	To begin to use dialogue to convey a character and advance the action.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	To create paragraphs that are usually suitably linked (some transitions may be awkward).
	To use the full range of punctuation from previous year groups.	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
	To begin to use commas to clarify meaning or to avoid ambiguity.	To use the full range of punctuation from previous year groups.
	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	To begin to use commas to clarify meaning or to avoid ambiguity.
	To begin to experiment with relative clauses with support and modelling.	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.

	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To begin to experiment with relative clauses with support and modelling.
	To spell some verb prefixes correctly, e.g. de activate, over turn, mis conduct, etc.	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate , classify , criticise , etc.	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
	To spell some words correctly from the Y5/6 statutory spelling list.	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
	To write legibly, fluently and with increasing speed.	To spell some words correctly from the Y5/6 statutory spelling list.
		To write legibly, fluently and with increasing speed.

Spring 2		
Topic	Romans	
Whole Class Reading Texts	Who Let The Gods Out	
Key Genre(s)	Argument and Debate - Link to Romans	Narrative - setting description
Key Skills	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To create paragraphs that are usually suitably linked (some transitions may be awkward).	To describe settings, characters and atmosphere with increasing awareness of the reader.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	To create paragraphs that are usually suitably linked (some transitions may be awkward).
	To use the full range of punctuation from previous year groups.	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
	To begin to use commas to clarify meaning or to avoid ambiguity.	To use the full range of punctuation from previous year groups.
	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	To begin to use commas to clarify meaning or to avoid ambiguity.

	To begin to experiment with relative clauses with support and modelling.	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To begin to experiment with relative clauses with support and modelling.
	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
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	To spell some words correctly from the Y5/6 statutory spelling list.	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
	To write legibly, fluently and with increasing speed.	To spell some words correctly from the Y5/6 statutory spelling list.
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Summer 1		
Topic	Reduce, Reuse, Recycle	
Whole Class Reading Texts	Skellig	
Key Genre(s)	Explanation Text - Recycling of glass/plastic	Persuasive text - recycling
Key Skills	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
	To create paragraphs that are usually suitably linked (some transitions may be awkward).	To use the full range of punctuation from previous year groups.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	To begin to use commas to clarify meaning or to avoid ambiguity.
	To use the full range of punctuation from previous year groups.	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To begin to use commas to clarify meaning or to avoid ambiguity.	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.

	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.
	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.
	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.
	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	To spell some words correctly from the Y5/6 statutory spelling list.
	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	To write legibly, fluently and with increasing speed.
	To spell some words correctly from the Y5/6 statutory spelling list.	
	To write legibly, fluently and with increasing speed.	

Summer 2		
Topic	Rivers	
Whole Class Reading Texts	Skellig	
Key Genre(s)	Poetry - Rivers	Narrative
Key Skills	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.	To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To describe settings, characters and atmosphere with increasing awareness of the reader.	To describe settings, characters and atmosphere with increasing awareness of the reader.
	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.	To begin to use dialogue to convey a character and advance the action.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.	To create paragraphs that are usually suitably linked (some transitions may be awkward).
	To use the full range of punctuation from previous year groups.	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
	To begin to use commas to clarify meaning or to avoid ambiguity.	To use the full range of punctuation from previous year groups.

	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.	To begin to use commas to clarify meaning or to avoid ambiguity.
	To spell some verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.	To begin to use a wider range of linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly.
	To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, criticise, etc.	To begin to experiment with relative clauses with support and modelling.
	To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	To begin to use some adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.
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