Westcliff Primary Academy
Curriculum Overview for English

Year 5	Autumn					Spring				Summer			
	Autumn 1	Autumn 1	Autumn 2	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2	Summer 2
Genres	**Narrative** Novels and stories by significant authors Adventure /Journey Stories	**Poetry** Poetic Style – Word play, rhymes, metaphors, word choice **06.10.22-14.10.22 Poetry Focus**	**Whole Class Novel Focus** **Non-Fiction** Instructions/ Non Chronological Reports	**Whole Class Novel Focus-Incidental Writing** **Narrative**		**Non-Fiction** Recounts	**Narrative** Stories from other cultures	**Whole Class Novel Focus-Incidental Writing** **Narrative** Older literature	**Whole Class Novel Focus-Incidental Writing** **Poetry** Classic/ Narrative poems	**Non-Fiction** Persuasive writing	**Narrative** Traditional stories, fables, myths and legends	**Poetry** Choral and performance	**Narrative** Dramatic Conventions
Novels	**TFW model text-Hansel and Gretel** **VIPERS: Who Let The Gods Out?**	**Westcliff Poetry spine** **VIPERS: Who Let The Gods Out?**	**The Nowhere Emporium** **VIPERS: The Nowhere Emporium**	**The Nowhere Emporium** **VIPERS: The Nowhere Emporium**		**TFW model text** **VIPERS: Street Child**	**TFW model text** **VIPERS: Street Child**	**Tom's Midnight Garden** **VIPERS: Tom's Midnight Garden**	**The Highway Man** **VIPERS: Tom's Midnight Garden**	**TFW-Wonderful Wizards** **VIPERS: Wolf Brother**	Aesop's Fables, Marcia Williams One Chance (T4W) **VIPERS: Wolf Brother**	**Shakespeare Macbeth**	**Shakespeare Romeo and Juliet**

Week Beginning: 04.10.22- SPaG Focus
06.10.22-National Poetry Day
10.10.22-Poetry Focus- See Westcliff Poetry Spine

Autumn Assessment	Spring Assessment	Summer Assessment
Assessment Week- 28th November-2nd December 2022 Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") **DC1-5th December 2022**	**Assessment Week- 13th-17th March 2023** Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") **DC 2-20th March 2023**	**Assessment Week- 19th June-23rd June 2023** Star Reader/Early Reader Assessments Not As We Know It Test Writing Assessment (assess independent pieces of writing "Show what you know writes") **DC 3-26th June 2023**

Reading	Use knowledge of root words and suffixes to understand meanings Use clues from characters' actions and speech to make plausible predictions.	Recommend books and poems to their peers with reasons for choices, Discuss a theme within a text, identified by the teacher	Identify unfamiliar vocabulary and discuss possible meanings.	**Using a piece of evidence identified by the teacher, (e.g. a section of speech, or description of a character's behaviour), draw inferences around the character's thoughts and feelings.** Use close reading, re-reading and reading ahead to locate evidence to support a statement provided by the teacher,	Work out the meaning of unfamiliar vocabulary using the context. Scan for key information in non-fiction texts and text mark e.g. identify words and phrases which tell you ..., or find three words or phrases which suggest tha ...	Answer questions and justify responses to the text using the PE prompt (Point + Evidence), e.g. I think... I know this because the author says...	Explore, recognise and use the term simile. Explain the effect on the reader of the authors' use of similes in fiction and poetry, e.g. It makes me imagine..., It's the author's way of saying... Prepare a poem to perform and learn by heart, e.g.	Compare characters within a text, e.g. two different characters, or the same character at key points on their journey through a story. Capture in writing.	Distinguish between statements of fact and opinion within a text e.g. magazines, information texts linked to cross curricular themes.	Prepare and deliver a short oral presentation linked to fiction, e.g. a character, author or book recommendation, explaining their understanding of what they have read.	Make active contributions to discussions about fiction and poetry, expressing opinions and preferences, and giving reasons. Make active contributions to discussions about non-fiction, expressing opinions and preferences, and giving reasons.	Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes. Orally summarise the main ideas drawn from more than one paragraph in a fiction text and identify key details which support this by text marking and annotation.
Spellings	See Jane Considine Spelling Framework											
GPS focus												
Planning	Examine how authors develop characters in books.	Identify audience and purpose	Sequence events in non-fiction recounts.	Examine how characters and settings are presented in film Plan writing by drawing on a writing model.	Compare 2 similar texts With support, draw on these to create own plan.	Develop and clarify ideas through talk.	Develop and clarify ideas through talk.	Note key events and vocabulary on your plan.	Develop and clarify ideas through talk, note key events and vocab.	Drawing in reading and research, create own plan for writing.		Identify audience and purpose. Consider language carefully.
Drafting and writing	Show characterisation through dialogue.	.	Improve a prepared passage by the teacher	Show characterisation through description. Improve a prepared passage by the teacher with a focus on sentence structure.	Use different sentence structures.	Select appropriate structure, vocab and grammar to describe a setting.	Orally compose different sentence structures.	Select appropriate structure, vocab and grammar.	Edit and improve own writing during composition.	Blend action dialogue and description across paragraphs.	Select appropriate vocabulary and grammar.	Edit and improve own writing during and after composition
Editing and Evaluation												
Performing												