



Curriculum Overview for English

What we teach, when we teach it

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	Poetry Poetic Style - Word play, rhymes, metaphors, word choice	Non-Fiction Instructions/ Non Chronological Reports	Narrative Film Narrative		Non-Fiction Recounts	Narrative Stories from other cultures	Poetry Classic/ Narrative poems	Narrative Older literature	Non-Fiction Persuasive writing	Narrative Traditional stories, fables, myths and legends	Poetry Choral and performance	Narrative Dramatic Conventions
Possible texts/ resources to use	Wolves of Willoughby Chase	PC Poetry spine	Varjak Paw Cornerstones Space unit/ NC reports.	Farther The Piano		Street Child Historical recounts Cornerstones.	Mufaro's beautiful daughters	The Highwayman	Tom's Midnight Garden	Wolf Brother Friend or Foe Michael Morpurgo	Aesop's Fables, Marcia Williams	Midnight Fox The Lion and Albert	Romeo and Juliet
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 the ...	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	<ul style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with -cious Words with endings that sound like /shuhs/ spelt with -tious or -ious Words with the short vowel. /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones and near homophones Words with 'silent' letters Words with 'silent' letters Modal verbs Words ending in 'ment' 					<ul style="list-style-type: none"> Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix -ate Convert nouns or adjectives into verbs using the suffix 				<ul style="list-style-type: none"> Words containing the letter string 'ough' Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words Unstressed vowels in polysyllabic words Adding verb prefixes de- and re 			

	<ul style="list-style-type: none"> Adverbs of possibility and frequency Statutory Spelling Challenge Words 			<ul style="list-style-type: none"> -ise Convert nouns or adjectives into verbs using the suffix -ify Convert nouns or adjectives into verbs using the suffix -en 				<ul style="list-style-type: none"> Adding verb prefix over Convert nouns or verbs into adjectives using suffix -ful Convert nouns or verbs into adjectives using suffix -ive Convert nouns or verbs into adjectives using suffix -al 				
GPS focus	<ul style="list-style-type: none"> Create complex sentences by adding a relative clause using a relative pronoun: <i>who, which, where, whose, when, that</i> e.g. <i>Prince Llewellyn had a baby son who was his pride and joy.</i> Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> Demarcate complex sentences using commas in order to clarify meaning. Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa.</i> Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> Explore, identify, collect and use noun phrases e.g. <i>Geert stared in horror at the upturned crib with splatters of blood and scratch marks.</i> 			<ul style="list-style-type: none"> Create complex sentences by dropping in a relative clause. e.g. <i>Solar flares, which we see as sunspots, occur when magnetic energy is released.</i> Use a range of relative pronouns: <i>who, which, where, whose, when, that</i>. Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grimming with anticipation, Paul launched himself from the diving board.</i> Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses. Identify and use commas to indicate parenthesis, e.g. <i>The lighthouse, which had been abandoned for years, towered above the town.</i> Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i> Use expanded noun phrases to convey information concisely, e.g. <i>Ole Kirk Christiansen was a respected carpenter with his own company.</i> 				<ul style="list-style-type: none"> Using relative pronouns <i>who, which, where, whose, when, that</i>, create complex sentences by using relative clauses, both at the end of sentences and embedded within, e.g. <i>The animals watched the man who had been chopping down the tree, stopped to rest.</i> Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> Create and punctuate complex sentences using <i>ed</i> and <i>ing</i> opening clauses in fiction and non-fiction writing, e.g. <i>Shaped from bronze, the helmet was designed to protect the head during battle. Orbiting in ever increasing circles, the planets come in different sizes, types and colours.</i> Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> Use brackets and dashes to indicate parenthesis appropriately in formal and less formal writing. Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> 				
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	<ul style="list-style-type: none"> Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 			<ul style="list-style-type: none"> Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 				<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 				
Performing	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using an authoritative tone when delivering a persuasive speech.</i> 			<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to commas or dashes which indicate parenthesis.</i> 				<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i> 				