

Stelling Minnis CE Primary School – English Overview				Year 5		Years A & B
Year group 5	Terms 1 & 2		Term 3 & Term 4		Term 5 & Term 6	
Year A (Even Year Start) Texts and Writing Text Types	Ancient Greece The Adventures of Odysseus Text Types: Narrative	Space Cosmic Text Type: Letter writing	Crime and Punishment Holes Text types: Information texts Persuasive writing	The Americas Journey to the River Sea Text Types: Narrative	Stelling Minnis The Sheep Don't go to School Text type Poetry	Shakespeare Macbeth Text type: Playscripts
Year B (Odd Year Start) Texts and Writing Text Types	World War I Stay where you are and then leave Text type: Narrative Diary entries	World War II Rose Blanche Text type: Persuasive Explanation	Ice Shackleton's Journey Ice Trap Text type: Newspaper Report Narrative	The Caribbean Tales of the Caribbean Text type: Information Texts	Chocolate The Chocolate Tree Text types: Letter writing Non-chronological reports	London London Eye Mysteries Text Types: Poetry

Spelling No Nonsense Spelling Scheme	Strategies at point of writing Letter string 'ough' Words with silent letters Statutory and personal lists Spelling journals etymology Words ending in -able, -ible Homophones Strategies for learning words	Revise from last term Plurals from previous years Apostrophe for contraction and possessive revision Strategies for learning words Use of hyphen Statutory and personal lists Proofreading Use of dictionary roots, derivations and spelling patterns Word webs Building new words from known morphemes	Strategies at point of writing – have a go Apostrophe for possession Personal lists Rare GPCs Spelling journals for etymology Words ending in ably, ibly Homophones Strategies for learning words personal and statutory lists	Spellings from previous term Words from statutory and personal list Proof reading, checking from another source Strategies for learning words Building words from root words Homophones Words with I sound spelt ei le and ei words	Strategies at point of writing – have a go Strategies for learning Words from personal and statutory lists Using etymological/morphological strategies Using spelling journals for etymology Proofreading for statutory words homophones	Spellings taught in the last half term Pair testing Proofreading use of dictionary to check with first 3 or 4 letters Strategies for learning words personal and statutory words Strategies for learning words – problem suffixes Homophones Pair testing Aspects from Year 5 not yet secure
Grammar	Children should proof-read and edit, including suggesting alternative vocabulary/punctuation to engage the reader.					
	Revise: Determiners Word classes Subordinating conjunctions Sentence punctuation including speech Suffixes previously taught Progressive continuous tenses apostrophes Continue with: Word families Introduce: Commas to clarify	Revise: Modal verbs Word classes Range of sentences Subordinating and coordinating conjunctions adverbials Continue: Tense agreement Introduce: Relative pronouns Punctuation for parenthesis dashes	Revise: Commas to clarify meaning Prefixes previously learnt Modal Verbs Determiners Capital Letters Subordinate clauses Adverbials Continue: Tense agreement Modal verbs Word families Introduce: Relative clauses Single dashes	Revise: Verbs Commas to clarify meaning Single dashes Prepositions Relative pronouns Commas in lists Subordinate clauses Sentence punctuation Continue: Word families Introduce: Cohesion in paragraphs with pronouns	Revise: Synonyms and antonyms Present and past progressive continuous Apostrophes Relative clauses Parenthesis punctuation Continue: Word families Introduce: Using adverbs for possibility of degree	Revise all new learning this year. Track key objectives. Accurate sentences should form cohesive pieces of writing using well-chosen grammar and punctuation to aid understanding. Proof reading and editing should include suggesting alternative vocabulary/punctuation to engage the reader.

	Modal verbs	Synonyms and antonyms (see appendix 1)			Commas after fronted adverbials	
Writing	<p>Composition</p> <p>Know the audience for and purpose of the writing. Select appropriate form and use other similar pieces as a model. Note and develop initial ideas, drawing on reading and research Develop characters through action and dialogue Use the features and structures of text types taught so far Add well-chosen detail to interest the reader Assess the effectiveness of their own and others writing Distinguish between the language of speech and writing</p> <p>Consider how authors develop characters and settings in narratives. Use grammatical features and vocabulary appropriate for the text types taught so far Use a wide range of devices to build cohesion across paragraphs Summarise a paragraph or event Use stylistic devices to create effects in writing, for example, simile, metaphor, personification Use sentence starters to highlight the main idea Show how grammar and vocabulary choices create impact on the reader Establish viewpoint as the writer through commenting on characters or events Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Proof-read for spelling and punctuation errors Distinguish between the formal and informal spoken and written language Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>					
Handwriting 5 and 6	<p>Handwriting and Presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p>choosing the writing implement that is best suited for a task.</p>					

Reading	<p>In Year 5, pupils begin to distinguish between fact and opinion, beginning with obvious examples. They are encouraged to explain in detail what they understand from a text, and to recognise different levels of formality. Children are encouraged to express their opinion and to evaluate the texts they read. They learn to recognise themes and conventions in different text types. Children are asked to build on the comments and opinions of the others in group and class discussions.</p> <p><i>There may need to be adjustments in AY 2020/ 2021 based on reduced exposure to reading skills in Year 4</i></p>				
Reading Progression	<p>Word Reading</p> <p>Apply knowledge of root word, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words Read further exception words, including from year 5/6 word list noting the unusual correspondences between spelling and sound, and where these occur in the word Pay attention to new vocabulary – both meaning and correct pronunciation</p>	<p>Fluency & Phrasing</p> <p>Read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace. Prepare readings using appropriate intonation to show understanding. Read more words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity. Notice more sophisticated punctuation eg. parenthesis and use expression accordingly. Read silently, then discuss what they have read. Sight read all year 3/4 words and some year 5/6 words with automaticity.</p>	<p>Literal Understanding and Retrieval</p> <p>Use text marking to identify key information in a text and make notes from this. Begin to locate the author or poet’s viewpoint in a text. Understand some challenging vocabulary and its meaning in context sometimes supported by a dictionary or thesaurus. Use knowledge of structure of text type to find key information. Retrieve details and begin to find quotations from a whole text. Ask questions which develop understanding.</p>	<p>Inferential Reading Skills</p> <p>Draw inferences independently often justifying with textual evidence Make predictions from implied details both before and after an event. Present an overview or summary of a text. Make predictions from what has been read. Identify and comment on a writer’s use of language for effect, eg. Precisely chosen adjectives, similes and personification. Use meaning-seeking strategies to explore meaning of words in context. Identify and discuss themes across a wide range of texts. Compare different versions of texts and talk about their differences and similarities. Discuss and explore the precise meaning of words and phrases in context.</p>	<p>Response to Texts</p> <p>Extend familiarity with texts to include modern fiction, fiction from literary heritage and books from other cultures. Participate in discussion about books; listen to and build on others’ ideas and opinions about a text and challenge courteously. Maintain positive attitudes to reading texts structured in different ways for a range of purposes. With support, make comparisons within and across texts. Know the difference between fact and opinion. Discuss and evaluate how authors use language considering impact on the reader. Begin to understand figurative language and rhetorical questions.</p>