

English Overview & Progression – Year 5

Year group & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
<p>Year 5 Wings 4 Phase 3</p>	<p>Text: The Roman Chronicle - Non-Fiction (2 weeks) Link/s: History Reading Focus:</p> <ul style="list-style-type: none"> - Explain and comment on language choice. - Relate texts to their social, cultural and historical contexts and literary traditions <p>Text: Secret Friends – Fiction (1 week) Link/s: PSHE Reading Focus: Prediction and summarisation of text.</p> <p>Text: The Suitcase Kid — Fiction (3 weeks) Link/s: PSHE Reading Focus: To identify the issue/cause and effect/ and impact.</p> <p>Text: Film Narrative – Film (1 week) Link/s: PSHE Reading Focus: Understand structure of film narrative and characterisation.</p> <p>Text: When Jessie Came Across the Sea – Fiction (1 week) Link/s: History Reading Focus: Identify what we learn from historical fiction.</p> <p>Text: Please Mrs Butler – Poetry (2 weeks) Link/s: N/A Reading Focus: Compare and contrast poems on similar themes.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a letter/alternative story ending. • To vary sentences for clarity, purpose and effect. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a complete story/write critically about an issue. • Varied choice of verbs/powerful use of paragraphs. <p>Writing Focus:</p> <ul style="list-style-type: none"> • Plan a film script/use character ‘voice’ in a script. • To deconstruct a plan for a film script. <p>Writing Focus:</p> <ul style="list-style-type: none"> • Write diary entries at key points in the story. • Use adverbs to add shades of meaning to a sentence. <p>Writing Focus:</p> <ul style="list-style-type: none"> • To write a poem based on one of the poems read. • Recognise the words that are essential to meaning. 	<p><u>Grammar & Punctuation</u></p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. • Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify • verb prefixes e.g. dis-, de-, mis-, over-, re. • Relative clauses beginning with who, which, where when, whose, that or an omitted relative pronoun. • Indicating degrees of possibility using adverbs e.g. -perhaps, surely OR modal verbs e.g. might, should, will, must. • Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly. • Linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly and tense e.g. he had seen her before. <p><u>Spelling</u></p> <ul style="list-style-type: none"> • -cious and -tious (vicious, grace - gracious, ambitious, malice - malicious). • -cial and -tial (official, special confidential, essential). • -ant, ance/-ancy -ent, ence/ - ency (e.g. observant, observance, hesitancy, innocent, obedience, frequency).

Coverage to support Planning process

			<ul style="list-style-type: none"> -able and ible -ably and ibly (adorable, adorably, considerably, legible, horribly) Suffixes with -fer (refer, referred, referral)
<p style="text-align: center;">Year 5 Wings 5 Phase 1</p>	<p>Text: Kensuke's Kingdom – Fiction (4 weeks) Link/s: History Reading Focus: Character presentation/relationships/ impact author's view.</p> <p>Text: Pillow Talk – Poetry (1 week) Link/s: PSHE Reading Focus: Explain and comment on language choice in a range of poems.</p> <p>Text: World War II Evacuee – Non-Fiction (1 week) Link/s: History Reading Focus: Cause & effect relationships/structure of text.</p> <p>Text: Anne Frank – Autobiography (1 week) Link/s: History Reading Focus: History To make inferences about the text.</p> <p>Text: Johnny and the Dead – Play script (1 week) Link/s: Drama Reading Focus: Format/setting/storyline/directions/dialogue/characters.</p> <p>Text: I Like This Poem – Poetry (1 week) Link/s: History/Geography Reading Focus: Identify poetic devices and how they enhance the poem.</p> <p>Text: Film Stars – Non-Fiction (1 week) Link/s: Media Studies</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> Write character profile/introduce new character/review. Writing complex sentences using commas/conjunctions etc. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write poems using different poetic techniques. Select appropriate and effective vocabulary. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a leaflet to inform and persuade. To identify future and conditional tenses. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a journal entry. To use a range of punctuation correctly. <p>Writing Focus:</p> <ul style="list-style-type: none"> Write an additional scene/advice to an actor/a review. Modal verbs/subordinate clauses/non-standard English. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a poem with the structure of The Jabberwocky. To recognise the importance of using precise adjectives. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write a formal letter. 	

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	<p>Reading Focus: Identify and comment on writer's purposes and viewpoint</p>	<ul style="list-style-type: none"> To organise and present whole text effectively. 	
Year 5 Wings 5 Phase 1	<p>Text: Becoming Media Savvy – Non-Fiction (2 weeks) Link/s: Media Studies Reading Focus: Identify question types/impact of advertising on consumer.</p> <p>Text: Greek Myths – Fiction (2 weeks) Link/s: History Reading Focus: Understand oral origin of myths/read different versions.</p> <p>Text: Journey to Jo'burg Link/s: History/Geography Reading Focus:</p> <p>Text: The Mousehole Cat – Fiction (1 week) Link/s: Geography Reading Focus: Identify metaphors, similes and personification in writing.</p> <p>Text: Quakes, Floods and Other Disasters – Non-Fiction (1 week) Link/s: Geography Reading Focus: Understand, describe, select or retrieve information/ Deduce, infer or interpret information, events or ideas from texts.</p> <p>Text: St George and the Dragon – Fiction (1 week) Link/s: Religious Education Reading Focus: Deduce, infer or interpret information, events or ideas from texts/ Relate texts to social, cultural and historical traditions.</p> <p>Text: Spy School – Non-Fiction (1 week) Link/s: History/Politics Reading Focus: Understand, select and retrieve information/ Deduce, infer or interpret information, events or ideas from texts.</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> Adapt a script to create a specific tone/write cinema advert. To make a storyboard. <p>Writing Focus:</p> <ul style="list-style-type: none"> To write your own Greek myth. To recognise, suggest and use adverbial phrases. <p>Writing Focus:</p> <ul style="list-style-type: none"> Write a new scene/an appropriate new ending. To use a range of cohesive devices including synonyms. <p>Writing Focus:</p> <ul style="list-style-type: none"> Story writing using figurative language. Using the success criteria to redraft. <p>Writing Focus:</p> <ul style="list-style-type: none"> Produce texts appropriate to task, reader and purpose. Construct paragraphs and use cohesion within and between paragraphs. <p>Writing Focus:</p> <ul style="list-style-type: none"> Organise and present whole texts effectively. Write with technical accuracy. <p>Writing Focus:</p> <ul style="list-style-type: none"> Use cohesion within and between paragraphs. Write with technical accuracy. 	

Coverage to support Planning process

	Reading Coverage Statements for the year	Writing Coverage Statements for the year
Overall Coverage	<p><u>Reading Milestones</u></p> <p><u>Pupils will be taught to:</u></p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. • 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: <ul style="list-style-type: none"> - 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. 	<p><u>Writing Milestones</u></p> <ul style="list-style-type: none"> • Plan and write a range of genres for different audiences, selecting genre features for style and effect. • Organise into cohesive paragraphs that link and confident use of organisational devices for effect. • Describe characters, setting and plot with precision. • Write a range of sentence styles. • Selecting grammatical features for cohesion and effect on the reader. • Using the correct verb tense in and across paragraphs consistently. • Demarcating sentences accurately. • KS2 punctuation is being used accurately on many occasions. • Spelling all words from year 3-4 correctly and many from year 5-6. • Writing is legible and joined, quality is maintained at speed.