

English Long term Overview

Year 5						
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing						
English	Fiction: Narrative based on Cosmic by Frank Correll Boyce <i>Final Write:</i> Plan, draft and write a multi-modal version of Cosmic.	Fiction: Narrative: Zoo by Anthony Browne <i>Final Write:</i> Plan draft and write a story in the style of Anthony Horowitz on a day out.	Fiction: Narrative - No Ballet Shoes in Syria <i>Final Write:</i> To plan, draft and write a story with a moral message	Fiction: Narrative-The Explorer by Katherine Rundell <i>Final Write:</i> Plan, draft and write an adventure chapter or story continuation.	Fiction: Narrative: The Nowhere Emporium by Ross Mackenzie <i>Final Write:</i> Plan, draft and write a fantasy narrative.	Fiction: Narrative Rose Blanche by Ian McEwan <i>Final Write:</i> Plan, draft and write historical fiction narrative..
	Non-fiction: Mars Transmission. <i>Final Write:</i> To plan, draft and write a recount about being stuck on a planet of my choice.	Non-fiction – Emperor Penguins <i>Final Write:</i> To plan, write and draft a Non Chronological report on a polar animal.	Non-fiction: Refugees <i>Final Write:</i> To plan, draft and write an explanatory speech on a subject of my choice.	Non Fiction-David Attenborough <i>Final Write:</i> To plan, draft and write a chronological report (biography) of an explorer.	The HighwayMan <i>Final Write:</i> To plan, write and draft a modern retelling of a narrative poem.	Non Fiction: Hatshepsut <i>Final Write:</i> To plan, draft and write a set of instructions on how to mummify a body.

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Grammar Special Focus	- Expanded noun phrases, adverbials and some figurative language (simile, metaphor) to add detail to setting, character and atmosphere	- Use dialogue to convey character, including accurate punctuation. - Use devices to indicate possibility such as adverbs and modal verbs. - Use apostrophes for contractions and plurals	- Use cohesive devices to provide some links between paragraphs. - Use brackets, dashes or commas to indicate parenthesis with increasing accuracy	- Use commas to clarify meaning and avoid ambiguity with increasing accuracy - Uses prefixes and suffixes and spell them accurately in their word (e.g. misconduct, overturn, designate, classify)	- Use relative clauses beginning with a relative pronouns (who, which, where, when, whose, tat to add detail and enhance meaning) - Prefixes and suffixes and spell them accurately in their word (e.g. misconduct, overturn, designate, classify)	- Use relative clauses beginning with a relative pronouns (who, which, where, when, whose, tat to add detail and enhance meaning)
Grammar starters						
Learning environment/walls						
D.I.R.T						
Embedded into lessons including cross-curricular	- Use commas in lists and after fronted adverbials.)					
Targeted reading at home questions.						
Early Morning Work						
Homework						

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Spelling 15 minutes spelling lessons 3x a week	- silent b - ough - ible - homophones - able - double letters	- silent t - y - able/ly - ent - double letter orange words	- ei - homophones - ant, ance and ancy	- shus spelt cious - special focus 10 - shus spelt tious - special focus 11 - shul spelt cial and tial - special focus 12	- Dictation - Overview and recap of Year 5 spelling patterns. - Consolidate Year 3 and 4 spellings.	- Dictation - Overview and recap of Year 5 spelling patterns. - Consolidate Year 5 and 6 spellings.
Reading						
Reading Comprehension Text Daily Reading comprehe nsion lessons.	Cosmic by Frank Correll Boyce	Stormbreaker by Anthony Horowitz	No Ballet Shoes in Syria by Catherine Bruton	Explorer by Katherine Rundell	The Nowhere Emporium by Ross Mackenzie	The Silver Sword by Ian
Class Reader 15-20 minutes timetabled teacher	Cosmic by Frank Correll Boyce Amazing Muslims who changed the world by Burhana Islam	No Ballet Shoes in Syria by Catherine Bruton I am not a label by Cerrie Burnell	Explorer by Katherine Rundell Impossible Creatures by Katherine Rundell	Stormbreaker by Anthony Horowitz Groosham Grange By Anthony Horowitz	The Nowhere Emporium by Ross Mackenzie	The Silver Sword by Ian Serrallier

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reading aloud.			Little Leaders Bold Women in Black History by Vashti Harrison			
<p>Reading Special Focus</p> <p>one focus lesson a week</p> <p>Learning environment/walls</p> <p>D.I.R.T</p> <p>Embedded into lessons including cross-curricular</p> <p>Targeted reading at home questions.</p> <p>Early Morning Work</p>	<ul style="list-style-type: none"> - Retrieval confidently skim and scan, and also use the skill of reading before and after to retrieve information. - use evidence from across larger sections of text - read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. - retrieve, record and present information from non-fiction texts. - ask my own questions and follow a line of enquiry. 	<p>Vocabulary NOW SPG2</p> <ul style="list-style-type: none"> - explore the meaning of words in context, confidently using a dictionary - discuss how the author's choice of language impacts the reader - evaluate the author's use of language - investigate alternative word choices that could be made - begin to look at the use of figurative language - use a thesaurus to find synonyms for a larger variety of words - re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of 	<p>Prediction</p> <ul style="list-style-type: none"> - predicting what might happen from details stated and implied - support predictions with relevant evidence from the text. - confirm and modify predictions as they read on. 	<p>Inference NOW AUT2</p> <ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - make inferences about actions, feelings, events or states - use figurative language to infer meaning - give one or two pieces of evidence to support the point they are making. - begin to draw evidence from more than 	<p>Summarise</p> <ul style="list-style-type: none"> - summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. - make connections between information across the text and include this is an answer. - discuss the themes or conventions from a 	<p>Explaining</p> <ul style="list-style-type: none"> - provide increasingly reasoned justification for my views - recommend books for peers in detail - give reasons for authorial choices - begin to challenge points of view - begin to distinguish between fact and opinion - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language,



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		a section or paragraph.		one place across a text.	chapter or text - identify themes across a wide range of writing.	considering the impact on the reader - explain and discuss their understanding of what they have read, including through formal presentations and debates.
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