

## Year 5 English overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main teaching text and Genre	<b>Fiction</b> Literacy + Language: Writing in the role of a character; Unit 1 Story from another culture Unit 5  <b>Non-Fiction</b> Instructions	<b>Fiction</b> Literacy + Language: Recounts - Diary entry,  <b>Non-Fiction</b> Newspaper Report Unit 2	<b>Fiction</b>  Power of Reading: Cosmic  <b>Non-Fiction</b> Leaflet and Newspaper Report	<b>Fiction</b> Unit 4 Literacy + Language: Stories by significant authors <b>Non-Fiction</b> Unit 4 Biography & Autobiography;	<b>Fiction</b> Power Reading: The Explorer  <b>Non-Fiction</b> Arguments  Non-chronological reports	<b>Fiction</b> Literacy + Language: Poetry; <b>Non-Fiction</b>  Persuasive Writing Unit 3
Additional units	Extended writing opps linked to Whole Class Reader Street Child.  Literacy Shed  Writing opps linked to Anglo-Saxon topic in History	Myths and stories with dilemmas.  Compose Newspaper Reports on real life issues at that time.	Extended writing opps related to Class text	Extended writing opps related to other Jeremy Strong books.	Extended writing opps related to Class text	Playscript link to performance poetry  Link persuasive writing to any present day issues.
Writing opportunities	<b>To entertain:</b> to write from a character's point of view <b>To inform:</b> Instructions	<b>To inform:</b> Newspaper report <b>To inform:</b> Recount - diary entry	<b>To entertain:</b> Note writing in the role of a character. <b>To discuss:</b> Composing an email from one character to another. <b>To discuss:</b> Written argument. <b>To inform:</b> Visitor leaflet for a theme park. <b>To entertain:</b> Writing a message to a character in the story. <b>To entertain:</b> Poetry <b>To inform:</b> Newspaper Report	<b>To entertain:</b> Write own episode in a narrative <b>To inform:</b> Biography	<b>To discuss:</b> Balanced argument <b>To inform:</b> Non- chronological report <b>To entertain:</b> Using dialogue in narrative <b>To entertain:</b> Narrative openers; Rich description <b>To entertain:</b> Creating an original narrative	<b>To entertain:</b> To write own poetry  <b>To persuade:</b> To write a persuasive presentation
PSE themes	Smoking	Peer Pressure	Image Sharing	Worry	Looking out for others Enterprise	Same Sex Marriage
GPS	<u>Grammar</u> Use relative clauses with/without a relative pronoun  Converting nouns or adjectives into verbs using suffixes.  Verb prefixes		Use modal verbs to indicate degrees of possibility  Use of commas, brackets and dashes to demarcate Relative Clauses.		Use brackets, dashes and commas to indicate parenthesis  Dialogue in narrative	
Language opportunities / Talk for writing	Begin to develop characters and settings through selection of effective vocabulary		Link ideas across paragraphs using adverbials of time (e.g. <i>later</i> ), place (e.g. <i>nearby</i> ) and number (e.g. <i>secondly</i> ) or tense choices (e.g. <i>he had seen her before</i> )  Participate actively discussion and debate Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; Select and use appropriate registers for effective communication.		Identify the audience for, and purpose of, the writing Show of how authors develop character and setting, including through the use of dialogue	
Author of the Term	Berlie Doherty		Frank Cottrell-Boyce		Robert Swindells	
VIPERS: Whole Class Reading texts	Street Child		The Iron Man		Room 13	
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Read aloud whole books to expose children to books and authors they may not choose; Identify and discuss themes in reading; Prepare and perform play scripts and poetry; Show understanding through intonation, tone, volume and action so that meaning is clear to an audience; Discuss and evaluate how authors use language; Draw inferences about characters' feelings, thoughts, emotions and actions; Discuss opinions related to the themes in the text and present these as an argument.  Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally; In narrative create characters and plot; Draft and write arguments based on themes explored in a text.					