

**Year 5 Key Stage 2 English Overview**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	Who is trading with whom?	What does the Earth look like from the Solar System?	How can you show what you believe in?	Where is our twin?	What do forces actually do? How does science help the homeless?	How are you saving the planet? What makes a good performance?
Writing NC	<p>Ensure consistent and appropriate use of tense throughout a piece of writing e.g. progressive (ing), perfect (has been/is being) past and present</p> <p>Indicate degrees of possibility through the use of modal verbs e.g. could, would, should, may</p> <p>Use expanded noun phrases precisely to add detail across a piece of writing e.g. using prepositions, adverbs for manner and how much (very/likely/almost)</p> <p>Use of inverted commas and other punctuation to indicate direct and reported speech e.g. all speech punctuation accurate and placed thoughtfully in a paragraph to move the action on</p> <p>Use a variety of sentence openers using commas to separate them from the main clause e.g. commas after fronted adverbials, ISPACE openers</p> <p><b>Perform compositions, using appropriate intonation, volume and movement (moved from term 2- children performed poems on Poetry day)</b></p> <p>by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Use figurative devices such as metaphors and personification e.g. linked to poetry and Quality Text – use to develop character and setting</p> <p>Use relative clauses beginning with who, which, where, when, whose and that e.g. Mr Victor Hazel, who had cheeks as red and as puffy as ripened cherry, stuffed himself back into his car. Secure use of commas for clauses</p> <p>Indicate degrees of possibility through the use of adverbs e.g. nearly almost very</p> <p>Control the use of organisational features in fiction and non fiction e.g. noun and pronoun chains, repetition, fronted adverbial phrases, adverbs, complex and compound sentence, genre specific, paragraphs, sub headings etc.</p> <p>Explore and use their own techniques to note their ideas, drawing on research where necessary</p>	<p>To use dialogue to convey character and enhance the action</p> <p>Develop settings and atmosphere in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary</p> <p>Use a range of devices to link paragraphs e.g. fronted adverbial phrases, repetition, ... , text specific features (first/then/next/sub headings etc.)</p> <p>Distinguish between the language of speech and writing and develop formal language structures in different text types e.g. use an authority figure in a narrative, modal verbs ‘this could be the case’, ‘He had been riding a bike since he was three’. ‘The man has been taken in for questioning’</p> <p>Modify and control use of non fiction language features e.g. perfect form, imperatives, genre specific features, modal verbs, modifying adverbs</p> <p>Plan through discussing similar writing; analysing structure, vocabulary and grammar and use to create their own plan</p>	<p>Use embedded clauses e.g. Mr Victor Hazel, although not usually a customer at the filling station, pulled up at the pump and yelled for service. Secure use of commas for clauses</p> <p>Use commas accurately to demarcate clauses in complex sentences e.g. as parenthesis, to separate clauses</p> <p>Can use the first 3 letters of a word to check spellings and meanings in a dictionary or thesaurus</p> <p>Control more complex plots e.g. beginning/middle/end plots with paragraphs to develop character or setting or tension, prequels/sequels/alternative endings</p> <p>Develop characters in detail e.g. use figurative language, expanded noun phrases, paragraphs dedicated to a particular setting or atmosphere, adverbial phrases, embedded clauses, precise phrases and vocabulary revisit internal punctuation.</p>	<p>Use precise phrases and vocabulary linked to topic, text, and Year 5 word list to add detail across a piece of text e.g. prepositional phrases, adverbial phrases, vocabulary linked to Quality texts/modelled text/year 5/6 word list Y5 spelling rules</p> <p>Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations e.g. use word banks and class display generate during the build up of a unit</p> <p>Use main and subordinate clauses and move their position in sentences e.g. revisit front/embedded/relative/end Secure use of commas for clauses</p> <p>Modify and control use of narrative language features e.g varied vocabulary, figurative language, power 3, exaggeration, adverbial phrases, prepositional phrases, standard and non-standard English, dialogue</p>	<p>Use a range of cohesive devices within paragraphs e.g. repetition, pronoun chains, expanded noun phrases using prepositions, range of main and subordinate clauses</p> <p>Evaluate their writing through discussion and make improvements through redrafting the vocabulary and grammar to enhance effect</p> <p>Identify the audience and purpose for their writing and select the appropriate form e.g. linked to topic/quality text/talk for writing sequence/wow day/opening experience</p> <p>Can spell words using some of the year5/6 prefixes and suffixes e.g. include edited evidence</p> <p>Can spell at least half of the year5/6 common exception words and homophones e.g. include edited evidence</p>
Word NC	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]</p> <p><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>					
Sentence NC	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>					
Text NC	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>					
Punctuation NC	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>					



<p>Composition NC</p>	<p>Plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors.</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>					
<p>Spelling NC</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p>					
<p>NC Appendix 1</p>	<p>Endings which sound like /jʌs/ spelt -cious or -tious</p> <p>vicious, precious, conscious, delicious, malicious, suspicious</p> <p>ambitious, cautious, fictitious, infectious, nutritious</p> <p>Endings which sound like /ʃəl</p> <p>official, special, artificial, partial, confidential, essential</p> <p>Words ending in -ant,</p> <p>-ance/-ancy,</p> <p>-ent,</p> <p>-ence/-ency</p> <p>observant, observance, (observat<u>ion</u>), expectant (expectat<u>ion</u>), hesitant, hesitancy (hesitat<u>ion</u>), tolerant, tolerance (tolerat<u>ion</u>), substance (subst<u>ant</u>ial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid<u>ent</u>ial)</p> <p>assistant, assistance, obedient, obedience, independent, independence</p> <p>Words ending in -able, -ible, -ably, ibly.</p> <p>adorable/adorably (adorat<u>ion</u>),</p> <p>applicable/applicably (applicat<u>ion</u>),</p> <p>considerable/considerably (considerat<u>ion</u>),</p> <p>tolerable/tolerably (tolerat<u>ion</u>)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>referring, referred, referral, preferring, preferred, transferring, transferred</p> <p>reference, referee, preference, transference</p> <p>Use of the hyphen</p> <p>co-ordinate, re-enter, co-operate, co-own</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>deceive, conceive, receive, perceive, ceiling</p> <p>Words containing the letter-string ough</p> <p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough, cough, though, although, dough</p> <p>through, thorough, borough, plough, bough</p> <p>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</p> <p>doubt, island, lamb, solemn, thistle, knight</p> <p>Homophones and other words that are often confused</p> <p>advice/advise</p> <p>device/devise</p> <p>licence/license</p> <p>practice/practise</p> <p>prophecy/prophesy</p> <p>farther: further</p> <p>father: a male parent</p> <p>guessed: past tense of the verb guess</p> <p>guest: visitor</p>					

	<p>heard: past tense of the verb <i>hear</i>  herd: a group of animals  led: past tense of the verb <i>lead</i>  lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)  morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)  passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)  precede: go in front of or before  proceed: go on  principal: adjective – most important (e.g. <i>principal ballerina</i>)  noun – important person (e.g. <i>principal of a college</i>)  principle: basic truth or belief  profit: money that is made in selling things  prophet: someone who foretells the future  stationary: not moving  stationery: paper, envelopes etc.  steal: take something that does not belong to you  steel: metal  wary: cautious  weary: tired  who's: contraction of <i>who is</i> or <i>who has</i>  whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>					
Terminology	<p>RECAP of Y1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.  RECAP of Y2: Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.  RECAP of Y3: Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks – refer to both').  Recap Y4: determiner, pronoun, possessive pronouns, adverbial.  New Y5: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>					
Handwriting NC	<p>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  choosing the writing implement that is best suited for a task.</p>					
Handwriting Penpals						
Spelling Schofield & Sims	<p>Unstressed vowels – say the syllables  Unstressed vowels – word structure  Words ending 'er', 'ar', 'or' and 're'  Words ending 'ary', 'ory' and 'ery'  Words ending 'shun' 'tion', 'cian', 'sion', 'ssion'  Tricky words</p>	<p>Letter strings <b>au</b>  Letter strings <b>our</b>  Letter strings <b>ough</b>  Words with <b>ie</b> and <b>ei</b>  Topic words – geography</p>	<p>Words with soft <b>c</b>  Spelling patterns <b>ci</b>, <b>cu</b> and <b>cc</b>  Words with soft <b>g</b>  Silent letters  Words ending <b>ti</b> and <b>tu</b>  Topic words - science</p>	<p>Prefixes <b>in</b>, <b>im</b>, <b>ir</b>, <b>il</b>  More <b>ad</b> prefixes  Detecting prefixes and roots  Homophones  Topic words - maths</p>	<p>Adding suffixes – words ending <b>e</b>  Adding suffixes – words ending <b>y</b>  Adding suffixes – double the last letter  Words ending <b>ous</b>  Words ending <b>able</b> and <b>ible</b>  Topic words - English</p>	<p>Word structure  Word families  Word histories  Common Confusions</p>
Key Text	<p><b>Fiction: Treason by Berlie Doherty (Historical Fiction)</b>  <b>Non-Fiction: Children's History of Bristol – Janine Amos (information text)</b>  <b>Non-Fiction: A street through time (information text)</b></p>	<p><b>Fiction: Cosmic – Frank Cottrell Boyce (Adventure Fiction)</b>  <b>Fiction: Zathura – Chris Van Allsburg (Picturebook)</b>  <b>Non Fiction: Hidden Figures – Margot Shetterly (biography)</b></p>	<p>Fiction: Ruin (visual suspense text) - Literacy Shed  <b>Non-Fiction: The Ancient Maya – Madeliene Tyler (Information text)</b></p>	<p><b>Fiction: Brightstorm – Vashti Hardy (adventure text)</b>  <b>Non Fiction: Text and genre needed</b>  <b>The Door: Pie Corbett</b></p>	<p>Fiction: Skellig – David Almond  <b>Non Fiction: write up scientific report</b></p>	<p><b>Fiction: Macbeth – William Shakespeare (playscripts)</b>  <b>Fiction: The Wild Robot – Peter Brown (environmental fiction)</b>  Non Fiction: Formal Letter writing</p>
Fiction	<b>Historical Fiction Narrative</b>	<b>Innovated chapter based on Cosmic</b>	<b>Scene description to build suspense</b>	<b>Fantasy adventure short story</b>	<b>Setting description</b>	<b>Solloquy</b> <b>Letter in role</b>
Non Fiction	Instruction writing for board game	<b>Persuasive Letter</b> <b>Itinerary</b> <b>Persuasive advert for theme park</b>	<b>Maya Gods Non- Chronological report</b>	<b>Description/explanation of Aeronaut machine</b>	<b>Scientific report</b> <b>Persuasive advert (formal)</b>	Real life letter to council/ MP about a local environmental issue
Poetry	<b>Innovated Simile and Metaphor Poem</b> <b>Windrush Child Benjamin Zephaniah/John Agard?</b>		<b>Free verse based on a god/goddess of their choice</b>	Cinquain Snow Adelaide Crapsey How to write Cinquains? John Foster	Personification Poems	<b>Sonnets</b>
Word Reading	<b>Apply knowledge of root words to read and understand new words</b>  <b>See English Appendix 1 NC</b>	<b>Apply knowledge of prefixes to read and understand new words</b>	<b>Apply knowledge of suffixes to read and understand new words</b>	<b>-&gt;</b>	<b>-&gt;</b>	<b>-&gt;</b>
Comprehension NC	<p>R3: Read and discuss a wide range of fiction  S2: Read for a range of purposes  R3: Modern fiction  S3: Identify and discuss themes and conventions from a wide range of writing.  V1: Check book makes sense  R3/R5: Retrieve, record and present information from non-fiction</p> <p><i>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>  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.</p> <p>Recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p> <p>Making comparisons within and across books</p>	<p>R3: Read and discuss wide range of non-fiction  S2: Read books structured in different ways  R3: Read fiction from our literary heritage  I1/I2: Ask questions to improve understanding  E6: Identify how language, structure and presentation contribute to meaning  E5/E6: Distinguish between fact and opinion  I1/I2: Draw inferences and justify with evidence</p>	<p>R3: Read and discuss a wide range of reference books and textbooks  R3: Recommend books to peers, giving reasons  V5/I3: Ask questions to improve understanding  V5/I3: Discuss and evaluate figurative language and its impact</p>	<p>R3: Read and discuss a wide range of poetry  S2: Learn a wider range of poetry by heart  S2: Prepare poems to read aloud and perform  S3/4: Participate in discussion, challenging views courteously</p>	<p>R3: Books from other cultures  R3: Provide reasoned justifications for my views</p>	<p>R3: Read and discuss a wide range of plays  S2: Prepare plays to read aloud and perform  E2: Explain and discuss understanding through formal presentations and debates  S1: Summarise main ideas</p>

	<p>learning a wider range of poetry by heart.</p> <p>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.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>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.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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.</p> <p>Provide reasoned justifications for their views.</p>					
Oracy	<p>I engage the listener by varying my expression and vocabulary.</p> <p>I adapt my spoken language depending on the audience, the purpose or the context.</p> <p>I develop my ideas and opinions, providing relevant detail.</p> <p>I express my point of view.</p> <p>I show that I understand the main points, including implied meanings in a discussion.</p> <p>I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</p>			<p>I use Standard English in formal situations.</p> <p>I am beginning to use hypothetical language to consider more than one possible outcome or solution.</p> <p>I perform my own compositions, using appropriate intonation and volume so that meaning is clear.</p> <p>I begin to select the appropriate register according to the context.</p> <p>I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.</p>		
Class Readers						