

<u>Y5 English Overview</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Focus text</u>	<b>The Explorer</b> <i>By Katherine Rundell</i>	<b>Shackleton's journey</b> <i>by William Grill</i>  <b>Survivors</b> <i>by David Long</i>	<b>Private Peaceful</b> <i>by Michael Morpurgo</i>	<b>Private Peaceful</b> <i>by Michael Morpurgo</i>  <b>Bombs and Blackberries</b> <i>by Julia Donaldson</i>	<b>The man who walked between the towers</b> <i>by Mordicai Gerstein</i>	<b>Letters from the lighthouse</b> <i>by Emma Carroll</i>  <b>Friend or Foe</b> <i>by Michael Morpurgo</i>
<u>Writing Genres</u>	Setting description  Non-Chronological Report	Instructions  Biography	Setting description  Character description	Persuasive letter  Character description  Playscripts – Bombs and Blackberries	Recounts – diary entry  Newspaper	Narrative – Story – characterisation through description/ action/dialogue/  Explanation text
<u>Guided Reading text</u>	Oranges in no man's land		There's a boy in the girl's bathroom		Letters from the Lighthouse	
<u>Punctuation and grammar</u>	SD - Sentence Structure (simple, compound, complex)  SD - Word class – adjectives, nouns,  SD - Expanded Noun Phrases  SD -Varied Vocabulary  SD – Adverbials  SD – Coordinating conjunctions	I - Relative clauses  I -Contractions  I -Adverbs of manner (carefully, strategically etc)  I Commands (sentence types)  I - Commas in a list  I – word class – adverbs and modal verbs  I & B	CD –Controls content within paragraphs e.g. use of a topic sentence to open a paragraph and this paragraph develops the idea further.  CD -Uses relative clauses and relative clauses <b>with an omitted relative pronoun</b>  CD – word class - pronouns	Pers – Conjunctive adverbs  Pers - sentence types – rhetorical questions  Pers – commas  Pers – coordinating and subordinating conjunctions  CD –Use brackets, dashes or commas to indicate parenthesis  CD – prepositions	D – Past tense  D- Subordinating and coordinating conjunctions.  D - Word class – adjectives, nouns, verbs, adverbs, determiners, pronouns, prepositions.  N -standard English/formal language  N – Modal verbs  N -Past progressive	N – variety of sentences.  N - Adverbials of time/adverbials of place  N Parenthesis using brackets, dashes and commas.  N - Present tense  N - Speech punctuation

	<p>SD &amp; NCR - Apostrophes – contraction</p> <p>NCR - Relative clauses</p> <p>NCR - Present perfect tense</p> <p>Additional points – in the same way,</p> <p>Similar points – furthermore</p> <p>Opposite points – however</p> <p>Results – as a result,</p> <p>Transition phrases – With regards to .....,</p> <p>Summarising phrases – In short, if you ...</p>	<p>Using brackets, dashes or commas to indicate parenthesis</p> <p>B - Conjunctive adverbs</p> <p>B -Choosing nouns and pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>B - Apostrophes - belonging</p> <p>B - Pronouns</p> <p>B - Time adverbials</p> <p>Coordinating conjunctions</p> <p>Subordinating conjunctions</p>	<p>CD – Use apostrophes to mark singular and plural possession</p> <p>CD - Characterisation through description, behaviour and dialogue</p> <p>CD – Subordinating conjunctions</p> <p>SD–prepositions.</p> <p>SD - Word class – adjectives, nouns, <b>verbs</b>,</p> <p>SD - Select appropriate vocabulary.</p> <p>SD - Apostrophes – belonging and contraction</p> <p>SD Expanded noun phrase</p> <p>SD -Rhetorical questions (sentence types)</p> <p>SD – Sentence variations</p> <p>SD - Adverbials</p>	<p>Play – word class - prepositions</p> <p>Play - characterisation through description, behaviour and dialogue</p> <p>Play - Parenthesis with brackets, commas or dashes.</p> <p>Play – Present tense</p>	<p>N - Speech Punctuation and reported speech.</p> <p>N - Prepositional phrases - where events took place</p> <p>N Conjunctive adverbs Additional points – moreover, furthermore, Results – consequently, overall.</p> <p>N - Adverbials of time/adverbials of place</p>	<p>N - characterisation through description, behaviour and dialogue</p> <p>N &amp; E - Cohesion across paragraphs</p> <p>E - Word class revision of all – adjectives, nouns, verbs, adverbs, determiners, pronouns, prepositions.</p> <p>E - Relative clauses</p>
<p><b><u>Extended writing opportunities</u></b></p>	<p>Setting description – Explorer</p> <p>Setting description – Guided Reading text</p> <p>Non-Chron Report about animals in the Amazon Rainforest.</p>	<p>Instructions – How to prepare for Everest.</p> <p>Biography – Ernest Shackleton</p> <p>Science – Biography about Stephanie Kwolek</p>	<p>Character description – Grandma Wolf –</p> <p>Character description – Guided reading text</p> <p>Setting description – Private Peaceful</p>	<p>Persuasive letter – Fight for your country!</p> <p>Character description – obituary for Private Peaceful</p> <p>Geography/Science/RE – Persuade someone to save our natural resources/join Mae Jemison in Space.</p>	<p>Biography – Phillipe Petit</p> <p>Diary entry – Phillipe Petit</p> <p>Newspaper report – Phillipe Petit tightrope event</p> <p>Diary entry – Eyewitness to a volcano/earthquake</p>	<p>Narrative – My Evacuation experience</p> <p>Explanation text – Why were children evacuated?</p> <p>Newspaper report – Evacuation/WW2</p>

	Geography - North America – Non-Chron Report			Playscript – evacuation pre – teach		
<b>Spelling</b>	<p>Wk 1 – ere</p> <p>Wk 2 – ity</p> <p>Wk 3 – ous</p> <p>Wk 4 – ough</p> <p>Wk 5 – silent letters</p> <p>Wk 6 – c as a s</p> <p>Wk 7 – Revision</p>	<p>Wk 1 – cian/sion/tion</p> <p>Wk 2 – tricky words</p> <p>Wk 3 – homophones</p> <p>Wk 4 -ous</p> <p>Wk 5 – use of a hyphen</p> <p>Wk 6 – Rare GPCs</p> <p>Wk 7 – Revision</p>	<p>Wk 1 – ful/ive</p> <p>Wk 2 – ness</p> <p>Wk 3 – ly/le</p> <p>Wk 4 – or</p> <p>Wk 5 – tele/auto/mi</p> <p>Wk6 - au</p>	<p>Wk 1 – c as s part 2</p> <p>Wk 2 – able</p> <p>Wk 3 – ial</p> <p>Wk 4 – re/over/de</p> <p>Wk 5 – homophones</p> <p>Wk 6 -un/de</p>	<p>Wk 1 – ise</p> <p>Wk 2 – ly</p> <p>Wk 3 – inter/anti</p> <p>Wk 4 – ise</p> <p>Wk 5 – ify</p> <p>Wk 6 -sub/auto</p>	<p>Wk 1 – ment</p> <p>Wk 2 – sub/auto</p> <p>Wk 3 – al/en</p> <p>Wk 4 – ship</p> <p>Wk 5 - ei after c</p> <p>Wk 6 - ate</p>
<b>Handwriting</b>	<p>Unit 1 -Introduction to sloped writing</p> <p>Unit 2 – Practicing sloped joins – diagonal to ascender - th, sh, nb, nd, ht, st</p> <p>Unit 3 – Practicing sloped joins – diagonal join – no ascender – ay, ai, kn, er, ie, en</p> <p>Unit 4 – diagonal join to anti-clockwise letter -</p>	<p>Unit 5 – practicing sloped writing- horizontal join to ascender</p> <p>Unit 6 -practicing sloped writing- horizontal join, no ascenders</p> <p>Unit 7 – horizontal join to an anti-clockwise letter</p> <p>Unit 8 – practicing sloped writing, joining from a r</p> <p>Unit 9 - practicing sloped writing, joining from a s</p>	<p>Unit 11 – proportion – joining from a f to an ascender</p> <p>Unit 12 - proportion – joining from a f to no ascender</p> <p>Unit 13 Writing a paragraph</p> <p>Unit 14 Speed writing – ff</p> <p>Unit 15 Speed and legibility – rr</p>	<p>Unit 16 Proportion and spacing – ss</p> <p>Unit 17 Building speed – qu</p> <p>Unit 18 Decorative alphabets</p> <p>Unit 19 Different styles for different purposes</p> <p>Unit 21 Joining b and p to ascenders</p>	<p>Unit 22 Joining b and p to no ascenders</p> <p>Unit 23 Parallel downstrokes – bb and pp</p> <p>Unit 24 All double letters</p> <p>Unit 25 Writing for speed – tial/cial</p>	<p>Unit 26 Developing fluency</p> <p>Unit 27 Personal style</p> <p>Unit 28 Print alphabet</p> <p>Unit 30 Capitals</p>

