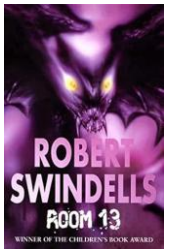
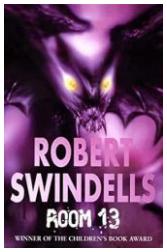
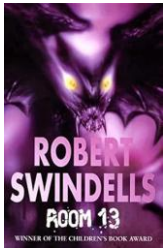
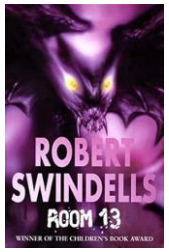
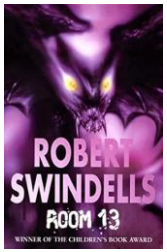
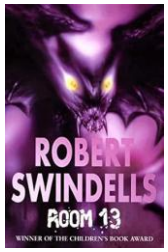
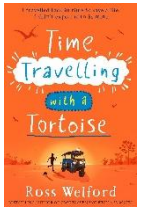
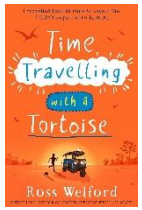
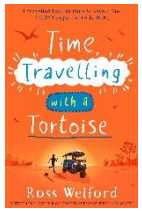
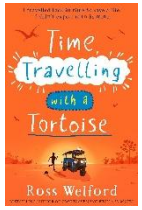
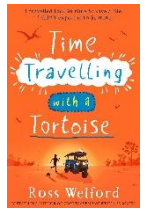
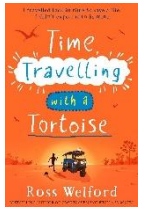
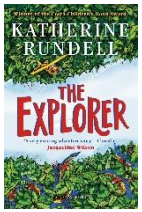
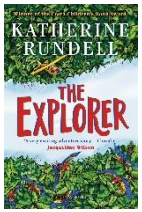
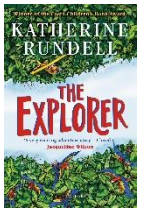
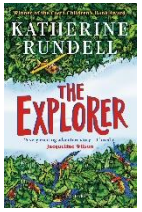
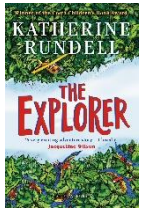
English Overview – Year 5

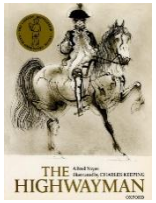
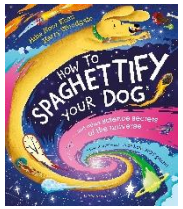
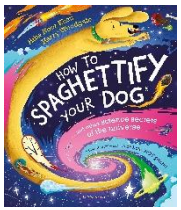
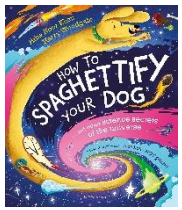
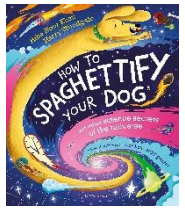
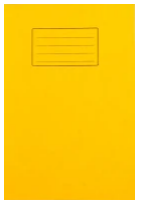
THORNEY CLOSE PRIMARY SCHOOL

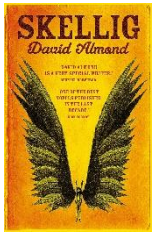
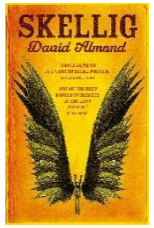
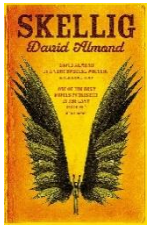
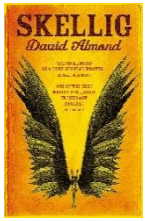
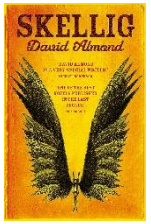
English - Year 5 Autumn 1							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Text	Room 13	Room 13	Room 13	Room 13	Room 13	Room 13	Assessment
							
Writing							
Short Write:	Summary of key events	Postcard Home	Advert for The Crow's Nest Hotel	Character Thought Bubbles	Write the opening of a horror story (scene setting)	Room 13 Survival Guide	Assessment
Long Write:	Information Text: Whitby	Debate: Should the children stay in The Crow's Nest Hotel or leave?	Diary Entry describing the events	Informal Letter Home	Narrative: Write their own horror story	Narrative: Alternative Ending	Assessment
Reading							
Comprehension	Infer character's feelings	Justify inferences with evidence from the text	Justify inferences with evidence from the text	Make sensible predictions based on previous events	Inference and retrieval skills	Summarise key events	Assessment
SPaG							
Spelling	NNS: 'ough' thought, enough, tough, rough, although, cough, bough, thorough, though, sought	NNS: 'silent' letters doubt, solemn, island, lamb, thistle, numb, autumn, isle, knight, debt	NNS: 'able' and 'ible' terrible, possible, edible, reversible, legible, forgivable, disposable, enjoyable, valuable, breakable	NNS: Homophones isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed	NNS: Statutory Spellings accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached	NNS: Statutory Spellings Available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community	Assessment
Grammar	Organisational Devices (subheadings, bullet points)	Adverbials with commas	Conjunctions	Replacing nouns with pronouns	Inverted commas for direct speech	Expanded noun phrases	Assessment

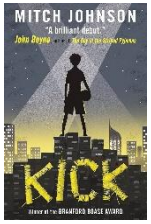
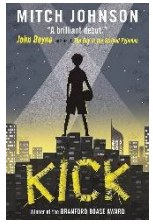
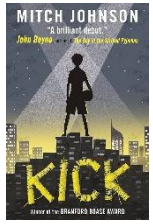
English - Year 5 Autumn 2							
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
Text	Time Travelling with a Tortoise	Time Travelling with a Tortoise	Time Travelling with a Tortoise	Time Travelling with a Tortoise	Time Travelling with a Tortoise	Time Travelling with a Tortoise	Assessment
							
Writing							
Short Write:	Character Profile of Al	Rememberance Poetry	Interview with a character	Description of the pre-historic world	Pro's and Con's of time travelling	Book Review	Assessment
Long Write:	Recount of Al's first adventure with his hamster	Non-chronological report: Rememberance Day	Recount: "A day in the life of…"	If you could go back in time…when/where would you go and why?	Letter of apology to Paulie	Narrative: write own adventure. Time travelling with a…	Assessment
Reading							
Comprehension	Inference and deduction	Explore language used	Predict what might happen next	Inferring character's feelings	Retrieval Skills	Summarise key events	Assessment
SPaG							
Spelling	NNS: Statutory Spellings Competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate	NNS: Plurals buses, balloons, babies, worries, tries, cities, parties, meals, lunches, potatoes	NNS: Hyphens co-operate, co-exist, re-own, re-invent, co-ordinate, re-enter, re-emerge, re-tell, re-imagine, re-invent	NNS: Statutory Spellings Determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate	NNS: Statutory Spellings Excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass	NNS: Statutory Spellings hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning	Assessment
Grammar	Relative Clauses	Modal Verbs	Commas to clarify meaning	Semi-colons	Colons	Punctuation Recap	Assessment

English - Year 5
Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text	The Explorer	The Explorer	The Explorer	The Explorer	The Explorer	Assessment
						
			Writing			
Short Write:	Rainforest Description	Short Narrative: A walk through the rainforest (use of 5 sense)	Diary Entry from a chosen character	Instructions: How to build a raft	Short letter home	Assessment
Long Write:	Non-chronological report on The Amazon	Poem: 'What else will we find in this rainforest?'	Persuasive advert to save the rainforests	Re-tell the events from The Ruined City	Newspaper Report: triumphant return from the jungle	Assessment
			Reading			
Comprehension	Make sensible predictions about a text	Discuss the authors use of language	Justify inferences based on the text	Summarise key parts of the text	Give own opinions of a text and participate in discussion about what they have read	Assessment
			SPaG			
Spelling	NNS: Statutory Spellings marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament	NNS: bruise, guarantee, immediately, vehicle, yacht + 5 personal spellings	NNS: '-ably' '-ibly' Terribly, possibly, reversibly, legibly, invincibly, forgivably, disposably, enjoyably, valuably, identifiably	NNS: Homophones Led, lead, steel, steal, alter, altar bridal, bridle, assent, ascent	NNS: Statutory Spellings persuade physical prejudice privilege profession programme pronunciation queue recognise recommend	Assessment
Grammar	Modal Verbs	Passive Voice	Prepositions	Tense	Synonyms and Antonyms	Assessment

English - Year 5 Spring 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Text	The Highwayman (poem)	How to Spaghettify Your Dog	How to Spaghettify Your Dog	How to Spaghettify Your Dog	How to Spaghettify Your Dog	Assessment
						
Writing						
Short Write:	Scene setting description based on the poem	Summary of reading	Instructions based off reading	Character Development – create own character's for longer write	Pros & Cons of Space Travel	Assessment
Long Write:	Letter from a petron at the Inn	Fact File based of information read	Information text using organisational features	Narrative based on time travel	Balanced Argument about Space Travel	Assessment
Reading						
Comprehension	Determine the meaning of words	Explore features of a non-fiction text	Explore the author's point of view	Explore how the author captures the reader's interest and imagination	Distinguish between fact and opinion	Assessment
SPaG						
Spelling	NNS: Personal	NNS: Proofreading Select spelling from the children's work	NNS: Root words automatic, descend, decrease, deject, distrust, dislike, disembark, unable, unavailable, untie	NNS: Homophones isle, aisle, aloud, allowed, affect, effect, herd, heard, past, passed	NNS: 'ei' words vein, rein, reign, veil, weigh, freight, eight, neighbour, either, height	Assessment
Grammar	Hyphens	Using suffixes	Standard and Non-Standard English	Subjunctive Form	Brackets, dashes and commas	Assessment

English - Year 5 Summer 1						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Text	Skellig	Skellig	Skellig	Skellig	Skellig	Assessment
						
Writing						
Short Write:	Description of the garage	Character description of Skellig	Poem about owls	Is Skellig an angel? Debate	Write a blurb for the text	Assessment
Long Write:	Diary entry	Change the narrative Write a diary from Mina's POV	Balanced Argument: Home School vs. Mainstream School	Newsreport	Detailed book review	Assessment
Reading						
Comprehension	Predict what might happen from details stated and implied.	Discuss and evaluate the author's use of language and the impact it has on the reader.	Inferring character's feelings from their actions.	Support answers with evidence and quotations from the text.	Summarise the main ideas from more than one paragraph.	Assessment
SPaG						
Spelling	NNS: Personal Taken from the year 5/6 spellings	NNS: Personal Taken from the year 5/6 spellings	NNS: Proofreading	NNS: Homophones Cereal, serial, father, farther, guessed, guest, morning, mourning, who's, whose	NNS: Homophones isle, aisle, aloud, allowed, herd, heard, past, passed, led, lead	Assessment
Grammar	Pronouns	Simple Sentences	Metaphors	Personification	Proofreading for spelling and punctuation errors	Assessment

English - Year 5 Summer 2						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Text	Poetry					Assessment
						
Writing						
Short Write:	Police Report Log Entry	Setting description – the start of a typhoon	Debate: 'I'm too old to change'	Diary Entry: from Budi on the day he meets the Dragon.	Write a mini-fact file about sweatshops	Assessment
Long Write:	Short Story: "The Day I Caught Macavity"	Indonesia – Non-Chronological Report	Letter from Budi to Kieran Wakefield, explaining his life and asking for help	Short story: Budi imagines what life would be like as a famous footballer.	Article: Why Child Labour Still Exists in the 21st Century	Assessment
Reading						
Comprehension	Predict what might happen from details stated and implied.	Discuss and evaluate the author's use of language and the impact it has on the reader.	Inferring character's feelings from their actions.	Support answers with evidence and quotations from the text.	Summarise the main ideas from more than one paragraph.	Assessment
SPaG						
Spelling	NNS: Personal Taken from the year 5/6 spellings	NNS: Personal Taken from the year 5/6 spellings	NNS: Proofreading	NNS: Homophones Cereal, serial, father, farther, guessed, guest, morning, mourning, who's, whose	NNS: Homophones isle, aisle, aloud, allowed, herd, heard, past, passed, led, lead	Assessment
Grammar	Pronouns	Simple Sentences	Metaphors	Personification	Proofreading for spelling and punctuation errors	Assessment