| Year 5 English Curriculum Overview |
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| Autumn 1 |

| English units of work | | SPaG |
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| **Texts:** | **Genre/Skills:** | |

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| **There's a Boy in the Girls' Bathroom - Louis Sachar (Power of Reading)**<br><br>**Outcomes:**<br><br>Diary entries<br><br>Balanced arguments | **Diary:**<br>• Plan, discuss and record ideas<br>• May include the date or time<br>• First person- use personal pronouns 'I', 'my', 'we' and 'our'<br>• Opening paragraph to introduce diary<br>• Discuss where events occurred<br>• Write about the most important events in order<br>• Describe own feelings or what you were thinking when each event happened<br>• Adverbials of time<br>• Written mainly in past tense<br>• Informal language and phrases<br>• Group related information in paragraphs<br>• Variety of clauses (including subordinate clauses and relative clauses)<br>• Evaluate, edit and proof-read work<br><br>**Balanced arguments:**<br>• Plan, discuss and record ideas<br>• The opening paragraph introduces the argument<br>• Contains opposing views of for and against<br>• Evidence to support arguments (facts/ statistics)<br>• A concluding paragraph that includes the writer's own opinion<br>• Written in the third person (except final paragraph)<br>• Final paragraph is written in the first person<br>• Formal/ technical language used<br>• Conjunctions<br>• Subordinate clauses<br>• Variety of sentence openers<br>• Evaluate, edit and proof-read work | **Spelling:**<br>• revision of the 'shun' sound (-tion, sion, -ssion, -cian')<br>• The 'shus' sound (-cious, -tious)<br>• Words ending in -cial and –tial<br>• Word check list (Year 5/6)<br><br>**Punctuation**:<br><br>• Consolidate: Capital letters, full stops, question marks and exclamation marks<br>• Apostrophes- contraction, singular and plural possession<br><br>**Grammar:**<br>• Types of nouns (proper, common, abstract, collective)<br>• Verbs<br>• Pronouns<br>• Adverbs<br>• Relative clauses |

| Autumn 2 | | |
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| **English units of work** | | **SPaG** |
| **Texts:** | **Genre/Skills:** | |
| **Macbeth (Orchard Classics)- Andrew Matthews & Tony Ross (Power of Reading)**<br><br>**Interspersed with readings from the original play**<br><br>**Outcomes:**<br><br>Letters in role as characters<br><br>Persuasive speeches | **Letters in role:**<br>• Plan, discuss and record ideas<br>• Greeting to spouse (e.g. To my dearest partner of greatness)<br>• Introductory paragraph<br>• Range of devices to build cohesion within and across paragraphs<br>• Contractions<br>• Relative clauses<br>• Subordinate clauses<br>• Events sequenced in order<br>• Rhetorical questions<br>• Formal language to reflect time period<br>• Commas for parenthesis<br>• Concluding paragraph<br>• Evaluate, edit and proof-read work<br><br>**Persuasive Speech**<br>• Plan, discuss and record ideas<br>• Open speech by explaining why you want to be heard<br>• State concerns and worries<br>• Try to appeal to the other side by attempting to see their point of view<br>• End speech emotively, convincing the listener to accept your idea/point of view<br>• Rhetorical questions<br>• Use of repetition<br>• Emotive language<br>• Flattery<br>• Hyperbole (exaggerated language)<br>• Imperative verbs to begin sentences<br>• Opinions presented as facts<br>• Modal verbs to indicate degrees of possibility<br>• Evaluate, edit and proof-read work | **Spelling**<br>• Words ending in -able -ible -ably and -ibly<br>• Adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, reference)<br>• Prefixes: under-, over-, en- em-<br>• Prefixes: mid-, pre-, fore-, non<br>• Word check list (Year 5/6)<br><br>**Punctuation:**<br>• Commas to separate clauses<br><br>**Grammar**<br>• Relative pronouns and relative clauses<br>• Modal verbs<br>• Determiners |

| Spring 1 | | |
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| **English units of work** | | **SPaG** |
| **Texts:** | **Genre/Skills:** | |
| **Theseus and the Minotaur from The Orchard Book of Greek Myths - Geraldine McCaughrean**<br><br>Additional texts:<br>Pandora's Box<br>Daedalus and Icarus<br><br>**Outcomes:**<br><br>Write own Greek Myths | **Myths (narrative):**<br>• Plan, discuss and record ideas<br>• Include opening, build up, climax, resolution and ending<br>• Consistent correct person (first or third) and tense<br>• Character description<br>• Setting description<br>• Myth features: hero/heroine, gods/goddesses, villain(s),<br>• Powerful verbs, adjectives and adverbs<br>• Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis<br>• Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat<br>• Sentences including subordinating and co-ordinating conjunctions<br>• Fronted adverbials<br>• Expanded noun phrases<br>• Inverted commas for speech and dialogue punctuated correctly<br>• Range of devices to build cohesion within and across paragraphs<br>• Modal verbs to indicate degrees of possibility<br>• Evaluate, edit and proof-read work | **Spelling:**<br>• ai sound spelt eigh and ey<br>• Words with silent letters<br>• Unstressed vowel sounds (e.g. animal, factory)<br>• Word check list (Year 5/6)<br><br><br>**Punctuation:**<br>• Using inverted commas to punctuate direct speech<br><br><br>**Grammar**<br>• Subordinating conjunctions<br>• Co-coordinating conjunctions<br>• Adverbials and fronted adverbials |

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| **Texts:** | **Genre/Skills:** | |
| **Clockwork - Phillip Pullman (Power of Reading)**<br><br><br>**The Young Man of Cury - Charles Causley (from Selected Poems for Children- Power of Reading)**<br>**Tom Bone- Charles Causley**<br><br>**Outcomes:**<br><br>Write suspense stories<br><br>Write and perform poetry | **Suspense:**<br>• Plan, discuss and record ideas<br>• Detailed descriptions of the surroundings<br>• Clues to tantalise the reader (e.g. a hunched silhouette)<br>• Short sentences for effect<br>• Subordinate clauses<br>• Relative clauses<br>• Ellipses<br>• Show not tell e.g. physical reactions from the character(s) (e.g. her heart was in her mouth)<br>• Expanded noun phrases<br>• Similes, metaphors and personification<br>• Use a thesaurus to make sophisticated vocabulary choices<br>• Inverted commas for speech and dialogue punctuated correctly<br>• Range of devices to build cohesion within and across paragraphs<br>• Evaluate, edit and proof-read work<br><br>**Poetry:**<br>• Identify characteristic features of Charles Causley poetry<br>• Descriptive language<br>• Varied vocabulary choices<br>• Imagery<br>• Personification<br>• Similes<br>• Metaphors<br>• Vary volume, pace and use appropriate expression when performing | **Spelling:**<br>• Unstressed consonants (e.g. government)<br>• Double consonants<br>• Homophones (nouns and verbs e.g. advice/advise, practice/practise)<br>• Word check list (Year 5/6)<br><br><br>**Punctuation:**<br>• Brackets, dashes and commas to indicate parenthesis<br>• Punctuating direct speech<br>• Ellipsis<br><br><br>**Grammar**<br>• Changing nouns or adjectives into verbs using suffixes -ate, -ise, -ify and –en<br>• Subordinate clauses |

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| **Texts:** | **Genre/Skills** | |
| **The Midnight Fox- Betsy Byars (Power of Reading)**<br><br>**Outcomes:**<br><br>Write newspaper reports | **Newspaper Reports:**<br><br>• Plan, discuss and record ideas<br>• A headline<br>• An introductory paragraph which answers the who, what, where, when<br>• Facts about the main event<br>• Information about the main events in chronological order<br>• Write in the third person<br>• Quotes written in direct speech<br>• Reported speech<br>• Eyewitness accounts<br>• Adverbials of time<br>• Journalistic language<br>• A concluding paragraph<br>• Formal language<br>• Rhetorical questions<br>• Pictures with captions<br>• Evaluate, edit and proof-read work | **Spelling:**<br>• i sound spelt y (e.g. physical, symbol)<br>• g sound spelt gue (e.g league, fatigue)<br>• s sound spelt sc (e.g. scene, descend)<br>• Word check list (Year 5/6)<br><br>**Punctuation:**<br>• Commas to clarify meaning and avoid ambiguity<br><br>**Grammar**<br>• Present perfect tense and past perfect tense<br>• Clauses and phrases |

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| **Texts** | **Genre/Skills** | |
| **The London Eye Mystery - Siobhan Dowd (Power of Reading)**<br><br>**Outcomes:**<br><br>Write recounts<br><br>Write non-chronological reports | **Recounts:**<br>• Plan, discuss and record ideas<br>• Awareness of audience<br>• Introductory paragraph<br>• Written in past tense<br>• Describe events in chronological order<br>• Adverbials of time<br>• Include specific, key details<br>• Subordinating and co-ordinating conjunctions<br>• Subordinate clauses<br>• Evaluate, edit and proof-read work<br><br><br>**Non-Chronological reports:**<br>• Plan, discuss and record ideas<br>• Awareness of audience<br>• Paragraphs written in logical order<br>• Organisational devices: Title, subheading, bullet points<br>• Present tense (unless historical)<br>• Topic sentences<br>• Details about specific features<br>• Technical language<br>• Conjunctions<br>• Formal tone<br>• Evaluate, edit and proof-read work | **Spelling:**<br>• Suffixes: ly<br>• Homophones and near homophones<br>• Word check list (Year 5/6 list)<br><br><br>**Grammar:**<br>• Synonyms and antonyms<br>• I' and 'me'<br>• Comparatives and superlatives<br>• Subject and verb agreement<br><br>**Punctuation:**<br>• Apostrophes- contraction, singular and plural possession |