



## Roehampton Church Forest School Year 5 English Curriculum Overview

CYCLE B - Year 5		
Autumn 1		
	English units of work	SPAG
Texts:	Genre/Skills:	
<p>Treason – Berlie Doherty</p>	<p><b>Diary:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>May include the date or time</li> <li>First person- use personal pronouns 'I', 'my', 'we' and 'our'</li> <li>Opening paragraph to introduce diary</li> <li>Discuss where events occurred</li> <li>Write about the most important events in order</li> <li>Describe own feelings or what you were thinking when each event happened</li> <li>Adverbials of time</li> <li>Written mainly in past tense</li> <li>Informal language and phrases</li> <li>Group related information in paragraphs</li> <li>Variety of clauses (including subordinate clauses and relative clauses)</li> <li>Evaluate, edit and proof-read work</li> </ul> <p><b>Balanced arguments:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>The opening paragraph introduces the argument</li> <li>Contains opposing views of for and against</li> <li>Evidence to support arguments (facts/ statistics)</li> <li>A concluding paragraph that includes the writer's own opinion</li> <li>Written in the third person (except final paragraph)</li> <li>Final paragraph is written in the first person</li> <li>Formal/ technical language used</li> <li>Conjunctions</li> <li>Subordinate clauses</li> <li>Variety of sentence openers</li> <li>Evaluate, edit and proof-read work</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>revision of the 'shun' sound (-tion, sion, -ssion, -cian')</li> <li>The 'shus' sound (-cious, -tious)</li> <li>Words ending in -cial and -tial</li> <li>Word check list (Year 5/6)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Consolidate: Capital letters, full stops, question marks and exclamation marks</li> <li>Apostrophes- contraction, singular and plural possession</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Types of nouns (proper, common, abstract, collective)</li> <li>Verbs</li> <li>Pronouns</li> <li>Adverbs</li> <li>Relative clauses</li> </ul>
<p><b>To write diary entries</b></p> <ol style="list-style-type: none"> <li>1. Write a diary entry from William's point of view on the day he arrives at Hampton Court.</li> <li>2. Write a diary entry from William re missing home and Merlin</li> <li>3. Write a diary entry from William re meeting Princess Elizabeth</li> </ol> <p><b>To write balanced arguments</b></p> <ol style="list-style-type: none"> <li>1. Should hanging have been allowed in Tudor times?</li> <li>2. Should Henry VIII have been allowed to have six wives?</li> <li>3. Should children be banned from eating junk food?</li> </ol>		

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Autumn 2		
	English units of work	SPAG
Texts:	Genre/Skills:	
<p>The Lady of Shalott by Alfred Tennyson</p> <hr/> <p><b>To write letters in role as characters</b></p> <ol style="list-style-type: none"> <li>1. A Letter from the Lady of Shalott to Sir Lancelot (Before Her Death)</li> <li>2. A Letter from the Lady of Shalott to a Friend or Family Member (Imaginary)</li> <li>3. A Letter from Sir Lancelot to the People of Camelot (After Seeing the Lady)</li> </ol> <p><b>Persuasive:</b></p> <ol style="list-style-type: none"> <li>1. Persuade the Lady of Shalott not to Break the Curse.</li> <li>2. Persuade the Lady of Shalott to Escape the Tower and follow her heart.</li> </ol>	<p><b>Letters in role:</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• Greeting to spouse (e.g To my dearest partner of greatness)</li> <li>• Introductory paragraph</li> <li>• Range of devices to build cohesion within and across paragraphs</li> <li>• Contractions</li> <li>• Relative clauses</li> <li>• Subordinate clauses</li> <li>• Events sequenced in order</li> <li>• Rhetorical questions</li> <li>• Formal language to reflect time period</li> <li>• Commas for parenthesis</li> <li>• Concluding paragraph</li> <li>• Evaluate, edit and proof-read work</li> </ul> <p><b>Persuasive Speech</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• Open speech by explaining why you want to be heard</li> <li>• State concerns and worries</li> <li>• Try to appeal to the other side by attempting to see their point of view</li> <li>• End speech emotively, convincing the listener to accept your idea/point of view</li> <li>• Rhetorical questions</li> <li>• Use of repetition</li> <li>• Emotive language</li> <li>• Flattery</li> <li>• Hyperbole (exaggerated language)</li> <li>• Imperative verbs to begin sentences</li> <li>• Opinions presented as facts</li> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Evaluate, edit and proof-read work</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words ending in –able and –ible and –ably and –ibly</li> <li>• Adding suffixes beginning with vowel letters to words ending in –fer (e.g. referring, reference)</li> <li>• Prefixes: under-, over-, en- em-</li> <li>• Prefixes: mid-, pre-, fore-, non</li> <li>• Word check list (Year 5/6)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Commas to separate clauses</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Relative pronouns and relative clauses</li> <li>• Modal verbs</li> <li>• Determiners</li> </ul>

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## Roehampton Church Forest School Year 5 English Curriculum Overview

Spring 1		
English units of work		SPAG
Texts:	Genre/Skills:	
<p>The Curse of the Maya – Johnny Pearce and Andy Loneragan</p>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Plan, discuss and record ideas</li> <li>Include opening, build up, climax, resolution and ending</li> <li>Consistent correct person (first or third) and tense</li> <li>Character description</li> <li>Setting description</li> <li>hyperbole</li> <li>Powerful verbs, adjectives and adverbs</li> <li>Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis</li> <li>Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat</li> <li>Sentences including subordinating and coordinating conjunctions</li> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> <li>Inverted commas for speech and dialogue punctuated correctly</li> <li>Range of devices to build cohesion within and across paragraphs</li> <li>Modal verbs to indicate degrees of possibility</li> <li>Evaluate, edit and proof-read work</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>ai sound spelt eigh and ey</li> <li>Words with silent letters</li> <li>Unstressed vowel sounds (e.g. animal, factory)</li> <li>Word check list (Year 5/6)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Using inverted commas to punctuate direct speech</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Co-coordinating conjunctions</li> <li>Adverbials and fronted adverbials</li> </ul>
<p><b>Outcomes:</b></p> <p><b>To write Mayan artefact adventure discoveries</b></p> <ol style="list-style-type: none"> <li>1. Setting description of Guatemalan jungle</li> <li>2. Character descriptions</li> <li>3. Adventure finding a Mayan artefact</li> </ol>		

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Spring 2		
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Texts:	Genre/Skills:	
<p>The Garbage King – Elizabeth Laird (PoR)</p> <p>Miller's End- Charles Causley (from Selected Poems for Children- PoR)</p> <p><b>Outcomes:</b></p> <p><b>To write suspense stories/character descriptions/setting descriptions</b></p> <ol style="list-style-type: none"> <li>1. Setting description to create suspense</li> <li>2. Character descriptions to create suspense</li> <li>3. Invent own suspense stories</li> </ol> <p><b>Poetry:</b>  <b>To perform aloud poetry.</b>  <b>To write poetry in the style of a poet.</b>  <b>Use poetic features.</b></p> <ol style="list-style-type: none"> <li>1. Choral performances of the 'Miller's End'</li> <li>2. Write additional verses of 'Miller's End'.</li> <li>3. Write a poem in same style as Miller's End but from perspective of ghost investigators.</li> </ol>	<p><b>Suspense:</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• Detailed descriptions of the surroundings</li> <li>• Clues to tantalise the reader (e.g. a hunched silhouette)</li> <li>• Short sentences for effect</li> <li>• Subordinate clauses</li> <li>• Relative clauses</li> <li>• Ellipses</li> <li>• Show not tell e.g. physical reactions from the character(s) (e.g. her heart was in her mouth)</li> <li>• Expanded noun phrases</li> <li>• Similes, metaphors and personification</li> <li>• Use a thesaurus to make sophisticated vocabulary choices</li> <li>• Inverted commas for speech and dialogue punctuated correctly</li> <li>• Range of devices to build cohesion within and across paragraphs</li> <li>• Evaluate, edit and proof-read work</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Identify characteristic features of the poem Miller's End</li> <li>• Descriptive language</li> <li>• Varied vocabulary choices</li> <li>• Imagery</li> <li>• Personification</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Vary volume, pace and use appropriate expression when performing</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Unstressed consonants (e.g government)</li> <li>• Double consonants</li> <li>• Homophones (nouns and verbs e.g. advice/advise, practice/practise)</li> <li>• Word check list (Year 5/6)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Brackets, dashes and commas to indicate parenthesis</li> <li>• Punctuating direct speech</li> <li>• Ellipsis</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Changing nouns or adjectives into verbs using suffixes -ate, -ise, -ify and -en</li> <li>• Subordinate clauses</li> </ul>

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Texts:	Genre/Skills	
<p>Visual Literacy: Catch It (The Literacy Shed – The Adventure Shed)</p> <p>Visual Literacy: The Present (The Literacy Shed – The Thinking Shed)</p> <p><b>Outcomes:</b>  <b>To write newspaper reports</b></p> <p>1) Local Boy Forms Unbreakable Bond with Disabled Puppy  <b>Headline Idea:</b> <i>Boy and Three-Legged Pup Become Local Heroes of Hope</i></p> <p>2) Pet Shop Faces Backlash for Giving Away Disabled Puppy  <b>Headline Idea:</b> <i>Pet Shop Criticised—Or Celebrated—for Unusual Gift</i></p> <p>3) Savanna Standoff: A group of meerkats fought off a hungry vulture in a dramatic showdown in the African plains yesterday, protecting what may be the last baobab fruit in the area.  <b>Headline Idea:</b> <i>Meerkats Battle Bird Over Precious Fruit</i></p> <p>4) In a clever twist, a group of meerkats turned a fight with a vulture over a fruit into an epic rugby showdown.  <b>Headline Idea:</b> <i>Savannah Showdown Ends in Rugby Twist</i></p>	<p><b>Newspaper Reports:</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• A headline</li> <li>• An introductory paragraph which answers the 5 w's - who, what, where, when, why</li> <li>• Facts about the main event</li> <li>• Information about the main events in chronological order</li> <li>• Write in the third person</li> <li>• Quotes written in direct speech</li> <li>• Reported speech</li> <li>• Eyewitness accounts</li> <li>• Adverbials of time</li> <li>• Journalistic language</li> <li>• A concluding paragraph</li> <li>• Formal language</li> <li>• Rhetorical questions</li> <li>• Pictures with captions</li> <li>• Evaluate, edit and proof-read work</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• i sound spelt y (e.g. physical, symbol)</li> <li>• g sound spelt gue (e.g. league, fatigue)</li> <li>• s sound spelt sc (e.g. scene, descend)</li> <li>• Word check list (Year 5/6)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Commas to clarify meaning and avoid ambiguity</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Present perfect tense and past perfect tense</li> <li>• Clauses and phrases</li> </ul>

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Summer 2		
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Texts	Genre/Skills	
<p>Skellig- David Almond (PoR)</p> <hr/> <p><b>Outcomes:</b></p> <p><b>To write recounts</b></p> <ol style="list-style-type: none"> <li>1) Michael's Recount of Finding Skellig First-person narrative from Michael's point of view when he first discovers Skellig in the garage.</li> <li>2) Mina's Recount of Meeting Skellig</li> <li>3) Recount the moment Mina meets Skellig for the first time and how she feels about him.</li> <li>4) Skellig's Own Recount</li> <li>5) Write from Skellig's perspective about being found, helped, and healed by the children.</li> <li>6) Dad's Recount at the Hospital</li> <li>7) Retell a day from Michael's dad's point of view as he waits and worries about the baby's condition in the hospital.</li> </ol> <p><b>To write non-chronological reports</b></p> <ol style="list-style-type: none"> <li>1. Non-chronological report about the character Skellig</li> </ol>	<p><b>Recounts:</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• Awareness of audience</li> <li>• Introductory paragraph</li> <li>• Written in past tense</li> <li>• Describe events in chronological order</li> <li>• Adverbials of time</li> <li>• Include specific, key details</li> <li>• Subordinating and co-ordinating conjunctions</li> <li>• Subordinate clauses</li> <li>• Evaluate, edit and proof-read work</li> </ul> <p><b>Non-Chronological reports:</b></p> <ul style="list-style-type: none"> <li>• Plan, discuss and record ideas</li> <li>• Awareness of audience</li> <li>• Paragraphs written in logical order</li> <li>• Organisational devices: Title, subheading, bullet points</li> <li>• Present tense (unless historical)</li> <li>• Topic sentences</li> <li>• Details about specific features</li> <li>• Technical language</li> <li>• Conjunctions</li> <li>• Formal tone</li> <li>• Evaluate, edit and proof-read work</li> </ul>	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Suffixes: ly</li> <li>• Homophones and near homophones</li> <li>• Word check list (Year 5/6 list)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Synonyms and antonyms</li> <li>• 'I' and 'me'</li> <li>• Comparatives and superlatives</li> <li>• Subject and verb agreement</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Apostrophes- contraction, singular and plural possession</li> </ul>

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