



Roehampton Church Forest School Year 5 English Curriculum Overview

CYCLE A Year 5		
Autumn 1		
	English units of work	SPAG
Texts:	Genre/Skills:	
<p>There's A Boy in the Girls' Bathroom' – Louis Sachar</p>	<p>Diary:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas May include the date or time First person- use personal pronouns 'I', 'my', 'we' and 'our' Opening paragraph to introduce diary Discuss where events occurred Write about the most important events in order Describe own feelings or what you were thinking when each event happened Adverbials of time Written mainly in past tense Informal language and phrases Group related information in paragraphs Variety of clauses (including subordinate clauses and relative clauses) Evaluate, edit and proof-read work 	<p>Spelling:</p> <ul style="list-style-type: none"> revision of the 'shun' sound (-tion, sion, -ssion, -cian') The 'shus' sound (-cious, -tious) Words ending in -cial and -tial Word check list (Year 5/6)
<p>To write diary entries</p> <ol style="list-style-type: none"> 1. Diary entry as Bradley about his first day at school 2. Diary entry as Bradley about Bradley's first meeting with Carla 3. Write a diary entry as Bradley about his confused feelings about Carla and Jeff and detailing the fight (Chapter 11, 13 and 14) and his feelings about what happened. 	<p>Balanced arguments:</p> <ul style="list-style-type: none"> Plan, discuss and record ideas The opening paragraph introduces the argument Contains opposing views of for and against Evidence to support arguments (facts/ statistics) A concluding paragraph that includes the writer's own opinion Written in the third person (except final paragraph) Final paragraph is written in the first person Formal/ technical language used Conjunctions Subordinate clauses Variety of sentence openers Evaluate, edit and proof-read work 	<p>Punctuation:</p> <ul style="list-style-type: none"> Consolidate: Capital letters, full stops, question marks and exclamation marks Apostrophes- contraction, singular and plural possession
<p>To write balanced arguments</p> <ol style="list-style-type: none"> 1. Should Primary School children have compulsory homework? 2. Should Year 5 and 6 be allowed to use mobile phones in school? 3. Should children be banned from eating junk food? 		<p>Grammar:</p> <ul style="list-style-type: none"> Types of nouns (proper, common, abstract, collective) Verbs Pronouns Adverbs Relative clauses

Note: Children need to plan writing before they write- this may be in the form of a story mountain or planning boxes or "boxing up" grid



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Autumn 2		
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Texts:	Genre/Skills:	
<p>Macbeth (Orchard Classics) (PoR) Intersperse with readings from the original play/BBC clips</p> <hr/> <p>To write letters in role as characters</p> <ol style="list-style-type: none"> 1. Letter to Lady Macbeth from Macbeth telling her about his encounter with the witches and their prophecies. 2. Letter to Macbeth from Lady Macbeth reacting to her husband's news and revealing her true intentions <p>To write persuasive speeches</p> <ol style="list-style-type: none"> 1. Speech by Lady Macbeth to Macbeth urging him to kill King Duncan 2. Speech as "angel" or "devil" on Macbeth's shoulder telling he should or should not go through with his plan to kill Banquo 3. Speech by Banquo to Macbeth urging him to stop killing people <p>Alternative ideas:</p> <ul style="list-style-type: none"> • Speech by Macbeth persuading the guards to murder Banquo • Speech by Malcom urging the English army to support him in trying to defeat Macbeth 	<p>Letters in role:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Greeting to spouse (e.g To my dearest partner of greatness) • Introductory paragraph • Range of devices to build cohesion within and across paragraphs • Contractions • Relative clauses • Subordinate clauses • Events sequenced in order • Rhetorical questions • Formal language to reflect time period • Commas for parenthesis • Concluding paragraph • Evaluate, edit and proof-read work <p>Persuasive Speech</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Open speech by explaining why you want to be heard • State concerns and worries • Try to appeal to the other side by attempting to see their point of view • End speech emotively, convincing the listener to accept your idea/point of view • Rhetorical questions • Use of repetition • Emotive language • Flattery • Hyperbole (exaggerated language) • Imperative verbs to begin sentences • Opinions presented as facts • Modal verbs to indicate degrees of possibility • Evaluate, edit and proof-read work 	<p>Spelling</p> <ul style="list-style-type: none"> • Words ending in –able and –ible and –ably and –ibly • Adding suffixes beginning with vowel letters to words ending in –fer (e.g. referring, reference) • Prefixes: under-, over-, en- em- • Prefixes: mid-, pre-, fore-, non • Word check list (Year 5/6) <p>Punctuation:</p> <ul style="list-style-type: none"> • Commas to separate clauses <p>Grammar</p> <ul style="list-style-type: none"> • Relative pronouns and relative clauses • Modal verbs • Determiners

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Spring 1		
English units of work		SPAG
Texts:	Genre/Skills:	
<p>Theseus and the Minotaur from The Orchard Book of Greek Myths - Geraldine McCaughrean</p> <p>Pandora's Box*</p> <p>Daedalus and Icarus*</p> <p>*Use these texts (you may choose to use others too) during reading lessons so children are exposed to more Greek myths</p>	<p>Myths (narrative):</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Include opening, build up, climax, resolution and ending • Consistent correct person (first or third) and tense • Character description • Setting description • Myth features: hero/heroine, gods/goddesses, villain(s), • Powerful verbs, adjectives and adverbs • Mixture of long and short sentences. Long sentences to add description or information. Short sentences for emphasis • Power of 3 for description- e.g. He wore old shoes, a dark cloak and a red hat • Sentences including subordinating and coordinating conjunctions • Fronted adverbials • Expanded noun phrases • Inverted commas for speech and dialogue punctuated correctly • Range of devices to build cohesion within and across paragraphs • Modal verbs to indicate degrees of possibility • Evaluate, edit and proof-read work 	<p>Spelling:</p> <ul style="list-style-type: none"> • ai sound spelt eigh and ey • Words with silent letters • Unstressed vowel sounds (e.g. animal, factory) • Word check list (Year 5/6) <p>Punctuation:</p> <ul style="list-style-type: none"> • Using inverted commas to punctuate direct speech <p>Grammar</p> <ul style="list-style-type: none"> • Subordinating conjunctions • Co-coordinating conjunctions • Adverbials and fronted adverbials
<p>Outcomes:</p> <p>To write Greek Myths</p> <ol style="list-style-type: none"> 1. Retell Theseus and the Minotaur 2. Write own Greek myths 3. Write a sequel to the story – what happens to Ariadne. 		

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Spring 2		
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Texts:	Genre/Skills:	
<p>Clockwork- Phillip Pullman (PoR)</p> <p>The Young Man of Cury- Charles Causley (from Selected Poems for Children- PoR)</p> <p>Tom Bone- Charles Causley</p>	<p>Suspense:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Detailed descriptions of the surroundings • Clues to tantalise the reader (e.g. a hunched silhouette) • Short sentences for effect • Subordinate clauses • Relative clauses • Ellipses • Show not tell e.g. physical reactions from the character(s) (e.g. her heart was in her mouth) • Expanded noun phrases • Similes, metaphors and personification • Use a thesaurus to make sophisticated vocabulary choices • Inverted commas for speech and dialogue punctuated correctly • Range of devices to build cohesion within and across paragraphs • Evaluate, edit and proof-read work <p>Poetry:</p> <ul style="list-style-type: none"> • Identify characteristic features of Charles Causley poetry • Descriptive language • Varied vocabulary choices • Imagery • Personification • Similes • Metaphors • Vary volume, pace and use appropriate expression when performing 	<p>Spelling:</p> <ul style="list-style-type: none"> • Unstressed consonants (e.g government) • Double consonants • Homophones (nouns and verbs e.g. advice/advise, practice/practise) • Word check list (Year 5/6) <p>Punctuation:</p> <ul style="list-style-type: none"> • Brackets, dashes and commas to indicate parenthesis • Punctuating direct speech • Ellipsis <p>Grammar</p> <ul style="list-style-type: none"> • Changing nouns or adjectives into verbs using suffixes -ate, -ise, -ify and -en • Subordinate clauses
<p>Outcomes:</p> <p>To write suspense stories/character descriptions/setting descriptions</p> <ol style="list-style-type: none"> 1. Setting description about arriving in the small German town of Glockenheim 2. Invent own suspense stories <p>Poetry:</p> <ol style="list-style-type: none"> 1. Choral performances of the 'The Young Man of Cury' (See PoR TS sessions 1-3) 2. Write additional verses of 'The Young Man of Cury' in the voice of the young man. See PoR TS sessions 1-3) 3. Write in the voice of the mermaid See PoR TS sessions 1-3) 4. Write ghost poems in the style of 'Tom Bone' 		

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Texts:	Genre/Skills	
<p>The Midnight Fox- Betsy Byars (PoR)</p> <hr/> <p>Outcomes:</p> <p>To write newspaper reports</p> <ol style="list-style-type: none"> 1. Newspaper report about the discovery of a rare black fox 2. Newspaper report about the increase of urban foxes in London 3. Newspaper report about Tom's dramatic rescue of the fox cub 	<p>Newspaper Reports:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • A headline • An introductory paragraph which answers the who, what, where, when • Facts about the main event • Information about the main events in chronological order • Write in the third person • Quotes written in direct speech • Reported speech • Eyewitness accounts • Adverbials of time • Journalistic language • A concluding paragraph • Formal language • Rhetorical questions • Pictures with captions • Evaluate, edit and proof-read work 	<p>Spelling:</p> <ul style="list-style-type: none"> • i sound spelt y (e.g. physical, symbol) • g sound spelt gue (e.g. league, fatigue) • s sound spelt sc (e.g. scene, descend) • Word check list (Year 5/6) <p>Punctuation:</p> <ul style="list-style-type: none"> • Commas to clarify meaning and avoid ambiguity <p>Grammar</p> <ul style="list-style-type: none"> • Present perfect tense and past perfect tense • Clauses and phrases

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Summer 2		
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Texts	Genre/Skills	
<p>The London Eye Mystery- Siobhan Dowd (PoR)</p> <hr/> <p>Outcomes:</p> <p>To write recounts</p> <ol style="list-style-type: none"> 1. First person recount of the conversation between mum and Kat (Chapter 2) from Ted's point of view (including his literal understanding of the idioms used) 2. Police report about incident in Chapter 11 <p>To write non-chronological reports</p> <ol style="list-style-type: none"> 1. Non- chronological report about London 2. Non- chronological report about Paris 	<p>Recounts:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Awareness of audience • Introductory paragraph • Written in past tense • Describe events in chronological order • Adverbials of time • Include specific, key details • Subordinating and co-ordinating conjunctions • Subordinate clauses • Evaluate, edit and proof-read work <p>Non-Chronological reports:</p> <ul style="list-style-type: none"> • Plan, discuss and record ideas • Awareness of audience • Paragraphs written in logical order • Organisational devices: Title, subheading, bullet points • Present tense (unless historical) • Topic sentences • Details about specific features • Technical language • Conjunctions • Formal tone • Evaluate, edit and proof-read work 	<p>Spelling:</p> <ul style="list-style-type: none"> • Suffixes: ly • Homophones and near homophones • Word check list (Year 5/6 list) <p>Grammar:</p> <ul style="list-style-type: none"> • Synonyms and antonyms • 'I' and 'me' • Comparatives and superlatives • Subject and verb agreement <p>Punctuation:</p> <ul style="list-style-type: none"> • Apostrophes- contraction, singular and plural possession

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