



Roehampton Church Forest School Year 5 English Curriculum Overview

CYCLE B Year 5		
Autumn 1		
English units of work		SPAG
Texts:	Genre/Skills:	
Goodnight Mr Tom - Michelle Magorian (PoR)	Diary: - 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 Balanced arguments: - 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	Spelling: - 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) Punctuation: - Consolidate: Capital letters, full stops, question marks and exclamation marks - Apostrophes- contraction, singular and plural possession Grammar: - Types of nouns (proper, common, abstract, collective) - Verbs - Pronouns - Adverbs - Relative clauses
Outcomes: To write diary entries 1. Diary entry as Tom after meeting Willie for the first time 2. Diary entry from Willie after his first night with Tom 3. Diary entry of Willie – typical day before being evacuated 4. Diary entry of Willie the night before travelling to meet Tom 5. Diary entry from Willie after being told the news about his Mother. To write balanced arguments 1. Should children being evacuated during the war? 2. Should rationing take place during wars? 3. Should wars be allowed to happen? 4. Should blackouts happen during the war?		

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		
English units of work		SPAG
Texts:	Genre/Skills:	
The Highwayman - Alfred Noyes Outcomes: To write letters in role as characters 1) Letter from the Highwayman before he rides to tell Bess what he thinks of her. 2) Letter from Highwayman to Bess – love letter and hopes for future 3) Letter from Bess to Highwayman sharing her fears about the dangers he faces and her deep love for him 4) Letter from Tim the Ostler to the authorities confessing what he knows about the Highwayman and Bess's secret meetings. 5) Neighbours letter to the authorities about the strange noises they can hear To write persuasive speeches - Persuade the villagers to support the Highwayman - Persuade Bess to warn the Highwayman about the dangers from the Redcoats - Persuade the Highwayman to avoid dangerous rides	Letters in role: - 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 Persuasive Speech - 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	Spelling - 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) Punctuation: - Commas to separate clauses Grammar - Relative pronouns and relative clauses - Modal verbs - Determiners

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Spring 1		
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Texts:	Genre/Skills:	
The Garbage King – Elizabeth Laird (PoR) Outcomes: To write an adventure story using characters and settings from the early chapters of The Garbage King, where a character faces a central problem and systematically deals with it to find a resolution. Possible ideas: <i>Escaping 'Uncle' Merga</i> Mamo being taken by his uncle and being trapped on the bus (setting – mud hut, characters descriptions of contrasting characters Mamo and Merga, problem stuck on bus and how to get away. <i>Lost in the city</i> Dani runs away from his rich privileged but strict home into a sprawling, unfamiliar city and must find a safe place to hide as night begins to fall.	Narrative: - Plan, discuss and record ideas - Include character description, setting description, steps leading to the problem, attempts at solving the problem that fail, resolution – 3rd attempt, did it resolve the problem or not. - Consistent correct person (first or third person) and tense - Character description - Setting description - hyperbole - 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	Spelling: - ai sound spelt eigh and ey - Words with silent letters - Unstressed vowel sounds (e.g. animal, factory) - Word check list (Year 5/6) Punctuation: - Using inverted commas to punctuate direct speech Grammar - Subordinating conjunctions - Co-coordinating conjunctions - Adverbials and fronted adverbials

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Spring 2		
English units of work		SPAG
Texts:	Genre/Skills:	
Wonder - RJ Palacio (PoR) Poetry: Face the World Face of the World 2 Outcomes: To write suspense settings and character descriptions 1. Setting description to create suspense 2. Character descriptions to create suspense 3. Invent own suspense paragraphs where Auggie encounters his peers 4. Create own suspense stories (up to the problem) Possible ideas: Auggie's First day at School Auggie's Visit to the Cafeteria To write and perform poetry: 1. Choral performances of the 2 poems 'Face the World' inspired by Wonder. 2. Write a poem from Julian's perspective when he saw Auggie using same rhyming scheme (AABB) and rhythm.	Suspense: • 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 Poetry: • Identify characteristic features of the poems • Descriptive language • Varied vocabulary choices • Imagery • Personification • Similes • Metaphors • Rhyme • Vary volume, pace and use appropriate expression when performing	Spelling: • Unstressed consonants (e.g government) • Double consonants • Homophones (nouns and verbs e.g. advice/advise, practice/practise) • Word check list (Year 5/6) Punctuation: • Brackets, dashes and commas to indicate parenthesis • Punctuating direct speech • Ellipsis Grammar • Changing nouns or adjectives into verbs using suffixes -ate, -ise, -ify and -en • Subordinate clauses

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Summer 1		
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Texts:	Genre/Skills	
Visual Literacy: Alma (The Literacy Shed) Outcomes: To write newspaper reports 1. Missing child in the village - Missing child who disappeared after entering a strange toy shop 2. Mysterious toy shop causes concern - Investigate the strange top shop that appeared suddenly in the village 3. Local residents warned about haunted toys – write about rumours that the dolls are alive and cursed 4. Police launch search for missing girl	Newspaper Reports: • 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	Spelling: • 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) Punctuation: • Commas to clarify meaning and avoid ambiguity Grammar • Present perfect tense and past perfect tense • Clauses and phrases

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Summer 2		
English units of work		SPAG
Texts	Genre/Skills	
Skellig- David Almond (PoR) Outcomes: To write recounts 1) Michael's Recount of Finding Skellig in the garage. 2) Mina's Recount of Meeting Skellig 3) Recount the moment Mina meets Skellig for the first time and how she feels about him. 4) Skellig's Own Recount 5) Write from Skellig's perspective about being found, helped, and healed by the children. 6) Dad's Recount at the Hospital 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. To write non-chronological reports 1. Non-chronological report about the character Skellig 2. Non-chronological report about owls	Recounts: • 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 Non-Chronological reports: • 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	Spelling: • Suffixes: ly • Homophones and near homophones • Word check list (Year 5/6 list) Grammar: • Synonyms and antonyms • I' and 'me' • Comparatives and superlatives • Subject and verb agreement Punctuation: • Apostrophes- contraction, singular and plural possession

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