

| English Overview & Progression – Year 5 | | | |
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| Year group & Stage of Learning | Text Coverage | Writing Genres & Coverage | Spelling Grammar & Punctuation Coverage |
| Year 5 20%-40% 5i (Autumn) | Wings 4 Phase 3 | | |
| | Text: The Roman Chronicle - Non-Fiction (2 weeks) Link/s: History Reading Focus: <ul style="list-style-type: none"> - Explain and comment on language choice. - Relate texts to their social, cultural and historical contexts and literary traditions | Writing Focus: <ul style="list-style-type: none"> • Organise and present whole texts effectively, sequencing and structuring information, ideas and events • Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences | Grammar and Punctuation <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity. • Converting nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify • verb prefixes e.g. dis-, de-, mis-, over-, re. • Relative clauses beginning with who, which, where when, whose, that or an omitted relative pronoun. • Indicating degrees of possibility using adverbs e.g. -perhaps, surely OR modal verbs e.g. might, should, will, must. • Devices to build cohesion within a paragraph e.g. then, after, that, this, firstly. • Linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, |
| | Text: Secret Friends – Fiction (1 week) Link/s: PSHE Reading Focus: Prediction and summarisation of text. | Writing Focus: <ul style="list-style-type: none"> • To write a letter/alternative story ending. • To vary sentences for clarity, purpose and effect. | |
| | Text: The Suitcase Kid — Fiction (3 weeks) Link/s: PSHE Reading Focus: To identify the issue/cause and effect/ and impact. | Writing Focus: <ul style="list-style-type: none"> • To write a complete story/write critically about an issue. • Varied choice of verbs/powerful use of paragraphs. | |
| | Text: Film Narrative – Film (1 week) Link/s: PSHE Reading Focus: Understand structure of film narrative and characterisation. | Writing Focus: <ul style="list-style-type: none"> • Plan a film script/use character 'voice' in a script. • To deconstruct a plan for a film script. | |
| Text: When Jessie Came Across the Sea – Fiction (1 week) Link/s: History Reading Focus: Identify what we learn from historical fiction | Writing Focus: <ul style="list-style-type: none"> • Write diary entries at key points in the story. • Use adverbs to add shades of meaning to a sentence. | | |

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| | Text: Please Mrs Butler – Poetry (2 weeks) Link/s: N/A Reading Focus: Compare and contrast poems on similar themes. | Writing Focus: <ul style="list-style-type: none"> To write a poem based on one of the poems read. Recognise the words that are essential to meaning. | number e.g. secondly and tense e.g. he had seen her before. |
| Year 5 41%-60% 5ii (Spring) | Wings 5 Phase 1 | | Spelling <ul style="list-style-type: none"> -cious and -tious (vicious, grace - gracious, ambitious, malice - malicious). -cial and -tial (official, special confidential, essential). -ant, ance/-ancy -ent, ence/ - ency (e.g. observant, observance, hesitancy, innocent, obedience, frequency). -able and ible -ably and ibly (adorable, adorably, considerably, legible, horribly) Suffixes with -fer (refer, referred, referral) |
| | Text: Kensuke's Kingdom – Fiction (4 weeks) Link/s: History Reading Focus: Character presentation/relationships/ impact author's view. | Writing Focus: <ul style="list-style-type: none"> Write character profile/introduce new character/review. Writing complex sentences using commas/conjunctions etc. | |
| | Text: Pillow Talk – Poetry (1 week) Link/s: PSHE Reading Focus: Explain and comment on language choice in a range of poems. | Writing Focus: <ul style="list-style-type: none"> To write poems using different poetic techniques. Select appropriate and effective vocabulary. | |
| | Text: World War II Evacuee – Non-Fiction (1 week) Link/s: History Reading Focus: Cause & effect relationships/structure of text. | Writing Focus: <ul style="list-style-type: none"> To write a leaflet to inform and persuade. To identify future and conditional tenses. | |
| | Text: Anne Frank – Autobiography (1 week) Link/s: History Reading Focus: History To make inferences about the text. | Writing Focus: <ul style="list-style-type: none"> To write a journal entry. To use a range of punctuation correctly. | |
| | Text: Johnny and the Dead – Play script (1 week) Link/s: Drama Reading Focus: Format/setting/storyline/directions/dialogue/characters. | Writing Focus: <ul style="list-style-type: none"> Write an additional scene/advice to an actor/a review. Modal verbs/subordinate clauses/non-standard English. | |
| | Text: I Like This Poem – Poetry (1 week) Link/s: History/Geography Reading Focus: Identify poetic devices and how they enhance the poem. | Writing Focus: <ul style="list-style-type: none"> To write a poem with the structure of The Jabberwocky. TO recognise the importance of using precise adjectives. | |
| | Text: Film Stars – Non-Fiction (1 week) Link/s: Media Studies Reading Focus: Identify and comment on writer's purposes and viewpoint | Writing Focus: <ul style="list-style-type: none"> To write a formal letter. To organise and present whole text effectively. | |
| Year 5 61%-80%+ | Wings 5 Phase 1 | | |
| | Text: Becoming Media Savvy – Non-Fiction (2 weeks) Link/s: Media Studies | Writing Focus: | |

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| 5iii <i>(Summer)</i> | Reading Focus: Identify question types/impact of advertising on consumer. | <ul style="list-style-type: none"> Adapt a script to create a specific tone/write cinema advert. To make a storyboard. | | |
| | Text: Greek Myths – Fiction (2 weeks) Link/s: History Reading Focus: Understand oral origin of myths/read different versions. | Writing Focus: <ul style="list-style-type: none"> To write your own Greek myth. To recognise, suggest and use adverbial phrases. | | |
| | Text: Journey to Jo'burg Link/s: History/Geography Reading Focus: Understand, describe, select or retrieve information/ Deduce, infer or interpret information, events or ideas from texts. | Writing Focus: <ul style="list-style-type: none"> Write a new scene/an appropriate new ending. To use a range of cohesive devices including synonyms. | | |
| | Text: The Mousehole Cat – Fiction (1 week) Link/s: Geography Reading Focus: Identify metaphors, similes and personification in writing. | Writing Focus: <ul style="list-style-type: none"> Story writing using figurative language. Using the success criteria to redraft. | | |
| | Text: Quakes, Floods and Other Disasters – Non-Fiction (1 week) Link/s: Geography Reading Focus: Understand, describe, select or retrieve information/ Deduce, infer or interpret information, events or ideas from texts. | Writing Focus: <ul style="list-style-type: none"> Produce texts appropriate to task, reader and purpose. Construct paragraphs and use cohesion within and between paragraphs. | | |
| | Text: St George and the Dragon – Fiction (1 week) Link/s: Religious Education Reading Focus: Deduce, infer or interpret information, events or ideas from texts/ Relate texts to social, cultural and historical traditions. | Writing Focus: <ul style="list-style-type: none"> Organise and present whole texts effectively. Write with technical accuracy. | | |
| | Text: Spy School – Non-Fiction (1 week) Link/s: History/Politics Reading Focus: Understand, select and retrieve information/ Deduce, infer or interpret information, events or ideas from texts. | Writing Focus: <ul style="list-style-type: none"> Use cohesion within and between paragraphs. Write with technical accuracy. | | |
| Overall Coverage | Reading Coverage Statements for the year | | Writing Coverage Statements for the year | |
| | Reading Coverage <u>Pupils will be taught to:</u> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | | Writing Milestones <ul style="list-style-type: none"> Plan and write a range of genres for different audiences, selecting genre features for style and effect. Organise into cohesive paragraphs that link and confident use of organisational devices for effect. | |

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| | <ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing. • Making comparisons within and across books. • Learning a wider range of poetry by heart. • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Understand what they read by: <ul style="list-style-type: none"> - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; - asking questions to improve their understanding; - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; - predicting what might happen from details stated and implied; - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; - identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction. | <ul style="list-style-type: none"> • Describe characters, setting and plot with precision. • Write a range of sentence styles. • Selecting grammatical features for cohesion and effect on the reader. • Using the correct verb tense in and across paragraphs consistently. • Demarcating sentences accurately. • KS2 punctuation is being used accurately on many occasions. • Spelling all words from year 3-4 correctly and many from year 5-6. • Writing is legible and joined, quality is maintained at speed. |
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| | <ul style="list-style-type: none">• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.• Provide reasoned justifications for their views. | |
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