

English Overview and Progression Year 5

Year & Stage of Learning	Text Coverage	Writing Genres & Coverage	Spelling Grammar & Punctuation Coverage
Year 5 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"> • To write poems using different poetic techniques • Select appropriate and effective vocabulary 	<u>Grammar & Punctuation</u> <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, number e.g. secondly and tense e.g. he had seen her before.
	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 leaflet to inform and persuade • To identify future and conditional tenses 	
	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 journal entry • To use a range of punctuation correctly 	
	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"> • Write an additional scene/advice to an actor/a review • Modal verbs/subordinate clauses/non-standard English 	
	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"> • To write a poem with the structure of The Jabberwocky • To recognise the importance of using precise adjectives 	
	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 formal letter • To organise and present whole text effectively 	
Year 5 Wings 5 Phase 1	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: 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 	
			<u>Spelling</u> <ul style="list-style-type: none"> • -cious and -tious (vicious, grace - gracious, ambitious, malice - malicious).

	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 	<ul style="list-style-type: none"> -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: 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 Wings 5 Phase 2	Text: Becoming Media Savvy – Non-Fiction (2 weeks) Link/s: Media Studies Reading Focus: Identify question types/impact of advertising on consumer	Writing Focus: <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 and 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: <ul style="list-style-type: none"> Understand, select and 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: <ul style="list-style-type: none"> Understand, select and 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 	

	Year 5 Reading Milestones	Year 5 Writing Milestones
<p>Overall Coverage</p>	<p><u>Pupils will be taught to:</u></p> <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 • 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 • 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 	<p><u>Pupils will be taught to:</u></p> <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. • 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.

- 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