Year 5 English Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where should we go on holiday? Natural Disasters	WW2	Rainforests	Ancient Greece	The Solar System	The Midnight Fox
Core Book	Escape from Pompeii **Heard it in the Playground poems** **Additional texts- Holes**	Goodnight Mr Tom **The Diary of Anne Frank,** **Additional texts- When Hitler Stole Pink Rabbit, The Breadwinner**	The Jungle Book **The Wonder Garden** **Additional texts- Kensuke's Kingdom**	Who Let the Gods Out? **Additional texts- A selection of Greek Myths**	The Iron Man, Aquila **Additional texts- The Iron Woman**	The Midnight Fox
Text Type/ Genre	1. Explanation texts- (mountain formation) 2. Haikus poetry	1. Recount- Biography of Anne Frank 2. Recount- Diary writing 3. Stories on a theme (WW2)	1. Persuasive writing- Letters to save the rainforest 2. Classic fiction- The Jungle book	1. Greek myths and legends 2. Senryus poetry	1. Report writing- Informative text on the solar system 2. Science Fiction- Outer Space Adventure	1. Discussion/ argument- Should fox hunting be banned? 2. Poetry- Free verse 3. Fantasy Stories
Grammar, Punctuation and Spelling **Must link to text type**	1. Paragraphs- Sequencing layout 2. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 3. Embedded clauses-commas for clauses 4. Develop complex sentences: subordination) Main and subordinate clauses with a range of subordinating conjunctions. 5. Active and Passive verbs	1. Inverted commas 2. Sentence lengths **Short sentences** to move events on quickly E.g. *It was midnight.* It's great fun. 3. Exclamation marks 4. Using expanded noun phrases to convey complicated information conciselyPowerful adjectives/adverbs	1. Organising arguments- cohesive ties 2. Question marks- rhetorical questions 3. Recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Fact vs opinion 4. Structuring debate 5. using modal verbs or adverbs to indicate degrees of possibility	1. Very short paragraphs 2. Varied structures Extended detail 3. Personification, simile and metaphors **4. Dialogue** - verb + adverb - *"Hello," she whispered, shyly.* **5. Elaboration of starters using adverbial phrases** e.g. *Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.*	1. Ellipsis 2. Varied openers **Moving sentence chunks (how, when, where) around for different effects** e.g. *The siren echoed loudly ….through the lonely streets ….at midnight* 3. Using commas to clarify meaning or avoid ambiguity in writing 4. Using hyphens to avoid ambiguity •using brackets, dashes or commas to indicate parenthesis 5. Using a colon to introduce a list	1. Using semicolons, colons or dashes to mark boundaries between independent clauses 2. using the perfect form of verbs to mark relationships of time and cause 3. Punctuating bullet points consistently 4. Revision/ recap prior learning
	← *Continuous: Handwriting and Spelling (DAILY OXFORD OWL SPELLING PROGRAMME)* →					
	•write legibly, fluently and with increasing speed by: •choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task •use further prefixes and suffixes and understand the guidance for adding them •spell some words with 'silent' letters [for example, knight, psalm, solemn •continue to distinguish between homophones and other words which are often confused •use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1 •use dictionaries to check the spelling and meaning of words •use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary •use a thesaurus					
Writing Opportunities	- A newspaper report detailing the volcanic eruption in Pompeii. - Explaining the cause of several different natural disasters. -writing a script for New broadcast. -Instructions: How to make a mini volcano (science links)	-Writing a biography for family member. -Personal diary entries. - Re-telling an established chapter of a story	-Letter writing to a friend (first week back after the holiday break) -Formal letter -Description setting -Writing a resolution	-Practise using similes and metaphors to describe a range of settings. -A letter in character (Greek myth) -Writing a scripted version of the story.	-Short paragraphs about individual elements of the solar system -Character descriptions -Individual elements of the short story (Structure: Introduction / Middle / Ending)	-Research on the history of fox hunting. -A persuasive letter on the theme of fox hunting. -Animal descriptions using metaphors and similes. -Character creating and descriptions. -Setting description for fantasy world.
Final Piece	1. A report explaining the processes which take place when mountains are formed. 2. A Haikus poem focused on nature including the weather and how it links to mood.	1. A biography about the life of Anne Frank. 2. Writing personal diary entries in character as a war child. 3. Writing a chapter for Goodnight Mr Tom, in 1st person.	1. Writing a letter persuading the local community (rainforest region) to save the rainforest. Considering and writing differing responses. 2. Writing an alternative ending to The Jungle Book.	1. Setting description/Character setting 2. Re-writing personal version of a well know myth. 3. Completed senryus poem about a mythical Greek character.	1. Writing a detailed report on the solar system. 2. Character description (science fiction) 3. Short story (science fiction)	1. Completed argument on the theme of fox hunting 2. Free verse poetry linked to animals 3. Fantasy story- imaginary world